

TEXAS WOMAN'S UNIVERSITY

# School Psychology Program

Approved by the National Association of School Psychologists  
and the Texas Higher Education Coordinating Board

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# Doctoral Student Handbook

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# Program Resources

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## A. Goals and Objectives

The School Psychology Doctoral Program at TWU embraces a scientist-practitioner model of training in which practice, research and theory are considered integrated components. A balanced emphasis is placed on developing competencies necessary for functioning in applied settings, such as schools and community agencies, and in academic or research positions in institutions of higher education. The school psychology program is dedicated to training graduates who are competent in each area:

**Scientist/Scholar:** The scientist/scholar is expected to understand and advance basic knowledge in school psychology. Students are educated to be skilled consumers of research as well as researchers capable of examining relevant problems, both empirical and applied.

**Practitioner:** The practitioner is expected to demonstrate a high level of expertise in the professional practice of school psychology. This expertise includes the areas of consultation, assessment, and intervention.

The theoretical philosophy of the program is grounded in an integration of the biopsychosocial perspective in combination with the application of a problem solving approach. The biopsychosocial perspective posits that biological, psychological and social factors play a significant role in an individual's functioning. The biological system emphasizes genetics, diseases, anatomical and structural components of the individual. The psychological system incorporates developmental factors, personality and motivation of the individual. The social system includes cultural background, environmental and familial influences. This comprehensive perspective encompasses the variety of systems that are influential in the lives of children and posits that each component system affects and is affected by all other systems.

The biopsychosocial perspective is complemented by a problem solving framework for the practice of school psychology. Problem solving methods are consistent with the experimental tradition in psychology where the problem is defined, directly measured, interventions are designed based on the measurement data and progress on the intervention is monitored and revisions occur as needed. Additionally, problem solving is viewed as a collaborative process involving the child, family, and professionals representing various education and community institutions. TWU's School Psychology doctoral program assumes that the functions of a school psychologist involve primarily problem-solving whether service or research oriented, and that problem-solving will be most effective when approached from a data-based framework supported by a biopsychosocial perspective. The goal is to produce school psychologists who can employ scientific knowledge and methods of problem-solving in the delivery of direct or indirect services to children, families, schools and communities. It is our intent to produce competent, ethical school psychologists who integrate the principles of scientific inquiry into service delivery functions with respect for diversity and individual differences

In keeping with the above goals, the School Psychology doctoral program demonstrates a commitment to a scientist-practitioner model through an integrated curriculum (Appendix 1) that emphasizes problem solving in all its variations, and through mentoring and modeling provided

## **Program Overview**

by faculty. Students integrate and apply psychological and educational foundations to empirically-based prevention and intervention strategies, and collaborate with teachers, parents and other professionals within the educational environment.

The goals of the school psychology program are to foster life-long habits of psychological investigation, assessment and intervention that respect the dignity of the individual. In the constantly evolving field of psychology, it is important to maintain an openness to investigate new ideas, to extend the boundaries of our knowledge base, to differentiate fact from opinion, to question old assumptions and to be sensitive to multicultural and individual differences. Training places an emphasis on psychological theory and research as a basis for formulating questions and answers, a pursuit of new skills and an expanded knowledge base, the acceptance and integration of technology, the encouragement of creativeness, innovation, and divergent thinking, the valuation and respect for individual differences, systematic evaluation by faculty and students, and high expectations for student performance. These tenets represent the TWU scientist-practitioner model and are modeled by the psychology faculty at TWU who also serve as mentors to the students.

The Ph.D. program incorporates the state requirements for certification and licensure as a Psychologist and/or a Licensed Specialist in School Psychology (LSSP) by the Texas State Board of Examiners of Psychologists (TSBEP) and the national training standards for certification as a National Certified School Psychologist (NCSP) as set forth by the National Association of School Psychologists (NASP). The Ph.D. program requires a minimum of 110-120 semester hours, including an internship and a dissertation among its requirements for graduation. The Ph.D. program is fully approved by NASP through December, 2011.

The School Psychology Program Committee (SPPC) is the governing body of the School Psychology Programs. It is chaired by the director of the doctoral program and meets regularly. All decisions regarding school psychology student admission, evaluation, retention, and instructional/curricular issues are made by consensus by the SPPC.

## **B. Student Demographics**

The School Psychology Ph.D. program admits, on average, 8 new students per year. Attrition rates for students matriculated in the doctoral program have been approximately 10%. Minority enrollment is approximately 30% of the total graduate enrollment in school psychology. About 90% of the students are female. The age distribution of graduate students in school psychology ranges from 25-50 years of age. In any given year, approximately half of the new students enter with a master's degree in school psychology or a related field (counseling, social work), and the other half enter with a bachelor's degree (usually in psychology). Further information regarding the program and student demographics is available online at the departmental/program website ([http://www.twu.edu/as/psyphil/School\\_Home.html](http://www.twu.edu/as/psyphil/School_Home.html)).

## **C. Minimum Completion Requirements**

The doctoral program in School Psychology includes formal course work, practica and internship experiences, participation in local, regional and national professional organizations, comprehensive evaluation, and dissertation research. Doctoral students are required to take a minimum of 110-120 semester hours, including the full-time academic year internship. Approximately a fourth of the students attend classes part-time (3 to 6 semester hours per term). *Beginning in the fall of 2008 students will be required to meet a residency requirement of two consecutive full time (9 hours) semesters or four half-time semesters.* Average time for completion of the doctoral program for full time students is 5-6 years. The graduate school requires that the doctoral degree be completed within 10 years from the time that the first graduate class is completed at TWU.

### **D. Faculty**

The school psychology faculty are either state licensed and/or nationally certified as psychologists or school psychologists. Graduate training in school psychology is complemented by the expertise and resources provided by the undergraduate psychology and counseling psychology faculty in the department. Core psychological foundations, counseling theories, systems assessment, group processes and family consultation are some of the areas in which the psychology faculty supports the School Psychology program. This interdisciplinary approach affords the student a broader “holistic” perspective of the field of psychology.

### **E. Professional Standards**

The School Psychology program is firmly based on professionally recognized core areas of psychology, education, and professional practice as recommended by the American Psychological Association and the National Association of School Psychologists. The faculty of the School Psychology Program and the Department of Psychology and Philosophy at TWU prides itself in the practice of offering its students individualized guidance and supervision as well as opportunities for continuous personal interaction between students and professors. Ethical practice is modeled, expected and enforced. Ethics and professional practice standards are discussed across several classes and applied in practica and internship. Upon entrance into the program students are expected to sign a policy statement on impairment, incompetence, and ethical misconduct (Appendix 2). Additionally, students are evaluated on ethical behavior and conduct as part of the program’s annual student evaluation process.

### **F. North Texas Federation**

Graduate students have the opportunity to take some of their coursework through the Federation of North Texas Area Universities, especially core courses. When taking a Federated course the student cross-registers with the Graduate Office at TWU. Federated universities include the University of North Texas and Texas A & M at Commerce. The Federation and the Psychology and Philosophy Department jointly sponsor Continuing Professional Development programs each year which students and graduates are encouraged to attend.

## G. Financial Support

- 1. TWU Academic Scholarships.** TWU awards scholarships to graduate students who have completed the TWU Scholarship Application (available online). The deadline for the scholarship application is March 1<sup>st</sup>. The scholarship of \$2500.00 per year (as of 2009-2010) is renewable for 2 years for Master's/Specialist students and for 3 years for doctoral students as long as specified criteria are met. Out of state students who are awarded a scholarship of \$1,000.00 or more may qualify for Texas resident tuition.
- 2. Psychology Department Scholarships.** Limited funds are available for scholarships for Psychology Department students, usually amounting to \$100-\$200 per semester. Interested students should complete an application form available in the Psychology Department office. A faculty committee rank orders students based on need and academic standing. Both undergraduate and graduate students may apply for these funds.
- 3. Graduate Assistantships.** The University provides a limited number of teaching, research, and clinical assistantships for qualified graduate students. Stipends vary according to assignment and educational level of the applicant. Applications for assistantships are available online on the Graduate School webpage (<http://www.twu.edu/gradschool/>).  
The application and supporting documents, including official transcripts, verification of graduate status, and letters of reference, must be filed with the department chairperson for review and recommendation. All applications and recommendations from the head of the academic component should be on file with the Dean of the Graduate School no later than June 1 for the succeeding academic year and no later than April 1 for the succeeding summer session. A graduate student on scholastic probation may not hold a graduate assistantship. A person who holds a full-time position may not hold a graduate teaching assistantship. A person who holds a full-time position may hold a graduate research assistantship.

The minimum course load for a graduate assistant is 6 semester hours. A reduction in this minimum load requires special permission by the Dean of the Graduate School. Graduate students who are enrolled for professional paper or dissertation will be permitted to register for the minimum load so long as clear evidence of progress on the research paper can be demonstrated.

A student who holds a graduate assistantship at Texas Woman's University may not hold a graduate assistantship at any other college or university concurrently.

A graduate teaching assistant with a bachelor's degree, a Master's, or a SSP degree may be assigned to work with undergraduate courses; only under extremely unusual circumstances or in cases of demonstrated expertise or experience may a graduate teaching assistant working toward the doctorate be assigned to work with master's or specialist-level courses. This arrangement must be reviewed and approved in advance by the Dean of the Graduate School. A graduate teaching assistant may not be assigned to

work with doctoral level courses. An exception may be made in the case of graduate assistants who have demonstrated unusual expertise or experience.

All first year Graduate Teaching Assistants must enroll in PSY 6981, Seminar in College Teaching.

**4. Professional Activities.** Students, who participate in professional activities, e.g. attending or presenting papers at state or national conventions, are eligible to apply for reimbursement of travel expenses by the TWU Student Travel Fund Committee. Multiple copies of the application are required. Information is available online on the Graduate School webpage.

Additional financial assistance information is available through the financial aid office (ADM 143) or online in the Graduate Catalogue (<http://www.twu.edu/gradschool/downloads/graduate-school/TWU-Graduate-Catalog-2008-10.pdf>).

## H. Licensure and Certification

The School Psychology program at TWU prepares students for licensure by the Texas State Board of Examiners of Psychologists (TSBEP) as a licensed psychologist (doctoral-level), and as a Licensed Specialist in School Psychology (doctoral, specialist, master's, and certification-only levels). The School Psychology program also prepares students for certification as a Nationally Certified School Psychologist (NCSP).

**Licensure** requires meeting the requirements of the Texas State Board of Examiners of Psychologists. In addition to the degree in School Psychology, students must pass a national exam for licensure: the Examination for the Professional Practice of Psychology (EPPP) for licensure as a psychologist (doctoral level) or as a licensed psychological associate (Master's level); or the National School Psychology Examination (ETS/NTE #40) for licensure as a Licensed Specialist in School Psychology (LSSP). Both levels of licensure, licensed psychologist and licensed specialist in school psychology, require the passing of a state jurisprudence exam as well. Additionally, to obtain licensure as a Psychologist, the candidate must pass an oral examination administered by the TSBEP. Candidates must declare a specialty area for the oral examination and will then be examined by two examiners within that specialty.

TSBEP rules and regulations change frequently. It is the responsibility of the professional to remain informed of these changes. TSBEP has set rigid deadlines and guidelines, and students should request their information packet, review it carefully in order to be well prepared for the licensure process. The licensure process is an expensive process. Candidates should be prepared to spend as much as \$1000 to obtain licensure. The TSBEP address follows:

Texas State Board of Examiners of Psychologists  
333 Guadalupe, Suite 2-450

# Program Overview

Austin, TX 78701

512-305-7700

[www.tsbep.state.tx.us](http://www.tsbep.state.tx.us)

**Certification** - NASP offers the Nationally Certified School Psychologist (NCSP) credential. All graduates of TWU are expected to apply for and receive the NCSP. *All students are required to take and pass the National School Psychology Examination (NSPE) at the completion of their studies (during internship is recommended).* To obtain certification as an NCSP, you must have your credentials reviewed by the NCSP Board (administered by the National Association of School Psychologists). Graduation from a NASP accredited program automatically qualifies you to sit for the NCSP examination. Successful completion of the NSPE examination will then earn you the NCSP certification. NCSP certification requires ongoing continuing professional development with 75 documented clock hours of in-service education every three years in order to keep the NCSP certificate. An application packet for the NCSP may be obtained from:

National Association of School Psychologists

4340 East West Highway, Suite 402

Bethesda, MD 20814

301-657-0270

[www.nasponline.org](http://www.nasponline.org)

## I. Health Service Providers

Students graduating from the doctoral program in psychology may be eligible for Health Service Provider status (though this is currently at issue with the TSBEP). Below is a definition of Health Service Providers and the current criteria for listing in the national register.

A Health Service Provider in Psychology is defined as a psychologist, certified/licensed at the independent practice level of his/her state, who is duly trained and experienced\* in the delivery of direct, preventive, assessment and therapeutic intervention services to individuals whose growth, adjustment, or functioning is actually impaired or is demonstrably at high risk of impairment.

\* Meets criteria of training and experience listed below.

1. Currently licensed or certified by the State Board of Examiners of Psychology at the independent practice level of psychology.
2. A doctoral degree in psychology from a regionally accredited educational institution.
3. Two years of supervised experience in health service in psychology, of which at least one year is in an organized health service training program, and one year is postdoctoral.

