

# Getting the most out of Virtual Fieldwork Experiences

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# Agenda Today

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- Introductions and Building a Fieldwork Mindset (9:00-9:10)
- Separate Sessions (9:10-9:50)
  1. Practicum (please add a “p” after your screen name if you want to be assigned to the Practicum breakout room. You cannot come back until 9:50.
  2. Internship (no change to your name needed, stay in the main room)
- Telehealth (9:50-10:20)
- Closing Comments (10:20-10:30)

# Introduction

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- Panel Brief Self-Intro
  - Brian Leung PhD, professor, LMU
  - Kate Perry PhD, director, UC Berkeley
  - Tricia Crosby-Cooper PhD, director, National University
  - Leigh Ann Tipton-Fisler PhD, assistant professor, CSULA
  - Natasha Ferrell PhD, assistant professor, National University
  - Alejandra Ojeda-Beck, clinical professor, UC Berkeley
- Quick polls of participants
- A few Important Mindsets to maximize learning during (virtual) fieldwork

# Important Fieldwork Mindsets

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1. Virtual experience, despite advancing technology, is not the same as in-person.
2. It's YOUR fieldwork...take ownership, be reflective and **proactive**.
3. Training experience is NOT work experience. Focus on your learning needs instead of just getting the work done. Be sure to ask for “WHY (rationale)”.
4. Take full advantage of your field supervisor...s/he agreed to help you. But be respectful of time and boundaries.
5. You have something to offer.
6. Practice Self-Care (based on personal preference).

# Practicum (Breakout Room)

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- Setting expectations
- How to be proactive
- Dealing with feedback
- Advocate for your needs
- Do's and Don'ts
- Questions?

# Internship (Main Room)

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- Setting Expectations
- How to advocate for what you need
- Dealing with feedback
- Selecting meaningful PDs
- Do's and Don'ts (starting and finishing)
- Questions?

# Internship: Setting Expectations

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- Starting:
  - Make time to review program expectations (due dates, paperwork) and your hopes
  - Review supervisor's AND your procedures related to **communication**, feedback process, assigning caseload, working with others...)
- Ending: (last 8 weeks of internship)
  - Be clear about end date
  - Ask for time off as needed (school project, job interview...)
- Competencies v. Being Competent and Prepared
- Seek to practice a comprehensive model (their “real world” does not have to be your real world)

# Internship: How to Self-Advocate

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- It's YOUR internship, take responsibility
  - Last chance for supervision!
  - Not expected to have the answer...“I'm just an intern”
- Be honest and Reflect on what areas you need more experiences in
  - What questions would you NOT want anyone to ask in an interview?
- Be certain to have a good grasp of already assigned work before asking for other work
- Look to your university supervisor for support (we can say things you can't or won't)
- Be flexible with experiences that come your way

# Internship: Dealing with Feedback

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- It's not personal!
- All new learning is challenging...so when you make a mistake:
  - Own it (don't make excuses)
  - Learn from it (be clear where/why/how the mistake(s) was)
  - Don't repeat it
- Discuss with program faculty if feedback looks/sounds different
- Look for “mentor”...people with YOUR best interest at heart

# Internship: Selecting Meaningful PDs

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- The internship experience is designed to help you feel confident and competent next year – it's for YOU.
  - Fulfilling hours v. Developing competence
  - Ask for time to attend PD (vs getting the work done...you're not an employee)
  - Be honest with yourself about what you don't know and areas you want more information

# Internship: Some Do's and Don'ts

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## Do's

- Keep refining your Time Management & Organization system—it'll save your sanity
- Practice your writing, ask for samples and create some templates
- Build allies for future
- Tasks to prepare for next year:
  - Keep an eye on jobs
  - Ask for recs early (supervisor, principal, teacher, parent...)
  - Paperwork (graduation, credential app, NCSP)
- Finish strong

## Don't

- Slack off! It's a small world!
- Burn any bridges. Be respectful of boundaries & hierarchy, achieve balance--calling people in vs calling people out
- Take off work to interview without informing your supervisor
- Take first offer of employment...unless it's your dream job

# Internship Q & A

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# Telehealth

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Tricia Crosby-Cooper PhD

Natasha Ferrell PhD

# Intro to telehealth

## What is telehealth

- Telehealth is defined as an assortment of methods used to provide care, education, and support to an individual who is not physically in the same location as the provider.
- Supports are provided using telecommunication technologies in a synchronous or asynchronous format

## Standardization of terms

- There is no standardization of terms
  - Telehealth
  - Telepsychology
  - Telemental health
  - Telecounseling

# Who is considered a mental health professional

- Physicians
- Social workers
- Psychiatrists
- Psychologists
- Physician's assistants
- Nurses
- Marriage and Family Therapists
- counselors

