



McGill

McGill University
School/Applied Child Psychology
FIELD EXPERIENCE OBJECTIVES PLANNING FORM

Student: _____ Semester : _____

Placement: _____

Supervisor(s): _____

Objectives

The objectives listed below comprise an array of options to be considered in structuring the field experience. At the initial planning meeting between the student, field supervisor, and field experience coordinator, decisions will be made regarding the availability of experiences specific to individual field experience settings and particular activities will be assigned. The student is required to ensure that the activities designated on the planning form are pursued to the best of his or her ability.

Professional Development

The student will demonstrate appropriate professional skills and conduct. It is expected that the student will:

- _____ observe his or her on site supervisor during typical activities;
- _____ evaluate his or her professional impact on staff, students, and parents;
- _____ apply effective listening and communication skills;
- _____ develop comfortable, cooperative relationships with staff and children;
- _____ take initiative;
- _____ submit reports in a timely fashion;
- _____ meet and interact with school staff and maintain visibility within the school setting;
- _____ attend building consultation team meetings, staff meetings, or other administrative meetings such as a school board meeting or PTO meeting;
- _____ use feedback in a constructive and productive manner.

The student will become familiar with the process of special education referral, evaluation, placement, and remediation. It is expected that the student will:

- _____ attend a multidisciplinary team;
- _____ participate in a multidisciplinary team;
- _____ organize paperwork for a multidisciplinary team;
- _____ observe and become familiar with a CD classroom or integrated program;
- _____ observe and become familiar with an LD classroom or integrated program;
- _____ observe and become familiar with an ED classroom or integrated program;
- _____ observe classrooms and programs unique to individual field settings.

The student will become familiar with the process of regular education. It is expected that the student will:

- _____ observe a preschool or kindergarten classroom;
- _____ observe a classroom for children in first grade;
- _____ observe a classroom for children in second or third grade;
- _____ observe a classroom for children in fourth, fifth, or sixth grade;
- _____ observe a classroom for middle school or high school student.

The student will become familiar with the particular curriculum implemented in his/her school. It is expected that the student will:

- _____ formally or informally examine textbooks and materials used in grades K-6;
- _____ formally or informally examine textbooks and materials used in middle school or high school.

The student will become acquainted with community resources that may support school psychological services. It is expected that the student will:

- _____ gain information about the professional relationships between the supervisor and community agencies;
- _____ coordinate case services with another community agency.

Technical Skills Development

The student will engage in intellectual assessments. It is expected that the student will:

- _____ conduct and report results of at least one comprehensive intellectual evaluation at a preschool/kindergarten level;
- _____ conduct and report results of at least one comprehensive intellectual evaluation at the first to fifth grade level;
- _____ conduct and report results of at least one comprehensive intellectual evaluation of a minority or culturally different student.

The student will engage in academic assessment. It is expected that the student will:

- _____ conduct and report results of at least one comprehensive pre-academic assessment at the preschool/kindergarten level;
- _____ conduct and report results of at least one comprehensive academic assessment at the first to fifth grade level;
- _____ conduct and report results of at least one comprehensive academic assessment at the sixth to twelfth grade level;
- _____ conduct and report results of at least one comprehensive academic or pre-academic assessment of a minority or culturally different student.

The student will engage in social and emotional assessment. It is expected that the student will:

- _____ conduct and report results from at least one comprehensive social and emotional assessment at the first to fifth grade level;
- _____ conduct and report results from at least one comprehensive social and emotional assessment at the sixth to twelfth grade level.

The student will apply consultation skills in the field setting. It is expected that the student will:

- _____ coordinate one consultation case with school personnel at the elementary level;
- _____ coordinate one consultation case with school personnel at the middle or high school level;
- _____ establish a collaborative relationship with parents at the elementary level;
- _____ establish a collaborative relationship with parents at the middle or high school level.

The student will apply intervention skills in the field setting. It is expected that the student will:

- _____ accompany the field supervisor during intervention activities;
- _____ identify target behaviors and develop an intervention program;
- _____ address referral issues raised during assessment or consultation activities with a planned program for intervention;
- _____ establish discrete goals for the students receiving individual and group counselling.

The student will become proficient in writing comprehensive psychoeducational reports. It is expected that the student will:

- _____ analyze and interpret test results in a meaningful and thorough fashion;
- _____ make recommendations that follow logically from the assessment results and are educationally relevant;
- _____ submit case reports for all assessment, consultation, and intervention activities.

The student will demonstrate accountability for activities as a practicing school psychologist. It is expected that the student will:

- _____ maintain the Student Log of daily activities and submit a copy to the practicum coordinator as requested;
- _____ seek an appropriate level of supervision with the field supervisor.

Student evaluations should take place in the middle (December) and at the end (June) of the field experience. The student is requested to inform the practicum coordinator of any unusual circumstances that might prevent him/her from meeting the objectives outlined during the initial planning meeting.

Signature of Supervisor

Date