Additional information may be obtained from:

Council for the National Register of Health Service Providers in Psychology  
1120 G Street NW - Suite 330  
Washington, DC. 20005  
(202) 783-7663

### **J. American Board of Professional Psychology (ABPP)**

After completing the doctoral degree in psychology, and following five years of professional experience, TWU graduates may apply for the ABPP Diplomate in the area of School Psychology. Inquiries concerning candidacy and requests for further information should be sent to:

American Board of Professional Psychology, Inc.  
300 Drayton Street, 3rd Floor  
Savannah, GA 31401  
Toll-free: 1-800-255-7792

### **K. American Board of School Neuropsychology (ABSN)**

After completing the doctoral degree in school psychology with the specialization in school neuropsychology, and following three years of professional experience, TWU graduates may apply for the Diplomate in School Neuropsychology. Inquiries and requests for further information should be sent to:

American Board of School Neuropsychology  
2436 S. I-35E, Suite 376-114  
Denton, TX 76205  
[www.nbsnp.com](http://www.nbsnp.com)

# Degree Requirements

## A. Program Sequence and Curriculum

The suggested degree sequence for the doctoral program is available in Appendix 1. The curriculum in the doctoral program is graduated and sequential providing a scaffold for both knowledge and experience. The curriculum sequence is based on a full-time course load of 10-14 hours per semester and 6-8 hours per summer semester. Part-time students will take longer to complete the degree. Some courses are offered on a rotating basis; others are offered every other year. It is important to plan ahead.

Students entering the program with a bachelor's degree or non-school psychology master's degree will typically follow the course sequence outlined in Appendix 1. Students entering the program with a master's/specialist degree in school psychology (or a related field), if eligible, may develop a modified sequence of required courses with the assistance of their advisor (see Section E: Transfer of Credits).

## B. Residency

The Doctoral Program is intended to be full time with most students enrolling in the minimum 9 hours per semester. However, the program may be completed part time by students working full time as a practitioner. *Beginning in the fall of 2008 students will be required to meet a residency requirement of two consecutive full-time (9 hours) semesters or four consecutive half-time semesters. Exceptions to this policy may be made on a case-by-case basis.*

## C. Grade Standards

*(Grade Standards policy revised and adopted on 10/6/95).*

Grade requirements are specified by both the graduate school (see pages 69 of the 2008-10 Graduate Catalog) and the Department of Psychology and Philosophy (see pages 130-134 of the 2008-10 Graduate Catalog; or online at <http://www.twu.edu/gradschool/downloads/graduate-school/TWU-Graduate-Catalog-2008-10.pdf>). The Department of Psychology and Philosophy requires that a doctoral student maintain a 3.5 grade point average on a 4.0 scale. **Be advised that the Department's higher GPA requirement supersedes the Graduate School's GPA requirement.** When a student's cumulative grade point average falls below 3.5 during any one semester or full summer session of twelve weeks, the School Psychology Program Committee places the student on academic probation. Students have one year to raise their cumulative GPA to above 3.5. Failure to do so results in dismissal from the program.

In no case may a course with a grade of "C" or lower apply towards the doctoral degree plan. A grade of "C" or lower must be made up by retaking the same course with the same instructor, unless the instructor grants the student permission to retake the course elsewhere. If a grade of "C" or less is earned, the student will be required to meet with the SPPC, which shall determine appropriate steps for remediation. At any point during

the program, if the student receives a grade of "C" or lower in six or more credit hours, this will result in dismissal from the program.

A grade of Incomplete is given to the student who shows good cause for not completing the work by the end of the semester (see page 69 of the 2008-2010 Graduate Catalog). A student who is entitled to receive a grade of incomplete must make application for the grade of "I" in which the course was taken. A grade of Incomplete must be removed within twelve months following the semester in which the grade of "I" was granted. At that time, the faculty member who assigned the grade or, in the absence of the faculty member, the department chair is given the option to assign a letter grade of A, B, C, D, or F. If no change in the grade is submitted by the faculty member or chair within the year's period, the "I" remains permanently on the student's record and cannot be altered.

## **D. Degree Plan**

Prior to completing 18 hours of required graduate work in School Psychology, the student should meet with her or his advisor to file a degree plan. This degree plan is submitted by the student and advisor to the School Psychology Program Committee (SPPC), which reviews the contents, and approves or suggests changes. If approved, the degree plan is sent to the Graduate Dean with a copy placed in the student's file in the department. The degree plan outlines the requirements the student will need to meet to obtain their doctoral degree. Once the degree plan is filed with the Graduate School, changes to the degree plan must be in writing (see Making Changes Section C).

## **E. Transfer of Credits**

Students entering the doctoral program with a master's or specialist degree in school psychology or a related field (counseling or clinical psychology for example) must have a minimum overall GPA of 3.5 on a 4.0 scale for graduate work in psychology exclusive of practicum and thesis grades. At least fifty percent of the graduate work counted toward a doctoral degree program must be composed of courses having residence status at Texas Woman's University. Transfer credit will be considered on a course-by-course basis. Only graduate courses in which the grade of B or better is awarded by an accredited institution may be considered for transfer credit. No credit toward a graduate degree may be obtained by correspondence or by extension work from another institution. In addition, coursework that is older than 10 years at the time of the student's graduation will not be accepted by the Graduate School.

There is no automatic transfer of graduate credit, but the SPPC has the prerogative to recommend to the Dean of the Graduate School the acceptance of transferable credits. A student may apply for consideration of transfer of credits after satisfactorily completing a minimum of 9 (nine) hours of graduate credit at TWU and upon filing the degree plan. The rule governing the time limit for doctoral credit also applies to transferable credits (ten-year limitation for courses taken beyond the SSP degree).

# Degree Requirements

The SPPC does not allow course credit for experiences such as workshops, seminars, remedial study, or other such types of learning experiences. The SPPC and the Graduate School do not award graduate credit for undergraduate coursework.

To apply for transfer credit to substitute for a required course, first, meet with the faculty member who teaches the course in question. If possible, bring the graduate catalogue description of the course you want to transfer, the course syllabus, a transcript, the name of textbooks used, and copies of the texts. Obtain written permission from the professor on the Course Substitution/Waiver form, and include the form(s) with the degree plan submitted to the SPPC.

Assessment courses are not automatically waived due to prior course work. With an interest in keeping the assessment requirement of the SPPC current and consistent with accreditation standards, the following policy is established: Students entering the graduate programs with prior course work and job related experiences in assessment may choose to petition the instructor of the respective courses to consider work completed in lieu of taking the course. When the student's degree plan is submitted, documentation must accompany it supporting the waiver of these courses.

## 1. Approved Options

- A. Audit the course; demonstrate proficiency on a comprehensive final exam; and provide evidence of test administration, scoring, and test interpretation skills through preparation of a video-tape and an accompanying psychological report.
- B. Register for course credit, test out of the required test administrations through review of a video tape and report, and show proficiency on a comprehensive final exam.
- C. Take the proficiency examination achieving 80% accuracy, and receive a satisfactory rating in test administration, scoring and interpretation procedures through review of a videotape and report. If a student were unable to meet criteria, enrollment in the appropriate course would be required.
- D. Receive credit for previous courses through approval of the instructor (after meeting one of the above options) and the SPPC. These courses would then be indicated as transfer courses on the degree plan. Note that the time rule also applies to these transfer credits.

## F. Time Limitations

All requirements toward a doctoral degree, aside from a completed SSP degree, must be completed within a period of ten consecutive calendar years from the date doctoral credit

is first earned. This is a Graduate School rule and should be considered when transferring in courses completed prior to registration in the doctoral program.

### **G. Research Tools and Research Team**

Doctoral students are required to complete 12 credits of research tools before being admitted to candidacy for the doctoral degree: Advanced Psychological Statistics I (PSY 5304), Advanced Psychological Statistics II (PSY 6204), Research Design (PSY 5353) and 2 credits of Research Team (PSY 6961). *Doctoral students enrolled prior to 2008 complete PSY 6863 Qualitative Research Methods and Program Evaluation as a required research tool in lieu of the current requirement of 2 credits of Research Team.*

The first 3 courses (PSY 5403, PSY 6204 and PSY 5353) must be completed prior to the comprehensive evaluation process (usually within the first 2 years of the program). During 2 semesters of the program, the doctoral student must register for a research team (PSY 6961). The purpose of research team activity is to acquaint the students with faculty members' research activities and to provide opportunities to apply basic research skills. Prior to registering for PSY 6961, the doctoral student should arrange individual interviews with faculty members in order to determine with whom it is most appropriate to work.

### **H. Practica: Field Experiences**

Doctoral students participate in practica experiences as early as the first full semester of coursework. Twelve courses (PSY 5803, PSY 5423, PSY 5463, PSY 5473, PSY 6233, PSY 6523, PSY 6533, PSY 6703, PSY 6853, PSY 6873, PSY 6773 and PSY 6693) have practica-based field experiences as requirements. All field-based practica experiences are supervised by the course instructor.

These field experiences gradually acquaint the student with the roles and functions of the school psychologist, school and community resources, and support staff that they will encounter in the field. These experiences start with practica courses designed to gradually introduce and develop component skills in interviewing, assessment, intervention, counseling, consultation, and team functioning. Each practica is carefully designed to teach needed skills.

TWU requires that all practica placements must be arranged through the College of Professional Education's Field Placement Office (Stoddard Hall 202C). Students complete a *Student Application for Practice Based Experience* (See Attachment 1 in Appendix 7) and a Criminal Background Form (available from the Field Placement Office, 202C Stoddard Hall) for each required practica experience each semester. All materials are submitted to the Field Placement Office where arrangements are made for the practica field experience. Upon confirmation of placement students will receive an email with the appropriate contact information and then will be able to begin their practica/field experience. Upon completion of each practica/field experience students

# Degree Requirements

complete a Field Experience Summary Form (See Attachment 2 in Appendix 7) which is then placed in their file and attached to subsequent applications for practicum and internship.

## I. Practicum Requirements

*As of 2008* four integrated practicum experiences (minimum of 225 hours each for a total of 900 clock hours across four semesters) are required (two school-based practicums, one counseling practicum and one neuropsychology practicum) of all doctoral students. In addition, all students take a one-hour practicum experience in supervision for an additional 50 hours. *The majority of doctoral students accepted into the program prior to 2008 are required to complete three integrated practicum experiences (minimum of 225 hours each for a total of 675 clock hours; 2 school-based practicums and one specialty area practicum) and the one hour supervision practicum (50 hours).*

Each of the four integrated practicum experiences can be completed only after specific courses and professional practice experiences have been completed (See notation provided in Appendix 1). *It is important to note that the first school-based practicum may be taken prior to completion of the written/oral comprehensive process, but the second school-based practicum may not be taken until the student has successfully completed the written/oral comprehensive process. The counseling and neuropsychology practicums are taken after completion of the required sequence of coursework.* Supervised practice is important to facilitate the acquisition of professional competencies in all areas of school psychology practice (including assessment, intervention, and problem-solving/collaboration/consultation). Practicum experiences prepare students for full-time supervised practice in the schools employing a full range of psychological skills. The standards of the APA and NASP guide the TWU School Psychology Program practicum requirements.

School-based practica can only be completed during the Fall and Spring semesters and must be scheduled in advance. The counseling and neuropsychology practica may be completed during summer semester and must be arranged via the instructor and the University Practicum/Internship Coordinator. Students must complete and submit by the published deadline an application the semester prior to the semester they intend to complete their practicum experience (See attachment 3 in Appendix 7).

The University Practicum/Internship Coordinator (UPIC) serves as a liaison between the School Psychology Program Committee (SPPC), the student, the University Supervisor, and the practicum site. The UPIC coordinates all practicum experiences. A *Field Supervision Practicum or Internship Agreement* (see Attachment 4 in Appendix 7) is completed for each student prior to the beginning of the practicum experience. Practicum supervision is provided by both field-based and University-based supervisors who are appropriately licensed and credentialed. Appendix 6 delineates the responsibilities of supervisory parties for practicum. In addition to on-site supervision by the assigned field supervisor, practicum students meet weekly on campus for group supervision. Students are required to develop goals and objectives for their practicum experience and document

their experiences using weekly and cumulative logs (see Attachment 5 in Appendix 7), and the *Practicum/Internship Summary Form* (Attachment 6 in Appendix 7). Additionally, at mid-term and at the end of each semester written evaluations (*Evaluation of the Quality of Professional Service*) are collected from the field agency (See Attachment 7 in Appendix 7). These evaluations are discussed with the student and the field-based supervisor. This information is used by the coordinator and practicum supervisors in a variety of ways to enhance the working relationships between the university and the field agency.

### **J. Practicum in School Psychology (Waiver)**

Students entering the doctoral program with a master's or SSP degree that included practicum experiences or at least two years experience as a Licensed Specialist in School Psychology, or its equivalent, may petition the SPPC and the doctoral program director to consider a waiver of 3 of the 12 practicum hours (the equivalent of 1 school-based practicum). Students entering the doctoral program with a master's degree in counseling that included practicum experiences, internship or at least two years of experiences as Licensed Professional Counselor (or equivalent) may petition the SPPC and the doctoral program director to consider a waiver of 3 of 12 practicum hours (e.g. the counseling based practicum) All requests for waivers will be considered by the SPPC. As a guideline, the student may request that this requirement be waived under the following circumstances:

- (a) if the student has served a minimum of one year as a school psychologist or counselor in a diverse role encompassing the skills and activities required in the practicum and this one year professional experience has occurred within the past 5 years prior to application; or
- (b) if the student has served in a position that can be shown to be equivalent to the roles and functions of a school psychologist or counselor engaging in activities and developing skills as required in the practicum.

Students wishing to waive one semester of integrated practicum should discuss this with their advisor and submit their degree plan with documents to support the request for a waiver.