# Providing Telehealth Services

- School psychologists can provide telehealth services
  - This came about as a result of Covid-19
- NASP and CASP provide guidance
  - <https://casponline.org/pdfs/workshop-materials/pps-services-guidance/Technology%20Checklist%20for%20School%20Telehealth%20Services%20v2.2%20CASP%20Webinar.pdf>
  - <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/when-one-door-closes-and-another-opens-school-psychologists-providing-telehealth-services>

*“The decisions made by school psychology practitioners have an impact on the lives of children and their families. To build and maintain public trust in school psychologists and psychology, it is essential that every school psychologist be sensitive to the ethical components of his or her work, knowledgeable about broad ethical principles and rules of professional conduct, and committed to a proactive stance in ethical thinking and conduct.”*

Armistead, Williams, & Jacob (2011)

## Legal and Ethical considerations

There are several aspects of telehealth service delivery that are required

### HIPPA compliance

- Health insurance portability and accountability act
- 3 types of security
  - Compliance security– keeping information private
  - Physical security – from theft and/or loss
  - Technical security - encryption
- Authentication
  - Making sure that only you can access the information
- Bandwidth and internet service provider
  - The amount of information that can be transmitted
    - Is it large enough for video communication?
  - Strength of internet connection
    - Speed of information or video/audio delays
    - Does the screen freeze?

# Legal and Ethical Considerations

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- Consent, confidentiality, privacy
  - Prior to starting every session
    - Confirm the individual
    - Where they are currently located (state)
    - If they are in a confidential/private location in the house
      - Some students may not have this option
    - If they are in an area without anyone else (privacy/confidentiality)

# FERPA

The **Family Educational Rights and Privacy Act (FERPA)** is a federal law enacted in 1974 that protects the privacy of student education records.

The Act serves two primary purposes:

1. Gives parents or eligible students more control of their educational records
2. Prohibits educational institutions from disclosing "personally identifiable information in education records" without written consent



## Who must comply?



- Any public or private school:
    - Elementary
    - Secondary
    - Post-secondary
  - Any state or local education agency
- Any of the above must receive funds under an applicable program of the US Department of Education

## Protected information



**Student Education Record:** Records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution

## Permitted disclosures<sup>1</sup>



- School officials
- Schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law
- To comply with a judicial order or lawfully issued subpoena

# HIPAA

The **Health Insurance Portability and Accountability Act (HIPAA)** is a national standard that protects sensitive patient health information from being disclosed without the patient's consent or knowledge. Via the Privacy Rule, the main goal is to

- Ensure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being.



- Every healthcare provider who electronically transmits health information in connection with certain transactions
- Health plans
- Healthcare clearinghouses
- Business associates that act on behalf of a covered entity, including claims processing, data analysis, utilization review, and billing



**Protected Health Information<sup>2</sup>:** Individually identifiable health information that is transmitted or maintained in any form or medium (electronic, oral, or paper) by a covered entity or its business associates, excluding certain educational and employment records



- To the individual
- Treatment, payment, and healthcare operations
- Uses and disclosures with opportunity to agree or object by asking the individual or giving opportunity to agree or object
- Incident to an otherwise permitted use and disclosure
- Public interest and benefit activities (e.g., public health activities, victims of abuse or neglect, decedents, research, law enforcement purposes, serious threat to health and safety)
- Limited dataset for the purposes of research, public health, or healthcare operations

1. Permitted disclosures mean the information can be, but is not required to be, shared without individual authorization.

2. Protected health information or individually identifiable health information includes demographic information collected from an individual and 1) is created or received by a healthcare provider, health plan, employer, or healthcare clearinghouse and 2) relates to the past, present, or future physical or mental health or condition of an individual; the provision of healthcare to an individual; or the past, present, or future payment for the provision of healthcare to an individual; and (i) that identifies the individual, or

# Planning and supervision

## Planning

Identifying needs and training

Planning and supervision/establishing a communication plan

- Can see and hear concerning information
- What plan is in place to access the individual
- What type of debriefing supports will be available to you, the student

## Scaffolding

Scaffolding level of support

## Preparing

Preparing to deliver services – preplanning checklist

# Planning: Special Considerations

- Review federal, state, and local guidelines regarding telehealth and virtual services
- Supervision: Don't be afraid to ask questions
- Consider how goals, treatment/intervention, progress monitoring and consultation are impacted by delivery model
- Remember ethical and professional standards have not changed
  - Flexibility must remain within the boundaries of reliable and valid practice

# Addressing Ethical Dilemmas

NASP recommends applying the Ethical Problem-solving when faced with ethical dilemmas.