### **K. Internship Requirements**

A full-time academic year internship of at least 1500 hours (2000 for Health Provider status) for doctoral candidates is to be completed in not less than 10 consecutive months in a school district or more than 24 months in an agency. This requirement cannot be obtained in more than two placements. The APA and NASP standards guide internship requirements. The intern, seeking certification as a school psychologist, should have internship experiences in a public school setting, though other settings may be incorporated into the internship experience. The public school setting must constitute a

## Degree Requirements

minimum of 600 clock hours of the time designated for the internship. Internships are an invaluable culminating experience for the school psychologist providing opportunities to work with a variety of handicapping conditions in both regular and special education. The purpose of the experience is to provide students an opportunity to combine all of their previously learned skills and knowledge in a professional service delivery system. The University is very concerned with locating and maintaining internship sites that meet National and State professional and ethical guidelines. Sites that do not meet these guidelines will not be considered as appropriate. This policy is established to protect both the student and academic program interests.

A doctoral student may begin internship only after successfully completing all required courses, the Written/Oral Comprehensives and the Professional Practice Clinical Skills Review, and only with approval of the SPPC. Students are responsible for obtaining the requisite internship training, although the University Practicum/Internship Coordinator (UPIC) and the SPPC do provide assistance. ***All doctoral students are encouraged and expected to apply to APA/APPIC (Association of Psychology Postdoctoral Internship Centers) approved internship sites.*** Information regarding the APPIC application process is available on the APPIC website ([www.natmatch.com/psychint/](http://www.natmatch.com/psychint/)). For students seeking internships that are not APA/APPIC approved, the internship site must be approved by the SPPC before the student formally accepts the internship. Internships are usually negotiated in the year before the beginning of the internship placement. Students must complete and submit by the published deadline an application the year prior to the year they intend to complete their internship experience (See attachment 8 in Appendix 7).

A contract outlining working conditions, training experiences, and reimbursement, and a job description agreement must be submitted to the UPPIC before the internship may begin.

The University Practicum/Internship Coordinator (UPIC) serves as a liaison between the School Psychology Program Committee (SPPC), the student, the University Supervisor, and the internship site. The UPIC coordinates all internship experiences. A *Field Supervision Practicum or Internship Agreement* (see Attachment 4 in Appendix 7) is completed for each student prior to the beginning of the internship experience. Internship supervision is provided by both field-based and University-based supervisors who are appropriately licensed and credentialed. Appendix 6 delineates the responsibilities of supervisory parties for internship. Students are required to develop goals and objectives for their internship experience part of which is the completion of the *Field Training and Evaluation Plan* (see Attachment 9 in Appendix 7), and document experiences using weekly and cumulative logs (see Attachment 5 in Appendix 7) and the *Practicum/Internship Summary Form* (Attachment 6 in Appendix 7). Additionally, at mid-year and at the end of the internship year written evaluations (*Evaluation of the Quality of Professional Service*) are collected from the field agency (See Attachment 7 in Appendix 7). These evaluations are discussed with the student and the field-based supervisor. University supervision is secondary to site supervision. In the main, the University coordinator's role is to monitor the fulfillment of the internship contract between student, agency, and University. Evaluations come from site supervisors. Strategies to change or improve the student experiences are joint decisions between the University coordinator and site supervisor. This information is used by the coordinator

and internship supervisors in a variety of ways to enhance the working relationships between the university and the field agency. *Students in APA/APPIC sites may substitute required forms and documentation from their site for TWU forms and documentation with the approval of the UPIC.*

### **L. Professional Development and Scholarship Activities**

There are two components to Professional Involvement and Scholarly Activities. ***Both requirements must be met*** before graduation and before the Certification of Final Examination is signed by the Program Director and Departmental Chairperson. This form certifies to the Graduate School that the student has successfully completed all requirements and is a candidate for graduation, earning the Ph.D. degree. Students should maintain a portfolio that documents their participation in and completion of these activities.

- (1). **Professional Involvement.** Choose one or more of the following activities and perform to criteria:
  - a. Participate actively in a professional organization (local, regional, state, national)
  - b. Provide pro bono psychological services to a community agency
  - c. Obtain certification as a National Certified School Psychologist (NCSP)
  - d. Participate actively in graduate student governance (Ethics Committee, Graduate Council, Executive Committee of the School Psychology Graduate Student Organization)
  - e. Edit a regularly published student newsletter or other special interest communication.
  - f. Submit articles for a student or professional newsletter, e.g. the NASP Communiqué, or Division 16 Newsletter.
  - g. Log 75 clock hours in approved Continuing Professional Development activities over three years.
  
- (2). **Scholarly Activities.** Choose one or more of the following activities and perform to criteria:
  - a. Submit dissertation or professional paper for publication.
  - b. Submit an article for publication in a professional journal
  - c. Submit a grant proposal for funding consideration
  - d. Present a workshop for a professional community, agency or organization
  - e. Present a workshop for parents, adolescents or young children.
  - f. Present a scholarly paper or poster at a professional conference.
  - g. Produce a creative product that will benefit school psychologists or children with special needs.

## **Degree Requirements**

### **M. National School Psychology Examination (NSPE) and the Examination for the Professional Practice of Psychology (EPPP)**

All students are required to take (and pass) the National School Psychology Examination. Students are required to submit a copy of their National School Psychology Exam score to the TWU Doctoral Program Director. The National School Psychology Examination is required for National Certification as a School Psychologist (NCSP).

Doctoral students typically take the Examination for the Professional Practice of Psychology after completion of their doctorate as part of the licensure process (e.g. to become a Licensed Psychologist). The doctoral program collects performance data on graduates' EPPP performance as part of the program's self evaluation.

### **N. Advisement**

Upon acceptance into the school psychology program, new students are assigned an advisor by the School Psychology Program Committee. The SPPC and the advisor assist in the planning of the student's program of studies at TWU. It is recommended that the student contact her or his advisor during the first semester of classes in order to become acquainted and begin preparing for the semesters ahead.

The SPPC is the governing body of the program. Members of the SPPC are assigned as student advisors and are the graduate faculty most closely associated with the School Psychology program through their education, experience and research interests. Students work with their individual advisor to get questions answered, enrollment information, codes for registering for classes, and advice and counsel about the program. Additionally, in the case of doctoral students, the advisor serves as a research mentor until a dissertation chair is chosen. Doctoral students are expected to participate in research experiences under the auspices of their research mentor. It is recommended that students meet with their program advisors once each semester. However, all decisions relevant to a student's progress in the program, degree plans and satisfactory completion of graduation requirements are the function of the SPPC. Students are encouraged to attend SPPC meetings and to come to the SPPC with their questions and concerns. No one-faculty member may make a unilateral decision regarding a student's status in the program.

### **O. Registration and Annual Review**

All doctoral students in School Psychology are admitted provisionally. Each student's progress is evaluated annually. At the annual review where it is determined that the student has met all of the entry requirements, the SPPC will change the student's status to

unconditional. A student may request the SPPC review her or his status when a change of status is necessary to meet the requirements for teaching assistant or research assistant.

Continuous registration is required for all graduate students in School Psychology. If a student is not registered for at least one course for 2 out of every 4 semesters in a calendar year, he/she will be automatically withdrawn from the active program roll and placed on the inactive roll. Such withdrawal will necessitate re-application to SPPC to be reinstated on the active roll. A student may petition the SPPC to be placed on "leave of absence" status. Students are expected to complete a minimum of 18 semester hours over one calendar year.

The SPPC conducts an annual review of students during the spring semester. Students will be informed of their status following this review in a meeting with their program advisor. The SPPC may request that students attend an SPPC meeting in order to discuss concerns about their academic progress. Students are encouraged to request an opportunity to discuss their progress in the program, or any other concerns, with the SPPC at any time. (See Evaluation Section A for more detailed information regarding the annual review process).

### **P. Dismissal from the Program**

A student may be expelled by the SPPC from the school psychology doctoral program for any of the following reasons:

- a. ethical or legal violations
- b. academic failure (previously defined under grade requirements)
- c. professional incompetence or negligence.

A policy statement on impairment, incompetence and ethical misconduct is provided to each student. Students must sign the form and a copy is kept in their educational file. A copy of the policy state can be found in the Appendix 2 of this document.

### A. Due Process

The *TWU Student Handbook* details appeals procedures for academic matters and policies regarding academic probation and suspension, student rights and responsibilities, and university policies governing student and faculty conduct. A copy of the *TWU Student Handbook* is available from the Student Services office or online (<http://www.twu.edu/downloads/student-life-office/Handbookforweb.pdf>). This publication also details student services and facilities available to students. The SPPC follows the policies and procedures described in the *TWU Student Handbook*. Students are strongly encouraged to obtain a copy and read it. It is important to be fully aware of all student rights and responsibilities.

Any student who disagrees with a decision relating to an academic matter should first contact the faculty member responsible for the decision and ask for further consideration of the issue. If not satisfied with the faculty member's action, the student should speak with the doctoral program director and request intercession. If the matter is still not able to be resolved, the student should ask the chair of the academic department involved to review the matter and to intervene on behalf of the student. The chair of the Psychology Department and/or the student may contact the SPPC for assistance in resolving the issue as well. If further redress is needed, the student may appeal in writing to the Dean of the school or college, then to the Associate Vice President for Academic Affairs, and finally to the Vice President for Academic Affairs. Any written appeals should describe the nature of the petition, reasons for the request, and prior steps taken to resolve the matter. The student is encouraged to come to the SPPC to discuss and resolve matters of concern about any aspect of the school psychology program.

### B. Independent Study

No enrollments for independent or individual study courses will be accepted without the written approval of the instructor. **NOTE:** Faculty and students should remember that individual and independent studies are coded on the course inventory so that they require 1 hour of lecture and 1 hour of laboratory per week for 5911, and 6911; and 1 hour of lecture and 4 hours of laboratory per week for 4913, 5913, and 6913.

Enrollments for independent and individual study courses must have the written approval of the instructor. The student and instructor will work together to outline the requirements for the independent study. Normally the instructor will not approve an independent or individual study course if:

- The outline of the study is inordinately close to that of a regularly taught class.
- The instructor has a workload of 18 or more work units.

### C. Changing the Degree Plan

Circumstances occasionally require changes in the degree plan that was filed with the SPPC and the Dean of the Graduate School. For example, additional courses may have been taken or scheduled courses may not have made due to low enrollment and a substitution was approved. A "Change in Degree Program" form, should be filed with the SPPC with an accompanying explanation of the need for the change. After approval by the SPPC and department chairperson, the Change in Degree Program form is forwarded to the Graduate School for approval.

When the student files for graduation, the Graduate Dean checks the student's transcript with the official degree plan in order to certify the student for graduation. Therefore, it is important to update the official records if any changes are made.

## **A. Process for Evaluation of Student Progress**

Formative evaluation occurs throughout the program as students demonstrate competencies through successful completion of coursework, practica and internship. Progress as a developing school psychologist will be assessed at the conclusion of each practica course for all students using the *Student Evaluation Form* (Appendix 3). After all forms have been completed, results tabulated and reviewed by the faculty, advisors will schedule an annual meeting with each student to provide verbal and written feedback. A copy of the annual evaluation will be placed in the student's file. Additionally, a student may be required to meet with the SPPC if concerns arise regarding professional conduct and/or progress in the program.

Particular attention will be given to three areas of development. These areas include; professional conduct, scholarship, and practice. Although all areas may not be applicable to course experiences, it is expected that each area will be addressed at the annual review.

## **B. Doctoral Comprehensive Evaluation Process**

The doctoral comprehensive evaluation process in the school psychology program consists of two parts: a written/oral examination and a clinical/practice evaluation.

### **I. Written/Oral Examination**

The purpose of written comprehensive examination is for students to integrate and apply foundational knowledge in psychology to various topics or questions that may be encountered in the field of school psychology. The written comprehensive evaluation provides a way for school psychology faculty to evaluate each student's foundational knowledge as it might be applied in a real world setting.

#### ***1. Prerequisite Requirements***

In order to begin the written comprehensive process students will have to have completed the core coursework including:

PSY 5353 Research Design  
PSY 5304 Advanced Psychological Statistics I  
PSY 6203 Advanced Psychological Statistics II\*  
PSY 6103 Human Learning and Cognition  
PSY 6133 Advanced Behavioral Neuroscience  
PSY 6383 Cross Cultural Psychology\*  
PSY 6613 Advanced Developmental Psychology  
PSY 6633 Philosophical and Historical Foundations of Psychology

PSY 6774 Foundations of Social Psychology and Personality  
PSY 6833 Ethics in Psychology

Completion of core coursework within the first two years of graduate study is recommended for all students.

*\*Students may be concurrently enrolled in this course while completing the written comprehensive process.*

## **2. Completed Degree Program Plan**

In conjunction with their advisor students complete their program plan after the first 18 credits which is filed with the graduate school, at that time a plan for when to take the written comprehensives should be formulated. A completed degree program plan should be on file with the graduate school and in the student's file prior to submitting the written comprehensive prospectus.

### **WRITTEN/ORAL COMPREHENSIVE PROCESS**

1. Students will select a topic of interest and submit their topic to the school psychology program faculty for approval. This will take the form of a brief prospectus (5-7 pages, not including cover page and references) in which the student will delineate their topic area, how they will address each required area and what information would be germane from each area to their topic, as well as a list of preliminary references that will be utilized. Students will submit 1 paper and one electronic copy of their prospectus to the doctoral program director who will distribute it to the school psychology program faculty. The deadline for submission will be the first week of May and will be announced at the beginning of spring semester. The school psychology program faculty will approve/disapprove the requested topics at the next SPPC meeting and notify students in writing of the decision.
2. Students will then compose a literature review and critical analysis of their topic that includes content and references to the core areas. Students will formulate a question and develop a study to answer the question that includes a rationale for the study, proposed questions, proposed research design and proposed statistics with rationale. Paper will be no more than 50 pages maximum excluding references and must be in APA format.
3. Upon completion of the written paper students will submit the paper to the school psychology program faculty and schedule an oral defense. Papers are to be submitted no later than the first day of classes for fall semester. Students are to submit an electronic copy of their paper and one paper copy to the doctoral program director no later than 5 p.m. on the due date. Students will receive aggregated data and comments from the faculty reviewers' evaluation rubrics prior to the oral examination. Faculty questions/comments will occur during the orals.

- An oral defense will be scheduled during the next month with the school psychology program faculty. Students will briefly present their paper and proposed study and orally defend the paper.

### *Passing/Failing Criteria*

The written comprehensive paper and oral presentation will be evaluated using a rubric (Appendix 4). Students who fail either the written or oral portion will have an opportunity to re-write and re-defend.

Paper is acceptable/Oral defense is acceptable	PASS
Paper is unacceptable	Revise paper and resubmit
Paper is acceptable/Oral defense is unacceptable	Remediation Plan and Retake Oral

\*Remediation plan deadlines will be individualized and may vary from student to student.

## **II. Clinical Skills Evaluation**

The clinical skills evaluation is intended to provide an evaluation of the student's skill in applied practice. The clinical skills evaluation at the doctoral level encompasses three elements:

### Assessment

Each doctoral student will submit a comprehensive assessment case. Students will submit digital documentation of the psychological assessment process (e.g. interviews and test administration). Psychological assessment is defined to include measurement of cognitive, achievement and social-emotional factors. Along with the digital assessment documentation, the student should include (a) a psychological report, (b) all protocols, and (c) supporting documentation such as consent.

### Intervention

Each doctoral student should submit a comprehensive intervention report to include pre-intervention baseline data, mode of intervention, plan or record of intervention (goals and process), and post-intervention outcome data. Intervention may be conducted to influence issues of an academic, behavioral, or emotional nature.

### Philosophy of Practice

Each doctoral student should submit a position paper on the student's philosophy of psychological services. A copy of the philosophy paper should be given to each member of the SPPC. This paper will acquaint the committee with the student's philosophy prior to reviewing the case. The paper provides the theoretical foundation that each committee member will use in evaluating the assessment, interview, and intervention strategies as observed on the student's video tape and

psychological report prior to the presentation. The paper should not exceed 15 pages in length, double spaced and must be in APA style.

These materials are all due at the same time (at least two weeks {10 working days} prior to the scheduled clinical skills examination). The materials should be submitted to the Clinical Skills Coordinator by the published deadline. Five copies (one for each evaluator) of the assessment report, intervention report, and philosophy paper should be submitted. The student's clinical skills presentation will be scheduled only if all the materials are received by this deadline.

The Clinical Skills Forum will typically be scheduled for the last Friday in April, and the third Friday in November. During the forum, students will conduct a summary presentation of all components. Students enrolled in Practicum will prepare their cases and papers under the direction and supervision of the University practicum instructor. No clinical presentations will be scheduled in the summer sessions.

Evaluative criteria include clarity of written and oral expression; competency in collaborative, empirically-based assessment, intervention, and consultation; sensitivity to and respect for cultural and individual differences; competency in scientific problem solving; competency in ethical professional conduct; competency in recognizing the influence of the family, school and community on the child or adolescent; and competency in serving the best interests of children. See Appendix 5 for a copy of the rubric of evaluative criteria used in the Clinical Skills Forum. The SPPC will negotiate a remediation plan with any student who fails to meet criteria.

## **C. Admission to Doctoral Candidacy**

Admission to doctoral candidacy requires the following:

1. Unconditional admission to the Graduate School obtained after 21 credits completed with a GPA of 3.5 or higher
2. Demonstration of adherence to professional standards and ethics;
3. Good academic standing (minimum GPA 3.5);
4. Successful completion of Written/Oral Examination and the Professional Practice Clinical Skills review;
5. Completion of research tools;
6. Satisfaction of the residence requirement

When the student has satisfied all of the requirements for admission to candidacy, the SPPC will certify the student's status to the Dean of the Graduate School. The Dean will inform the student in writing of her or his admission to candidacy. The student then must select a dissertation chair and committee for guidance with the dissertation research. This dissertation committee has the responsibility of:

1. approving a written research proposal;
2. approving the final dissertation;

3. conducting the oral defense of the dissertation; and
4. certifying the student for the degree of Ph.D. in psychology.

When the doctoral candidate successfully defends a dissertation, and after completion of all program requirements, the Certification of Final Examination will be signed by the Chairperson of the Department of Psychology and Philosophy authorizing the graduation of the student.

# Dissertation

## A. Doctoral Dissertation Committee

All doctoral candidates must write a dissertation based upon research which makes an original contribution to the literature and research of the student's discipline. *As of 2009*, the doctoral program in School Psychology requires that the doctoral research committee consist of four members. *Students who as of September 1, 2009 have completed their dissertation proposals are exempt from this requirement.*

Before registering for dissertation credit, the student should choose a dissertation chair. The dissertation chair should be a School Psychology faculty member (or the dissertation needs to be co-chaired and one of the co-chairs must be a School Psychology faculty member). In conjunction with their chosen chair, the student will then select their dissertation committee and gain permission of each faculty member chosen to serve on the committee. In total, four members are needed, three of whom must be from the School Psychology faculty. Ordinarily, a person selected to serve on a committee should hold a regular full-time academic appointment at TWU and should be a member of the graduate faculty. Exceptions may be made at the request of the student and the discretion of the Dean of the Graduate School. If a student elects to request an external member to their dissertation committee, the student needs to request that the external member submits a letter of intent and a curriculum vita to the Department Chair who will subsequently seek approval from the Dean of the Graduate School.

## B. Changes in Committee Appointments

If necessary, changes in committee membership can be made. A request for a change in committee membership can be made by the student or the faculty or the committee. The request is submitted to the committee chair and the change would be reflected on the prospectus page if the change was made prior to the proposal or on the dissertation at the defense.

## C. Dissertation Proposal, Proposal Defense, and the Filing of a Prospectus

The first step in the dissertation process is the dissertation proposal and proposal defense. Working with their dissertation chair the student will complete a dissertation proposal (most typically the first 3 chapters of the dissertation) to the satisfaction of the dissertation chair, then submit the proposal to the dissertation committee for review, and schedule the proposal defense. A prospectus cover sheet is required for the proposal defense and is available for completion online on the TWU Graduate School webpage (<http://www.twu.edu/gradschool/>). The student should complete the relevant portions of the document online, print the form and bring it to the proposal defense for signatures. Following a successful proposal defense, the student should file with the Graduate School a prospectus concerning the proposed dissertation.

# Dissertation

The dissertation prospectus must be approved by the dissertation committee, the Department Chair and the Dean of the College of Arts and Sciences. The Dean of the Graduate School expects a 10 page or less summary of the proposed dissertation. Guidelines are contained in the graduate school publication, *Guidelines for Writing a Professional Paper, Thesis, or Dissertation*, which is available at the TWU Bookstore, as well as online at the Graduate School webpage (<http://www.twu.edu/gradschool/>). After the successful proposal defense the student will also submit an Institutional Review Board (IRB) application. The student's dissertation prospectus will not receive final approval until a letter from the IRB approving the study is on file with the Graduate School. Data collection may not begin until all documentation is on file in the Graduate School.

## D. Securing Dissertation Credit

A student must be enrolled in PSY 6983 Dissertation Proposal during the semester in which they intend to defend their dissertation proposal and submit their prospectus, and in PSY 6993 Dissertation during the semester in which they intend to defend their final dissertation project. Students may enroll in PSY 6983 continuously if required by their dissertation chair. Continuous enrollment in dissertation credits prior to the final defense is subject to negotiation between the student and his or her dissertation chair.

## E. Code 3 - Tuition Reduction

Typically, resident students registered for thesis or dissertation credit only, in those instances where such credit is the final credit hour requirement for the degree process, shall pay a sum proportionately less than the standard tuition rate. The policy related to tuition reduction (Code 3) is discussed below. In terms of course load, when dissertation work is done in the summer school, the dissertation course must be taken both summer terms. Based on a careful interpretation of the statute concerning tuition reduction and the need to conform to the law, the Administration has issued the following policy effective September 1, 1990:

1. Code 3's will continue to be available to students who have completed all the course work for the degree, including internship, and who enroll only for professional paper, thesis, or dissertation; but eligibility will, as the law dictates, be for one semester only.
2. No retroactive Code 3's will be granted beyond the current semester (that is, the only refund possible will be for the current semester);
3. Because incremental tuition increases have negated any savings to students in the summer, Code 3 requests will be processed only for fall and spring semesters.

The request form for tuition reduction can be obtained from the Graduate School office.

## F. Grading for Dissertation

The grade of PR will be assigned to indicate progress on a dissertation. A student writing a dissertation for six hours credit will be given CR (credit) for the first enrollment PSY 6983

# Dissertation

Dissertation and PR (progress) for all subsequent enrollments until the last, for which CR will be given again. For example, a student writing a dissertation for twelve hours credit will be given CR for the first and last enrollment and PR for enrollments in between. The student should register for PSY 6983 for the first semester of dissertation and for PSY 6993 for all subsequent semesters. While only 6 hours of dissertation are required, the student must be enrolled in dissertation hours until the work is completed in order for the faculty supervisor to receive workload credit for the supervision. Do not expect the faculty member to supervise the dissertation work without appropriate workload credit. For dissertation work done over the summer terms, students are required to register for dissertation credit for both summer terms.

## G. Dissertation: Final Defense

Upon completion of the data collection and final dissertation to the satisfaction of the student's dissertation chair, the student will disseminate a copy of the dissertation to the other committee members and schedule the dissertation defense. The final dissertation is signed by the dissertation committee and the department chair. Guidelines are contained in the graduate school publication, *Guidelines for Writing a Professional Paper, Thesis, or Dissertation*, which is available at the TWU Bookstore and online. Upon successful completion of the dissertation defense signed copies of the dissertation along with the required paperwork (available on the Graduate School webpage) are submitted to the Graduate School.

## H. Final Copies

All theses and dissertations are sent to UMI for microfilming, and the microfiche is stored as the archival copy in the Library vault. Two bound copies are required by the Graduate School (one for Library circulation and one for the department). Students will submit a third copy for microfilming, which will be returned to the student unbound at a later date. The original of the approved dissertation together with two copies of the abstract, must be delivered to the Graduate Office no later than the filing date listed in the University Calendar at the front of the graduate catalog. Bound at the expense of the student, one copy is placed in the University Library and the second in the files of the college of the major. These copies become the property of the University. Under certain conditions, usually related to special research fellowships or industrial research programs, it may be necessary for the student, by prior agreement with the dissertation director, to pay for and submit more than two copies. Fees for microfilming, binding, and mailing will be computed by the Graduate Office at the time copies are submitted.

All dissertations are microfilmed by University Microfilms and included in Dissertation Abstracts International. The student pays for this microfilming at the time of filing the dissertation and abstract in the Graduate School. Copyrighting, which remains optional, may be secured through University Microfilms for an additional fee. Details concerning the abstract, microfilming, copyrighting, and their fees are available in the Graduate Office.

# Graduation

## A. Graduation

The University has established deadlines to submit materials and apply for graduation. A student intending to graduate in any given semester needs to be aware of such deadlines and make arrangements to meet them in a timely fashion. Deadlines are posted online on the TWU webpage, on the Graduate School webpage, on the School Psychology Graduate Program Blackboard site and in the Psychology and Philosophy Department.

All doctoral students are encouraged to participate in graduation ceremonies. The graduation ceremony provides an opportunity for the student to celebrate the completion of this major endeavor with their peers, school psychology faculty, their friends and family.

## B. Diploma and Graduation Fees

A candidate for graduation must pay a diploma fee and a cap and gown fee in the Cashier's Office and show the receipt to personnel in the Registrar's Office. The University will make every effort to keep these fees at a minimum cost, but they may vary from time to time. To replace a previously issued diploma a fee is charged. Information may be obtained from the University Registrar.