1. Describe the problem situation.
2. Define the potential ethical–legal issues involved.
3. Consult available ethical and legal guidelines.
4. Confer with supervisors and colleagues.
5. Evaluate the rights, responsibilities, and welfare of all affected parties.
6. Consider alternative solutions and the likely consequences of each.
7. Select a course of action and assume responsibility for this decision

# NASP Principles for Professional Ethics

## **PRINCIPLE #2 – Professional Competence and Responsibilities**

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.

## **GUIDING PRINCIPLE II.1 - Competence**

To benefit clients, school psychologists engage only in practices for which they are qualified and competent. To maintain competence, they engage in continuing education. They understand that professional skill development beyond that of the novice practitioner requires a well-planned program of continuing professional development and professional supervision. In addition, within their work setting, they advocate for the resources and support necessary to maintain professional effectiveness and personal wellness.

National Association of School Psychologists (2020). *The professional standards of the National Association of School Psychologists*. <https://www.nasponline.org/standards-and-certification/professional-ethics>

# Scaffolding Support

- Open and honest communication with your fieldwork supervisor is key to setting the stage for success during your fieldwork experience
- Establish a support plan for delivering counseling services remotely
  - Continuum of support: observing to facilitating sessions independently
  - Treatment/intervention planning
- Work with your supervisor to identify students who are appropriate for your training level
- Consider NASP Principles for Professional Ethics
  - Psychologists must evaluate their competence in both professional and social issues.
  - Must consider whether they are competent to provide services in light of the client's characteristics or needs.
  - School psychologists must be aware of their limitations.

# Suggested Telehealth Readings

1. NASP Position on Telehealth
2. NASP Guidance for Delivery of School Psychological Telehealth Services
3. CASP: Difference between Check-ins and Counseling
4. CASP - Technology Checklist for School Telehealth Services
  1. Recommendation: Review checklist with site supervisor and discuss whether or not district guidelines for telehealth adhere to recommendations.

# Suggested Webinars

1. When one door closes and another opens: school psychologists providing telehealth service
2. Legal and ethical considerations for remote school psychological services
3. Strategies for providing school mental and behavioral telehealth service
4. Behavioral threat assessment in the virtual environment

After viewing each webinar, consider the following questions:

- What did I learn?
- How do my district's policies/practices align with the recommendations in the webinar?
- How will I apply what I learned to practice?

# Resources to address racism, racial violence & political unrest

## - Supporting students, teachers and parents

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- <https://www.nasponline.org/about-school-psychology/media-room/press-releases/nasp-condemns-violence-against-aapi-communities-urges-schools-to-reinforce-students-safety-well-being> (NASP)
- [Countering Coronavirus Stigma and Racism: Tips for Parents and Caregivers](#) (NASP)
- [Talking to Children About Violence: Tips for Parents and Teachers](#) (NASP)
- [Don't Know Where to Begin? Start Here](#) (Sesame Street)
- [Never too Young: Ages and Stages of Racial Understanding](#) (Sesame Street)
- [Talking to Children About the Shooting](#) (National Child Traumatic Stress Network)
- [Guide for parents of Asian/Asian American Adolescents - talking about race](#) (William James College)
- Sample newsletter with many helpful links (including tips/lesson plans/resources on how to address bias in the classroom) courtesy of Dr. Wang, University of Maryland. <https://spark.adobe.com/page/pYeoJqlltQHTc/>

# General resources to address racism, racial violence & political unrest

- Bystander intervention training: [www.afsc.org/bystanderintervention](http://www.afsc.org/bystanderintervention)
- Anti-Asian Violence Resources Card: Statistics, News updates, Resources to Educate, Allyship and more <https://anti-asianviolenceresources.carrd.co/>
- Asian American Racial Justice Toolkit: [www.asianamtoolkit.org](http://www.asianamtoolkit.org)
- Public education campaign for AAPI families facing COVID-19 discrimination by APA Division 45 and Asian American Psychological Association (in multiple languages): <https://division45.org/public-service-announcements-for-aapi-families-facing-covid-19-discrimination/>
- The Wechat Project (心声) : Providing alternative narratives to the Chinese Diaspora: <https://www.thewechatproject.org/>
- Asian American Psychological Association COVID-19 Related Resources (mental health, self-care, responding to racism and xenophobia, parenting/caregiving/family resources and more) <https://docs.google.com/document/d/1GrseLJIOFiNOzeQT3X3aizokL-M4NvXp7vCP4W-jm8/edit>
- House Judiciary Committee hearing on discrimination and violence against Asian Americans on March 18, 2021 <https://judiciary.house.gov/calendar/eventsingle.aspx?EventID=4449>

# Closing Comments

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# Contact information

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