## APPENDIX 1

### School Psychology Doctoral Curriculum (Requirements as of September 1, 2008)

#### Psychological Foundations

PSY 6633 Philosophical and Historical Foundations of Psychology ©  
PSY 6103 Human Learning and Cognition ©  
PSY 6133 Advanced Behavioral Neuroscience ©  
PSY 6383 Cross Cultural Psychology ©  
PSY 6833 Ethics in Psychology ©  
PSY 6774 Foundations of Social Psychology and Personality ©  
PSY 6613 Advanced Developmental Psychology ©

PSY 5803 Introduction to School Psychology  
PSY 6423 Psychopathology and Exceptionalities in Childhood and Adolescence  
PSY 6583 Neuropsychopharmacology  
PSY 6143 Neurodevelopmental and Genetic Disorders of Children

#### Research Foundations

PSY 5353 Research Design ©  
PSY 5304 Advanced Psychological Statistics I ©  
PSY 6204 Advanced Psychological Statistics II ©  
PSY 6961 Research Team  
PSY 6961 Research Team

PSY 6983 Dissertation  
PSY 6993 Dissertation

#### Assessment Sequence

PSY 5423 Cognitive Assessment  
PSY 5463 Academic Assessment and Curriculum Interventions  
PSY 5473 Social-Emotional Assessment in Children  
PSY 6233 Preschool and Low Incidence Assessment  
PSY 6523 Neuropsychological Assessment I  
PSY 6533 Neuropsychological Assessment II

#### Intervention Sequence

PSY 6703 Direct Behavioral Interventions  
PSY 6853 Supervision and Consultation in Psychology  
PSY 6873 Advanced Consultation

PSY 5554 Theory and Practice of Counseling  
PSY 6673 Therapeutic Interventions for Children and Adolescents  
PSY 6693 Advanced Therapeutic Interventions for Children and Adolescents

## Practica: Field Experiences (minimum 50 hours each: total minimum of 600 hours)

PSY 6931 Practicum in Applied Psychology (w/ PSY 5803 Intro to School Psychology)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 5423 Cognitive Assessment)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 6703 Direct Behavioral Interventions)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 5463 Academic Assessment)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 5473 Social Emotional Assessment)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 6233 Preschool Assessment)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 6853 Supervision and Consultation)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 6673 Therapeutic Interventions)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 6873 Advanced Consultation)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 6693 Advanced Therapeutic Interventions)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 6523 Neuropsychological Assessment I)  
PSY 6931 Practicum in Applied Psychology (w/ PSY 6533 Neuropsychological Assessment II)

## Practicum Requirements (minimum 950 hours)

PSY 6911 Practicum: Supervision (minimum 50 hours)  
PSY 6923 Practicum 1: School (minimum of 225 hours)  
*(Prerequisite: Completion of PSY 5304, PSY 5353, PSY 5803/6931, PSY 6103, PSY 6133, PSY 6423, PSY 5423/6931, PSY 5463/6931, PSY 5473/6931 PSY 6853/6931 and PSY 6703/6931)*  
PSY 6923 Practicum 2: School (minimum of 225 hours)  
*(Prerequisites: Completion of requirements for Practicum 1 including PSY 6923 (or its equivalent) and satisfactory completion of the written/oral comprehensive process).*  
PSY 6923: Practicum: Counseling (minimum of 225 hours)  
*(Prerequisites: Completion of core courses © and counseling sequence PSY 5554, PSY 6673/6931, PSY 6693/6931)*  
PSY 6923 Practicum: Neuropsychology (minimum of 225 hours)  
*(Prerequisite: Completion of core courses ©, the assessment sequence PSY 5423/6931, PSY 5463/6931, PSY 5473/6931, PSY 6233/6931, and the neuropsychology sequence PSY 6143, PSY 6523/6931, PSY 6533/6931)*

## Internship Requirements (minimum 1500-2000 hours)

PSY 6933 Internship  
PSY 6933 Internship

**\*\*\*Note:** Courses designated with © are core courses that form foundational knowledge necessary for all psychologists. The comprehensive written/oral evaluation measures foundational knowledge gained via core coursework. Courses designated with a © must be completed prior to the comprehensive evaluation process.

## Year 1

Fall  
 PSY 5803/6931 Intro. School Psy.  
 PSY 5423/6931 Cog Assess  
 PSY 6103 Human Cognition ©  
 PSY 6633 Phil. & Hx of Psy ©

14 hours

Spring  
 PSY 6133 Adv. Beh. Neuro. ©  
 PSY 6703/6931 Dir Beh Inter  
 PSY 5463/6931 Acad Assess

11 hours

Summer  
 PSY 6423 Psychopath  
 PSY 6383 Cross Cultural ©

6 hours

## Year 2

Fall  
 PSY 5304 Adv Psych Stats I ©  
 PSY 5473/6931 Social-Emot  
 PSY 6833 Ethics ©

11 hours

Spring  
 PSY 5353 Research Design ©  
 PSY 6774 Found.Soc Psych ©  
 PSY 6233/6931 Preschool Assess

11 hours

Summer  
 PSY 6204 Stats II ©  
 PSY 6613 Adv. Dev. ©  
 PSY 6961 Research Team

### *Written Comprehensive*

8 hours

## Year 3

Fall  
 PSY 6853/6931 Supv/consult  
 PSY 5554 Theory/Prac Coun  
 PSY 6923 Practicum I: School

### *Oral Comprehensive*

11 hours

Spring  
 PSY 6673/6931 Therapy Interv  
 PSY 6911 Practicum: Supervision  
 PSY 6961 Research Team  
**PSY 6873/6931 Adv. Consult.**

10 hours

Summer  
 PSY 6583 Neuropsychpharm.  
**PSY 6693/6931 Adv. Tx Intv**

7 hours

## Year 4

Fall  
 PSY 6143 Neurodevel.  
**PSY 6523/6913 Neuro Ass I**  
 PSY 6923 Practicum II: School

### *Clinical Skills Comprehensive*

10 hours

Spring  
**PSY 6533/6931 Neuro Asses II**  
**PSY 6923 Pract: Couns**  
 PSY 6983 – Dissertation Proposal

10 hours

Summer  
**PSY 6923 Pract:Neuro**  
 PSY 6993 Dissertation Defense

6 hours

## Year 5

Fall  
 PSY 6933 Internship

3 hours

Spring  
 PSY 6933 Internship

3 hours

## APPENDIX 2

## POLICY STATEMENT ON IMPAIRMENT, INCOMPETENCE, AND ETHICAL MISCONDUCT

I have read and fully comprehend the student dismissal policy.

Name of Student (Please print): \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

*Please photocopy this entire document for your files and return the signed original.*

### **Objective**

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing impairment, incompetence, and/or ethical violations that occur in the course of graduate education in School Psychology.

### **Introduction**

As described in the Graduate Student Handbook(s), the overarching goal of the School Psychology programs is to prepare professionals in the scientist-practitioner model to assume roles as responsible, competent members of the professional psychological community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, appropriate professional attitudes and behavior, and academic integrity. Specific goals and expected competencies cover the following five areas:

1. Knowledge of the practice and science of Psychology and School Psychology as a profession;
2. Integration of practice and research;
3. Commitment to an ongoing contribution to the profession of School Psychology;
4. Respect for and compliance with legal/ethical guidelines, as well as all program, departmental, and university policies, procedures and deadlines;
5. It is the student's responsibility to maintain appropriate communication with the program and department, including required participation on email listservs. Other forms of communication, such as mailboxes, bulletin boards, student representatives, and faculty advisors should be consulted regularly.

Students are expected to be familiar with their respective program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. This policy, in conjunction with the Graduate Student Handbook(s), describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the program when remediation is not possible.

### **Definitions**

Impairment is defined as an interference in professional functioning that reflects a decline from previously adequate functioning, given the student's developmental level in training. Impairment may manifest in one or more of the following ways:

1. Difficulty in or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. Difficulty in acquiring professional skills and reaching an accepted level of competency;
3. Difficulty in controlling personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

While it is a professional judgment as to when a student's behavior becomes impaired rather than problematic, a problem refers to a trainee's behaviors, attitudes, or characteristics which, while of concern and perhaps requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics:

1. The student does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.
3. The quality of services delivered by the student is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The student's behavior does not change as a function of feedback or time.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. These are cases in which adequate competence has never been achieved and may not be possible to achieve. Students who have failed remediation for impairment are considered incompetent.

Ethical Misconduct is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) and National Association of School Psychologists (NASP) are not followed. All School Psychology graduate students are expected to adhere to these codes. The codes are intended to provide general principles to guide decision making in situations encountered by psychological professionals in their activities. The primary goal is the welfare and protection of the individuals and groups with whom psychological professionals work. It is the individual responsibility of each psychological professional to aspire to the highest possible standards of conduct. Psychological professionals respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

Students are expected to uphold all policies, standards, and ethical/legal regulations of relevant state licensing boards. Students who affiliate with the National Association of School Psychologists or Division 16 of the American Psychological Association are likewise bound by their respective codes of ethics.

## **Identification and Verification of Problems Requiring Remediation or Dismissal**

Impairment, incompetence, or ethical misconduct can be identified in a variety of ways. Formal evaluation of each student's progress takes place annually. Further, possible problems can be identified at any point in the student's academic career by a faculty member, staff member, supervisor, or by another student. Procedures from remediation and dismissal are detailed in the following sources:

1. Graduate Student Handbook(s) within the Psychology Department.
2. Graduate Catalog- Published by Texas Woman's University and distributed via the Graduate School.
3. TWU Student Handbook- Published by Texas Woman's University and distributed via the Office of Student Life.

## APPENDIX 3 STUDENT EVALUATION FORM

**Student:**  
**Course:**

**Evaluator:**  
**Date:**

### Professional Identity and Conduct

Student demonstrates a solid knowledge base in psychological and educational foundations.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student demonstrates knowledge of ethical behavior and practices in an ethically appropriate manner.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student demonstrates an identity as a psychologist appropriate to level of training, and has an understanding of the specialty area of psychology.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student demonstrates professional conduct and respect for the dignity, diversity and welfare of others.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student is punctual for class and appointments.	<b>5</b> Always attends and is punctual	<b>4</b> One absence and is punctual most of the time	<b>3</b> Two absences and is late occasionally (<10%)	<b>2</b> >2 absences and is late 10-20% of the time	<b>1</b> Misses class frequently or is excessively tardy	N/A or Not Observed

# Appendices

Student exhibits initiative, is a self starter, self motivated, and responds well to supervision.	<b>5</b> Excellent team player; accepts supervision well	<b>4</b> Good team player; generally accepts supervision well	<b>3</b> Needs some guidance to get started and may ask for ideas/supervision	<b>2</b> Needs frequent monitoring and supervision	<b>1</b> Shows little initiative. Requires frequent faculty supervision and guidance	N/A or Not Observed
Student exhibits cooperativeness, is willing to take supervision, and gets along with others collegially.	<b>5</b> Excellent team player and accepts supervision well	<b>4</b> Good team player and generally accepts supervision well	<b>3</b> Is generally cooperative, but may be more concerned about themselves than others. Generally accepts supervision, by may not always respond well.	<b>2</b> Not usually a team player and generally responds defensively to supervision	<b>1</b> Not a team player, seems only interested in their own well-being and does not seem to benefit from supervision.	N/A or Not Observed
Student demonstrates oral communication skills (articulation, fluency, vocabulary, grammar)	<b>5</b> Excellent oral communication skills	<b>4</b> Above Average oral communication skills	<b>3</b> Average oral communication skills	<b>2</b> Below average oral communication skills	<b>1</b> Unsatisfactory oral communication skills	N/A or Not Observed
Student demonstrates written communication skills (organized, logical, persuasive, technically correct)	<b>5</b> Excellent written communication skills	<b>4</b> Above Average written communication skills	<b>3</b> Average written communication skills	<b>2</b> Below average written communication skills	<b>1</b> Unsatisfactory written communication skills	N/A or Not Observed

**Average Score on Professional Identity: \_\_\_\_\_/9= \_\_\_\_\_**

**Comments:**

## Competence in Research

Student demonstrates competence in the critical review and evaluation of psychological and educational research/literature.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student demonstrates basic knowledge and skill in research design, data analysis, and methods of multiple forms of technology.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student actively engages in research and the dissemination of the results of their research to the professional and broader community using APA style competently.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed

**Average Score on Competence in Research:** \_\_\_\_\_/3= \_\_\_\_\_

**Comments:**

## Competence in Practice

Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to assessment.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to direct intervention	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to indirect intervention	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed

# Appendices

Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to supervision.	5 Excellent or Outstanding Level of Competence	4 Very Competent	3 Competent for Level of Training	2 Somewhat Below Expected Level of Competency	1 Significantly Below Expected Level of Competency	N/A or Not Observed
Students will acquire and demonstrate competence in direct and indirect service provision in assessment.	5 Excellent or Outstanding Level of Competence	4 Very Competent	3 Competent for Level of Training	2 Somewhat Below Expected Level of Competency	1 Significantly Below Expected Level of Competency	N/A or Not Observed
Students will acquire and demonstrate competence in direct and indirect service provision in direct intervention.	5 Excellent or Outstanding Level of Competence	4 Very Competent	3 Competent for Level of Training	2 Somewhat Below Expected Level of Competency	1 Significantly Below Expected Level of Competency	N/A or Not Observed
Students will acquire and demonstrate competence in direct and indirect service provision in indirect intervention.	5 Excellent or Outstanding Level of Competence	4 Very Competent	3 Competent for Level of Training	2 Somewhat Below Expected Level of Competency	1 Significantly Below Expected Level of Competency	N/A or Not Observed
Students will acquire and demonstrate competence in direct and indirect service provision in indirect supervision	5 Excellent or Outstanding Level of Competence	4 Very Competent	3 Competent for Level of Training	2 Somewhat Below Expected Level of Competency	1 Significantly Below Expected Level of Competency	N/A or Not Observed

**Average Score on Competence in Practice:** \_\_\_\_\_/8= \_\_\_\_\_

**Comments:**

## Integration of Research, Practice, Professional Identity and Conduct

Student will demonstrate an integrative knowledge of educational and psychological foundations that translate into effective practice.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student will be able to access, evaluate, and apply relevant evidenced-based practice in specific areas of intervention, assessment and supervision.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed
Student will demonstrate the ability to integrate professional identity and ethical behavior.	<b>5</b> Excellent or Outstanding Level of Competence	<b>4</b> Very Competent	<b>3</b> Competent for Level of Training	<b>2</b> Somewhat Below Expected Level of Competency	<b>1</b> Significantly Below Expected Level of Competency	N/A or Not Observed

**Average Score on Integration:** \_\_\_\_\_/3= \_\_\_\_\_

**Comments:**

<b>Professional Identity and Conduct Average Score</b>	_____
<b>Competence in Research Average Score</b>	_____
<b>Competence in Practice Average Score</b>	_____
<b>Integration Average Score</b>	_____

**Total Score** \_\_\_\_\_/4= \_\_\_\_\_ **(OVERALL STUDENT RATING)**

**APPENDIX 4  
EVALUATION TOOLS: WRITTEN AND ORAL  
COMPREHENSIVES**

Doctoral Student Name: \_\_\_\_\_

Date of Written Comprehensive: \_\_\_\_\_

Faculty Reviewer: \_\_\_\_\_

**SCHOOL PSYCHOLOGY COMPREHENSIVES WRITTEN PAPER**

1	2	3	4	5
Deficient or failure	below average	average	above average	excellent

**RATING SCALE FOR WRITTEN PAPER**

*Comprehensiveness, scope and depth of coverage of the relevant literature/research within the paper (covers all required core areas as they are relevant to the topic, and demonstrates understanding of the breadth and depth of the literature/research related to the topic).*

1      2      3      4      5

*Paper demonstrates synthesis and integration of the research/literature relevant to the topic (paper synthesizes the literature/research such that it is integrated into a meaningful whole which then supports the conclusions, research question and proposed study)*

1      2      3      4      5

*Literature review and critical analysis leads to an appropriate research question and proposed research study (research question and rationale for study are clearly delineated and connected to the literature review and critical analysis, proposed research study is clearly delineated in terms of methodology and statistical analysis)*

1      2      3      4      5

*General organization and clarity of expression (the paper flows well and is easy to read, information is presented logically and is connected and integrated into a cohesive essay).*

1      2      3      4      5

*Paper is formatted correctly* (APA format: margins, headers/page numbers, citations, references, etc...)

1      2      3      4      5

*Paper is technically adequate* (spelling, grammar, word usage, punctuation)

1      2      3      4      5

*Overall professional quality of the paper*

1      2      3      4      5

**TOTAL SCORE:** \_\_\_\_\_ **AVERAGE OF SCORE:** \_\_\_\_\_

***ADDITIONAL COMMENTS:***

Doctoral Student Name: \_\_\_\_\_

Date of Oral Defense of Paper: \_\_\_\_\_

Faculty Reviewer: \_\_\_\_\_

## SCHOOL PSYCHOLOGY COMPREHENSIVES ORAL DEFENSE

1	2	3	4	5
Deficient or failure	below average	average	above average	excellent

### RATING SCALE FOR ORAL DEFENSE OF PAPER

Knowledge of subject matter and familiarity with written position

1      2      3      4      5

Organization of oral defense (well structured, not fragmented or disjointed)

1      2      3      4      5

Clarity of expression and articulation (clearly understood, a minimum of distracting mannerisms or “filler” mechanisms)

1      2      3      4      5

Directness and relevance of responses to questions (without much “hedging”, “circularity” or “defensiveness”)

1      2      3      4      5

Student’s general appearance, composure, and professionalism during oral presentation

1      2      3      4      5

Ability to respond to questions about the paper and defend conclusions about the paper during oral presentation

1      2      3      4      5

Overall rating of professional quality of defense

1      2      3      4      5

**TOTAL SCORE:** \_\_\_\_\_ **AVERAGE OF SCORE:** \_\_\_\_\_

**ADDITIONAL COMMENTS:**

**APPENDIX 5  
EVALUATION TOOLS:  
CLINICAL SKILLS (Ph.D.)**

**I. Rating Scale for Written Philosophy Paper**

Please rate the student on the following 5-point scale;				
1	2	3	4	5
deficient or failure	below average	marginal pass	very good	excellent

1. comprehensiveness and depth of coverage (not shallow or trite).

1            2            3            4            5

2. clarity of expression and quality of writing skills (grammar, etc.).

1            2            3            4            5

3. general organization of paper; flows well and is well-integrated.

1            2            3            4            5

4. Applicability and relevance of philosophy position to school psychology

1            2            3            4            5

5. overall professional quality of paper.

1            2            3            4            5

Written Philosophy Paper Total Score: \_\_\_\_\_ Average: \_\_\_\_\_

**II. Rating Scale for Oral Defense of Philosophy Paper**

1. Knowledge of subject matter and familiarity with written position.

1            2            3            4            5

2. Organization of oral defense; well-structured; not fragmented or disjointed.

1            2            3            4            5

3. Clarity of expression and articulation (clearly understood; a minimum of distracting mannerisms or "filler" mechanisms).

1            2            3            4            5

4. Directness and relevance of responses to questions (without much "hedging", "circularity", or "defensiveness").

1            2            3            4            5

5. Overall rating of professional quality of oral defense.

1            2            3            4            5

Oral Defense of Philosophy Paper Total Score: \_\_\_\_\_ Average: \_\_\_\_\_

### III. Rating Scale for Written and Oral Presentation of Case Study

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Overall quality and comprehensiveness of written case study.   | 1 | 2 | 3 | 4 | 5 |
| 2. Organization and clarity of expression in written case study.  | 1 | 2 | 3 | 4 | 5 |
| 3. Selection of assessment procedures and quality of test results section.  | 1 | 2 | 3 | 4 | 5 |
| 4. Ability to integrate all information and data into appropriate diagnostic conclusions and etiological explanations.    | 1 | 2 | 3 | 4 | 5 |
| 5. Ability to formulate realistic and appropriate recommendations linked to the assessment data and referral information. | 1 | 2 | 3 | 4 | 5 |
| 6. Trainee's general appearance, composure and professionalism during oral presentation of case study.                    | 1 | 2 | 3 | 4 | 5 |
| 7. Ability to respond to questions about the case and defend conclusions about case study during oral presentation.       | 1 | 2 | 3 | 4 | 5 |
| 8. Overall impression of case study.  | 1 | 2 | 3 | 4 | 5 |
| 9. Attention given to ethical and professional conduct.   | 1 | 2 | 3 | 4 | 5 |
| 10. Overall impression of case study.   | 1 | 2 | 3 | 4 | 5 |

Oral and written presentation of case study Total Score: \_\_\_\_\_ Average: \_\_\_\_\_

### IV. Rating Scale for Written and Oral Presentation of Intervention

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 11. Overall quality and comprehensiveness of written intervention plan.  | 1 | 2 | 3 | 4 | 5 |
| 12. Organization and clarity of expression in written intervention plan.   | 1 | 2 | 3 | 4 | 5 |
| 13. Selection of intervention procedures and quality of baseline data.   | 1 | 2 | 3 | 4 | 5 |
| 14. Ability to integrate all information and data into appropriate intervention strategy.                                      | 1 | 2 | 3 | 4 | 5 |
| 15. Ability to adequately effect change or demonstrates adequate understanding of reasons for ineffectiveness of intervention. | 1 | 2 | 3 | 4 | 5 |
| 16. Trainee's general appearance, composure and professionalism during oral presentation of intervention.                      | 1 | 2 | 3 | 4 | 5 |

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17. Ability to respond to questions about the case and defend conclusions about intervention during oral presentation.

1            2            3            4            5

---

18. Overall impression of intervention.

1            2            3            4            5

---

19. Attention given to ethical and professional conduct.

1            2            3            4            5

---

20. Overall impression of intervention.

1            2            3            4            5

---

Oral and written presentation of intervention Total Score: \_\_\_\_\_ Average: \_\_\_\_\_

## APPENDIX 6

# Practicum and Internship Overview

### A. Training Emphases

The education and training emphases of competent school psychologists in this program include:

1. A thorough preparation in the procedures of psychoeducational assessment, consultation, and counseling with an emphasis on multidisciplinary collaborative practice, and application of these skills to positively impact children, youth, families and other consumers. To facilitate the acquisition of professional competencies, twelve course-based practica (50 hours each), four (225-300 hours) supervised practica (2 school-based, 1 counseling and 1 neuropsychological), one (50 hour) practicum in supervision, and the internship (1500-2000 hours) provide well over 3,000 hours (3050-3850 hours) of supervised practice. Direct training, involving a balance of both diagnostic and intervention services, is conducted in a variety of clinical and educational settings.
2. A meaningful evaluation of professional literature and information. Part of the training is designed to focus on the understanding and application of research procedures. The research sequence requires students to grasp introductory and advanced statistical and research procedures. Research Team participation provides an applied experience in statistical analysis, research design, and implementation.
3. A consultation model based on scientific, data-based problem solving with sensitivity to multicultural and individual differences. Students will develop consultation skills to assist parents and teachers in implementing intervention programs for children with learning, emotional and/or behavior problems. In addition, students learn to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

### B. Purposes of the Practicum and Internship Experience

The broad goals of the practicum and internship experience may be summarized as follows:

1. Apply knowledge and techniques to provide direct interventions to children and youth, their parents, teachers, administrators, and other professionals including assessment, counseling, and consultation.
2. Provide indirect intervention services to children, parents, teachers, and other school and professional personnel employing techniques such as consultation, in-service training, and program development.

3. Demonstrate an orientation as a data-based problem solver/evaluator/ researcher. This orientation is evidenced by activity in needs assessment, problem resolution research, and program evaluation.
4. Demonstrate an orientation as a facilitator/planner in identifying the social agencies and systems which provide for the mental health and educational needs of the varying individual systems within the service area.
5. Demonstrate an orientation as an advocate/catalyst for the development of human potential in children, parents, teachers, and other school personnel within a multicultural context.

## C. Practicum and Internship Guidelines

### I. Steps in Arranging Practica and Internships

Following are the recommended procedures for arranging a practicum or internship experience. The student is responsible for initiating and following through on each step in the process.

1. Complete the Practicum or Internship Application Form and submit it to the Practicum and Internship Coordinator who submits it to the SPPC for approval.

*Fall practicum application forms must be submitted by **March 30**.*

*Spring practicum application forms must be submitted by **October 15**.*

*Internship application forms must be submitted by **October 15** the year before the scheduled start of the internship.*

All application forms must be accompanied by (1) an unofficial transcript(s) of all course work counting towards the degree **with courses required prior to practicum/internship highlighted**; (2) a preliminary goals and objectives statement; and (3) documentation of the completion of the required prerequisites (i.e., approved degree plan).

2. Once the student has received SPPC approval to proceed with practicum or internship planning, the student should meet with the UPIC to explore placement opportunities. A current list of possible sites is available on the School Psychology Program Blackboard site. The APPIC website provides a list of APPIC/APA approved sites. The Council of Directors of School Psychology Programs (CDSPP) Directory lists internship sites that meet the CDSPP guidelines and are specifically school psychology internship sites.
3. The student will select a site or sites and submit an application. Some sites will invite the student for a formal interview process. Others proceed more informally inviting the student to meet with the agency representative and/or the agency

internship supervisor initially. If the site is pre-approved by the SPPC, the student is free to begin negotiating a placement in consultation with the practicum and internship coordinator. If the site is not pre-approved, then SPPC approval procedures must be followed before the student can begin negotiating a contract with that site.

4. If the student is offered an internship or practicum position, practicum and internship guidelines will serve as a basis to develop or modify a Student Goals Statement and to obtain signatures on the agreement for the student's position. The Practicum or Internship Field Training and Evaluation Plan will be presented to the SPPC for approval by the University Practicum and Internship Coordinator (UPIC) at the first available SPPC meeting. The student may be invited to attend this SPPC meeting if further clarification is needed. The committee will approve, recommend modifications, or disapprove of the plan. The student will be notified by the UPIC. The UPIC signs the Practicum or Internship Agreement after the SPPC approval is obtained and sends copies of the fully signed documents to all parties.
5. The Practicum or Internship Field Training and Evaluation Plan becomes the basis to evaluate logs given twice each semester by the student to the University Supervisor and along with the student's goals statement, is the guiding document for planning and implementing practicum and internship activities.
6. During the practicum or internship, a minimum of two visits to local sites will be made by the UPIC or US. For practica, these take place at mid-semester and end-of-the-semester at mutually arranged times. For internship, these usually take place at mid-year and at the end of the year. During these visits a conference will be held with the student and the supervisor(s). Strengths and weaknesses of the practicum or internship experience are discussed which may result in some modification of the initial agreement.
7. Students will give completed logs to the University Supervisor at mid-semester and end-of-the-semester periods. The logs are divided into categories of experiences that match the monitoring document. In each weekly log the student will record the number of hours completed in each category and total these hours across categories. This hourly log will be signed by the Field Supervisor and a copy given to the University Supervisor. At the middle and end-of-semester/year evaluations, log hours will be totaled and changed to percentages. These percentages will be compared to the initial monitoring document. Additional adjustments and negotiations will take place during these evaluation meetings. Separate evaluation forms will be required from each supervisor during the middle and end-of-the-year periods. In the last month of the internship, agency questionnaires are to be completed by the student in conjunction with the agency supervisor.
8. University Supervisors will maintain regular contact with the practicum and intern students. Practicum students meet for 3 hours weekly with the University Supervisor. Internship students within 100 miles of the university will have one

site visit per semester by their internship supervisor to share experiences and information. Additionally, all interns are expected to maintain communication as needed with their University Supervisor.

9. In the judgment of the field and university supervisors, if the practicum or internship experience is grossly deficient and the job description monitoring agreement is not being fulfilled as promised by the mid-semester evaluation, the student may be required to do one or more of the following: (1) complete course work or research in the area of weakness; (2) complete a supervised practicum in the area of weakness; (3) complete workshops in the area of weakness; or (4) be dismissed from the site. The decision will be made by consensus of the student, coordinator, the field supervisor, and the SPPC. Once a decision has been reached, a time period will be specified for successful completion of the requirement, at which time the SPPC will review the results with the student, field supervisor, and coordinator.
10. If improvement is not reported by the Field Supervisor after the student has completed all recommendations for remediation of weaknesses, the SPPC, UPIC, US and FS will consult and make further recommendations. In the unlikely event that the practicum or internship agency is not fulfilling its contractual agreements, the student will not be penalized for these organizational difficulties. Alternative placements will be considered.
11. If a student finds that the practicum or internship site is not fulfilling training needs, the US and UPIC should be contacted concerning termination. This should be done only in circumstances that are considered not in the best interest for the student's development. Examples might include the following: (1) restricted training opportunities, (2) ethical or criminal improprieties, or (3) a serious mismatch of personal goals to agency requirements. Attempts at remediation will be negotiated with field supervisors and pursued first. If problems continue despite remediation efforts, the student and practicum or internship coordinator may petition the SPPC committee to terminate the contract and, if approved, begin negotiations with another agency.
12. Practicum students will enroll in PSY 6923- Practicum in Psychology for three credit hours during the appropriate semester. Internship students will enroll in PSY 6933 Internship in Psychology, and earn three hours credit for each of two semesters. The grade will be awarded by the University Supervisor in consultation with the Field Supervisor and student and a review of evaluation documents.

## **II. Practicum and Internship Structure**

The practicum and internship experiences are considered to be a cooperative venture among three primary agencies: the University training program (the university supervisor), the field site (the field supervisor) and the practicum student or intern. The program is designed to offer flexibility for the student as well as the cooperating agency.

The following guidelines provide an overview of the types of experiences in which a student should be trained and identify areas in which the student is expected to participate. Because it is expected that practicum students and interns have a comprehensive and well balanced experience, it is important to discuss the training opportunities available at the field site prior to signing a practicum or internship contract.

The primary consideration in practicum student or intern placement is the adequacy of the training site, though the needs of the site must also be taken into consideration. The following provide general criteria for practicum student and intern placement:

- A. There should be one individual at the field site directly responsible for the supervision of the student or intern. The field supervisor shall be responsible for no more than two (2) interns or practicum students. The field supervisor must meet requirements of their state licensing board for providing supervisory services and be approved by the School Psychology Program Committee (SPPC). In the state of Texas, supervision may only be provided by a licensed specialist in school psychology (LSSP) who has a minimum of three years of experience providing psychological services in the public schools. Any LSSP may count one full year as an intern or trainee as one of the three years of experience required to perform supervision. Doctoral students seeking licensure as a psychologist must also be supervised by an appropriately credentialed Licensed Psychologist.

Prior to the beginning of the practicum or internship it is the responsibility of the participating field supervisor to present the following:

1. A brief vita of training and experience, and
2. Documentation of certification/license in their state.

These credentials will be kept on file with the University Practicum and Internship Coordinator for review by accreditation teams and will be updated periodically. Once a field supervisor's credentials have been verified, that person is eligible to serve as a supervisor on a continuing basis. Licensed Psychologists provide supervision in non-school placements. Psychiatrists, social workers, counselors, or other health care providers with appropriate certification/licensure in their field of expertise may provide supplemental experiences in training and supervision. The expertise and experience of the supervisor(s) will be an important consideration in selection of supervisor(s) and practicum and internship sites.

- B. Adequate facilities for practicum students and interns are an important consideration to ensure maximum efficiency in testing, interviewing, and other practicum and intern activities.

- C. At least three contacts will occur between the practicum student or intern, the field supervisor(s), and the university supervisor. These include:
  - 1. Initial or Orientation contact during which a practicum or internship contract is negotiated and signed,
  - 2. Mid-Year (Interns) or Mid-Semester (Practicum Students) Evaluation, during which the progress of the student in meeting contract goals is evaluated and modifications are made as necessary, and
  - 3. End-of-Year (Interns) or End-of-Semester (Practicum Students) Evaluation during which the progress of the student in meeting contract goals is evaluated, and the site and supervisor are evaluated by the student.
- D. Specific supervision responsibilities include:
  - 1. For practicum students, field based supervisors provide at least one hour per week of direct supervision for each student
  - 2. For interns, field based supervisors provide at least two hours per week of direct face to face supervision for each intern
  - 3. If a qualified internal supervisor is not available from the school district, the UPIC shall assist in locating a qualified supervisor who could be employed by the school district for that specific purpose.

### **III. Responsibilities of Supervisory Personnel**

Three persons have primary responsibility for practicum and internship supervision. They are the University's Practicum Internship Coordinator, the University Supervisor, and the Field Supervisor (the on-site supervising school psychologist).

#### **University Practicum and Internship Coordinator (UPIC)**

The University Practicum and Internship Coordinator (UPIC) is the liaison between the School Psychology Program Committee (SPPC), the student, the University Supervisor and the practicum or internship site. The UPIC is a LSSP or NCSP and holds a faculty position in the Department of Psychology and Philosophy. The UPIC works with students to seek and arrange for appropriate practicum and internship sites. The UPIC maintains up-to-date records of potential sites and supervisors and reviews and revises practicum/internship policies and procedures in conjunction with the SPPC on an annual basis.

#### **University Supervisor (US)**

The University Supervisor (US) is the field representative of the School Psychology Program at the University. The US should be a LSSP or NCSP, hold a faculty position in the Department of

Psychology and Philosophy, and limit supervision to no more than 12 interns or 6 practicum students at any time. The US provides individual supervision for practicum students and interns, and is responsible for maintaining regular communication and conducting evaluation procedures with their Field Supervisors. Weekly group supervision for practicum students is provided by the assigned practicum instructor. The responsibilities of the US include the following:

1. Review the practicum and intern student's work with the student, the field supervisor, and other appropriate persons in the school district or agency.
2. Arrange for practicum and internship site visits. This includes arranging for two formal evaluations, the Mid-point and End-point Formal Evaluations.
3. Determine the final grade for the practicum and internship experience for the university records. This grade will be arrived at with consultation from the student, field supervisor.
4. Coordinate with the student and the field supervisor to ensure a meaningful practicum or internship experience.
5. Critically evaluate the professional log(s), and other student documents. If areas of student improvement are needed, it is the responsibility of the US to coordinate with the student and the field supervisor, to implement additional training experiences.
6. Respond appropriately if questions of professional ethics arise, and, if necessary, to seek the advice of School Psychology Program Committee (SPPC).

### **Field Supervisor (FS)**

The Field Supervisor (FS) is the on-site supervising school psychologist. He or she will be expected to fulfill the following responsibilities:

1. Coordinate the practicum and internship program with the school administrators, or agency directors, and UPIC or University Supervisor.
2. Provide a comprehensive orientation for the practicum or intern student at the beginning of the practicum or internship experience.
3. Provide an average of 2 hours of evaluative conferences each week and some direct observation of the student's activities at the beginning of the experience and as needed during the practicum or internship period. This includes:
  - a. Regular review of casework through direct observation and/or video or audio tapes;
  - b. At least weekly review of the Log of Professional Experience, verifying experience by signature, and countersigning any written records.

4. Provide the practicum student/intern with as broad a range of professional experiences as possible based on the Contract goals, individual discussion and the practicum and internship guidelines:
5. Participate in and complete two formal evaluations of the student's progress: the Mid-point and End-point Formal Evaluations. Discuss progress with the University Supervisor as needed.

### **Specific Objectives of Field Supervisors**

Objectives for the field supervisor may be summarized as follows:

1. To provide a broad overview of school organization, including school policies, and the various specialties employed by schools.
2. To provide orientation to the variety of school services subsumed under departments such as Special Education Services, Pupil Personnel Services, Child Study Services, as these services relate to school organization and to the community at large.
3. To provide understanding of special school, agency, and community services.
4. To foster the student's skills in working with school staff.
5. To foster the student's sensitivity to multicultural and individual differences and knowledge of classroom interaction and other factors which influence overall school mental health.
6. To facilitate the student's understanding of their role as a school psychologist.
7. To provide an opportunity for the student to refine skills in psychoeducational/behavioral assessment within a multidisciplinary context.
8. To provide an opportunity for the student to enhance their skills in the delivery of direct and/or indirect intervention services to students, parents, and school personnel.
9. To enhance report writing skills, including creation of meaningful recommendations, effective educational plans, and effective follow-up procedures.
10. To encourage the student in the use of a team approach when working with parents and school personnel.
11. To foster the student's awareness of opportunities for research and program evaluation in the schools

12. To model and encourage professional ethics in the conduct and practice of school psychology.
13. To foster the student's understanding of district procedures, department practices, time management, and timeliness in meeting deadlines.

## IV. Student Responsibilities

**Ethical Practice.** In order to enhance identification as a developing school psychologist, the student will act in accordance with the professional ethical code of the National Association of School Psychologists and the American Psychological Association. Likewise, as a representative of the University, the student has an obligation to perform at the highest level of functioning at all times.

**Logs and Portfolio.** The student is required to carefully and regularly prepare a log of professional experiences by submitting weekly summaries of experience to the FS and then mid-point and end-point summaries to the US. The log will document practicum/intern experiences. Written reports and summaries of interventions, projects, and other client data are also required as part of a portfolio documenting practicum and internship experiences. These written materials become a part of the permanent file of the intern and will provide documentation about the internship when required.

**Psychological Evaluation Procedures:** The student will use a wide variety of assessment instruments and procedures to evaluate:

1. Intellectual functioning
2. Academic skills
3. Psychomotor developmental patterns and skills
4. Social/emotional functioning
5. Direct observations of behavior
6. Behaviors
7. Adaptive behaviors
8. Developmental levels
9. Cultural and ethnic diversity

**Reports:** The student will be required to prepare and submit reports on assigned cases. The FS and US will critically evaluate practicum reports. The FS will critically evaluate intern reports. The student is expected to achieve and maintain professional levels of writing quality and to develop a high level of integration and efficiency in report writing.

**Supervision:** The student is expected to initiate contact with the FS and US as required or as needed. Contact involves communication (oral and written) of progress, forwarding expected products of performance such as logs, and conveying professional or personal concerns related to the practicum or internship.

## Student Activities

The FS and US in consultation with the student will determine a program of activities individually prescribed to meet the needs of the practicum or intern student. The student is included in this planning process and will have developed a set of individual goals and objectives to be achieved. Some supervisors may wish to prescribe in writing the required activities for the intern; others may prefer to plan on the basis of informal agreements. In either case, requirements should be clear to all participants.

### A. Orientation to the School Setting: General Overview

1. Classroom observations (special education and regular education classroom)
2. Professional teacher programs and meetings
3. Administrator-staff meetings
4. In-service training
5. Meetings of special services personnel (eligibility committees, screening committees)
6. IEP Committee (ARD) meetings
7. School Board meetings
8. PTA meetings
9. Regional Education Agency meetings

### B. Orientation to Other Child Care Services

1. Informal interview with special educators, principals, reading specialists, teachers, nurses, social workers, counselors, speech therapists, guidance personnel, and other specialists.
2. Visits to special agencies/services (State Employment Service, Child Protective Services, emergency detention facilities, juvenile courts, alternative schools, pregnant and parenting teen programs, etc.).
3. Visits to relevant area professional and parent group organizations (Association for Retarded Children, Association for Children with Learning Disabilities, CHADD, etc.).

### C. Diverse Referral Concerns

1. Opportunities to receive and work with a variety of referral questions (for example, class placement, retention, admission or exclusion, learning/behavior problems, identification of gifted/talented).
2. Opportunities to provide services to children and youth from a wide age range, with a variety of presenting problems or needs, and from different cultural and ethnic backgrounds.

## D. Orientation to Classroom/School Operation

1. Planned classroom observations across a range of school grades and curriculum content areas.
2. Conferences with curriculum specialists and supervisors of instruction.
3. Discussions with teachers.
4. Discussions with administrators.
5. Develop routine office procedures such as: record keeping, report writing, forms, bulletins, folders, file systems, correspondence, test supplies and orders, logs, etc. (Refer to Appendix II, Log Instructional Guide.)

## E. Intervention Services: Interviewing, Counseling, Consultation, and Training.

1. Data gathering interviews with students, parents, and teachers.
2. Provide students, parents, and teachers feedback regarding evaluation, programming, placement, behavioral interventions and/or recommendations.
3. Involvement in formal and informal teacher and parent consultation.
4. Supervised individual and group counseling of students.
5. Development of effective and consistent follow-up activities related to consultations.
6. Involvement in preparation of proposals for special education programs, mental health activities in the schools, in-service training programs, etc.
7. Review of findings at pre-referral meetings, IEP/ARD meetings, and case conferences.
8. Awareness of the importance of developing collaborative relationships with community professionals.
9. Awareness of the interrelation of special education, guidance services, and other child study specialists, each with a valuable contribution to make to the school setting.

## F. Research/Professional Development

1. Apply research skills for problem solving and knowledge acquisition.

2. Show evidence of professional growth and responsibility through involvement in professional associations and organizations.

## **V. Formal Evaluation**

Evaluation of the practicum and internship student will be a joint effort between the university practicum and internship coordinator, and the university and field supervisors. Performance will be based on comprehensiveness of activities/services, on effectiveness in relating to clientele (school staff, students, parents, etc.), performing the general responsibilities of the role, and on professional conduct as a school psychologist. At the end of each semester the field supervisor will complete a written evaluation of the student's performance using the evaluation forms. Regular contact will be maintained between the University Supervisor and Field Supervisor as frequently as necessary.

## **VI. Contracts: Practicum/Intern Contract, Field Supervisor Contract, School/Agency/Institution Site Contract**

A **Practicum/Intern Student Goals Statement** will be developed with the student which delineates the scope and range of the practicum and internship activity and identifies specific objectives. Acceptance of the goals statement is given by signature of the Student and US.

A **Field Training and Evaluation Plan** is developed jointly with the student, US, and FS, using the student's goals and objectives statement as a guide. Then the Field Supervision Practicum or Internship Agreement is signed and dated by the student, US, and FS.

## APPENDIX 7 ATTACHMENT 1



Texas Woman's University

### Student Application for Practice-Based Experience

Note: TWU student must complete Sections I-III and V.  
Incomplete applications will not be processed.

<b>Office Use Only</b>
Rec: _____ I/C
Letter: _____
Data: ___ Conf: ___
Email: _____

Please print – do not

Semester \_\_\_\_\_

#### I. STUDENT APPLICANT

Name: \_\_\_\_\_ TWU ID# \_\_\_\_\_  Male  Female

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: (\_\_\_\_\_) \_\_\_\_\_ Work Phone: (\_\_\_\_\_) \_\_\_\_\_

Classification (Jr., Sr., Graduate, etc.): \_\_\_\_\_ Email: \_\_\_\_\_

Area of Certification/Field: \_\_\_\_\_ Major:  Elementary  Secondary  All-Level

Other \_\_\_\_\_

Course Number: \_\_\_\_\_ Professor's Name: \_\_\_\_\_

#### Required to complete application:

Yes  Not Required **TB Clearance** (*ONLY required by Carrollton-FB; immigrants by Denton; PK & Sp.Ed. by Dallas*)

Yes  No Proof of **Liability Insurance** given to professor (*Required at the discretion of course professor*)

Yes Attached Original **Criminal Background Form** required (*Forms available Stoddard Hall, Room 202C*)

### II. LOCATION DESIRED

1<sup>st</sup> Choice District: \_\_\_\_\_ School: \_\_\_\_\_

2<sup>nd</sup> Choice District: \_\_\_\_\_ School: \_\_\_\_\_

Elementary:  Pre-K  K  1  2  3  4  5  6

Secondary:  MS (6-8<sup>th</sup>)  HS Subject: 1<sup>st</sup> choice \_\_\_\_\_ 2<sup>nd</sup> choice \_\_\_\_\_

### III. PRACTICE-BASED EXPERIENCE

Type of class requested for placement (Gen Ed, Deaf Ed, History, etc.) \_\_\_\_\_

Total number of hours for assignment: \_\_\_\_\_ Available:  M  T  W  TH  F -  am

pm

**IV. SCHOOL DISTRICT (Section IV completed by DISTRICT Representative)** When TWU receives a confirmation of placement the student is instructed to use this information to contact their placement by phone or email prior to a visit to introduce themselves and set a schedule.

School Name: \_\_\_\_\_ Website: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

Placement/Teacher's Name: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Placement's Phone: (\_\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

Criminal Background Check Approved:  Yes  No

District Representative (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

## V. TWU AUTHORIZATION/APPROVAL SIGNATURES

I will adhere to the policies and procedures of the assigned school district and Texas Woman's University, and I will exhibit professionalism in behavior and dress at all times while maintaining a positive attitude during my practice-based experience.

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

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

## VI. DISTRIBUTION

Submit both the original Application and Criminal Background Form to: Sharon Masten, College of Professional Education, Texas Woman's University, P.O. Box 425769, Denton, Texas 76204-5769 or deliver to Stoddard Hall, Room 202C. Email questions/concerns to: [smasten@mail.twu.edu](mailto:smasten@mail.twu.edu)

Distributed to: The Texas Woman's University Professional Development Office, ISD Central Office and School Assigned

Notification: Confirmed placements are recorded and emailed by this office to the student and professor. Allow 4-6 weeks from the receipt of completed paperwork.

In accordance with Leg. House Bill 1922, an individual is entitled to: request to be informed about the information collected about them; receive and review their information; and correct any incorrect information. Disclosure of your social security number is required in order to participate in practice-based experiences at Texas Woman's University. Your social security number will be used for the sole purpose of processing your criminal history. Any further disclosure of your social security number will be governed by the Public Information Act (Chapter 552 of the Texas Government Code).

**APPENDIX 7  
ATTACHMENT 2**

**TWU Dept. of Psychology & Philosophy  
FIELD EXPERIENCE SUMMARY FORM  
PSY 6931 Practicum in Applied Psychology**

**Course:** Choose an item.

**Semester:** Fall

**Year:** Choose an item.

**Student:** Type your full name here

**ID:** Enter Student ID number here

**I. Placement Information**

**Site:** Enter University, School, or Institution    **Supervisor:** Enter Supervisor name

**II. Clientele**

Total Hours for Practicum: Enter total hours for Class Practicum here

Number of Total Clients: List separate age for each client

Race/Ethnicities: List race/ethnicity for each separate client

Disabilities: Such as MR, LD, Developmental, Visual Impairment, etc for each client

Gender: Number of males, females, or transgender

Total Hours of Supervision: Enter total hours for Individual Supervision here

Individual (face to face):

Group/Class/Peers:

Other:

### III. Service Provided with Regular Education Clients (enter number of hours)

Activity	PS	ES	MS	HS	Adult	Activity	PS	ES	MS	HS	Adult
File Review						Teacher Consultation					
Interviews						Parent Consultation					
Observations						Staff Training					
Assessment Activities						Parent Training					
Interpretation and Report Writing						Group Counseling					
Case Management						Indiv. Counseling					
Academic Interventions						Behavioral Interventions					
I.E.P. Meeting						Other:					

### IV. Service Provided with Special Education Clients (enter number of hours)

Activity	PS	ES	MS	HS	Adult	Activity	PS	ES	MS	HS	Adult
File Review						Teacher Consultation					
Interviews						Parent Consultation					
Observations						Staff Training					
Assessment Activities						Parent Training					
Interpretation and Report Writing						Group Counseling					
Case Management						Indiv. Counseling					
Academic Interventions						Behavioral Interventions					
I.E.P. Meeting						Other:					

### V. Assessment Instruments used with all clients (Enter number of administrations)

Test Administered	PS	ES	MS	HS	Adult
Wechsler Intelligence Scales (WISC-IV, WAIS-IV, WPPSI-3)					
Woodcock-Johnson III: COG					
Woodcock-Johnson III: Diagnostic Supplement					
Stanford-Binet-5 (SB5)					
Kaufman Assessment Battery for Children-II (KABC-2)					
Universal Nonverbal Intelligence Test (UNIT)					
Other Intelligence Test Measures (e.g., CAS)					
Woodcock-Johnson III: Tests of Achievement					
Wechsler Individual Achievement Test-III (WIAT-3)					
Kaufman Test of Educational Achievement (KTEA-2)					
Other Achievement measures (OWLS, etc.)					
Curriculum Based Measures (DIBELS, etc.)					
Behavioral Assessment System for Children (BASC-2)					
Conner's Comprehensive Behavior Rating Scales (CBRS)					
Achenbach System of Empirically Based Assessment (ASEBA)					
Other Behavior Rating Scales (Burke's, BES)					
Specific Self-Report Measures (Depression, Anxiety, ADHD)					

Apperception Tests (Roberts, CAT, TAT, etc)					
Objective Personality Measures (MMPI-A, MACI, etc.)					
Projective Personality Measures (Rorschach, etc)					
Neuropsychological Measures (NEPSY-II, DKEFS, Wechsler Integrated)					
Memory Measures (WRAML, CMS, etc.)					
Attention Measures (TEACH, CPT, etc.)					
Visual-Motor Measures (VMI, WRAVMA, etc.)					
Other Measures					

**Legend**

PS= Preschool  
 ES= Elementary  
 MS= Middle School  
 HS= High School

**VI. Number of Reports Written**

Insert number of reports written and tests that are included for each report

List Age, Gender, Ethnicity, Disability for each report

**VII. Evaluation of Performance**

Not Acceptable.                       Acceptable.

Field Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Not Acceptable.                       Acceptable.

University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 7 ATTACHMENT 3

For SPPC Use Only:

Date Received:

Approve: \_\_\_\_\_ Deny: \_\_\_\_\_

Remediation Plan: \_\_\_\_\_

Student Notified: \_\_\_\_\_ Date: \_\_\_\_\_

### TWU Department of Psychology & Philosophy GRADUATE PRACTICUM APPLICATION

**Name:** Insert Name Here

**ID#:** Insert ID Number Here

**Program:** Choose an item.

**Practicum Experience Being Sought:** Choose an item.

**Semester in which proposed practicum is to be initiated:** Choose an item.

**Preferred setting and geographical area:** Insert preferred setting and location here

**Telephone Numbers: Home:** Insert Home Phone Here      **Cell:** Insert Cell Phone Here

**Address:** Insert Full Address Here - include zip code

**Proposed Graduation Date:** Month/Year

**Completed graduate credit hours:** Insert total completed graduate hours here

**Graduate hours currently enrolled in:** Insert total hours currently enrolled in here

**Graduate hours planned during practicum:** Insert hours planned during practicum here

**If currently working, indicate place of employment, days, and hours at work site:** Insert place of employment, days and hours here

**\*You will need to attach a copy of your Texas Woman's University graduate transcript and your approved Degree Plan to document completion of the course work listed on the following page. If you are transferring course work from another university, please attach a copy of those transcripts as well.**

Indicate completion date of the following course work:

**The following courses must be completed prior to practicum placement for specialist students and first school based practicum for doctoral students.**

© = Core course

\*= Specialist level courses

- Semester/Year** PSY 5304 – Statistics I\* ©
- Semester/Year** PSY 5353 – Research Design\* ©
- Semester/Year** PSY 5803 – Introduction to School Psychology\*
- Semester/Year** PSY 6931 – Introduction to School Psychology Pre-practicum\*
- Semester/Year** PSY 5423 – Cognitive Assessment\*
- Semester/Year** PSY 6931 – Cognitive Assessment Pre-practicum\*
- Semester/Year** PSY 5463 – Academic Assessment\*
- Semester/Year** PSY 6931 – Academic Assessment Pre-practicum\*
- Semester/Year** PSY 5473 – Social-Emotional Assessment\*
- Semester/Year** PSY 6931 – Social-Emotional Assessment Pre-practicum\*
- Semester/Year** PSY 6103 – Human Learning and Cognition\* ©
- Semester/Year** PSY 6133 – Advanced Behavioral Neuroscience\* ©
- Semester/Year** PSY 6204 – Statistics II ©
- Semester/Year** PSY 6383 – Philosophical and Historical Foundations of Psychology ©
- Semester/Year** PSY 6423 – Psychopathology and Exceptionalities of Childhood and Adolescence\*
- Semester/Year** PSY 6703 – Direct Behavior Interventions\*
- Semester/Year** PSY 6931 – Direct Behavior Interventions Pre-practicum\*
- Semester/Year** PSY 6774 – Foundations of Social Psychology and Personality ©
- Semester/Year** PSY 6853 – Supervision & Consultation in Psychology\*
- Semester/Year** PSY 6931 – Supervision & Consultation in Psychology Pre-practicum\*
- Semester/Year** PSY 6833 – Ethics in Psychology ©

**For the second School based practicum:**

The above listed courses requirements must be complete

**Date** Completion of written comprehensive examination process

**Date** Completion of oral comprehensive examination process

**For the Counseling Practicum:**

The completion of the core courses listed above

The completion of counseling sequence:

**Semester/Year** PSY 5554 – Theory and Practicum of Counseling

**Semester/Year** PSY 6673 – Therapeutic Interventions for Children and Adolescents

**Semester/Year** PSY 6693 – Advanced Therapeutic Interventions for Children and Adolescents

**For the Neuropsychological Practicum:**

The completion of the core courses listed above

The completion of the assessment sequence:

**Semester/Year** PSY 5423 – Cognitive Assessment

**Semester/Year** PSY 6931 – Cognitive Assessment Pre-practicum

**Semester/Year** PSY 5463 – Academic Assessment

**Semester/Year** PSY 6931 – Academic Assessment Pre-practicum

**Semester/Year** PSY 5473 – Social-Emotional Assessment

**Semester/Year** PSY 6931 – Social-Emotional Assessment Pre-practicum

**Semester/Year** PSY 6233 – Preschool and Low-Incidence Assessment

**Semester/Year** PSY 6931 – Preschool and Low-Incidence Assessment Pre-practicum

The completion of the Neuropsychological sequence:

**Semester/Year** PSY 6143 – Neurodevelopmental and Genetic Disorders of Children

**Semester/Year** PSY 6523 – Neuropsychological Assessment I

**Semester/Year** PSY 6931 – Neuropsychological Assessment I Pre-practicum

**Semester/Year** PSY 6533 – Neuropsychological Assessment II

**Semester/Year** PSY 6931 – Neuropsychological Assessment II Pre-practicum

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Signature

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Date

**APPENDIX 7  
ATTACHMENT 4****TWU Dept. of Psychology & Philosophy  
Field Supervision  
Practicum or Internship Agreement**

The practicum or internship participants agree to the general provisions of the internship program as delineated in the TWU School Psychology Doctoral Student Handbook, the Field Training and Evaluation Plan, the regulations of the Texas State Board of Examiners of Psychologists and the NASP Practicum and Internship Regulations. Formal acceptance is indicated by signature(s) below.

**PRACTICUM STUDENT/INTERN:**

_____ Signature	_____ Date
_____ Address	_____ City, State, Zip
_____ Cell Phone	_____ Work Phone

**PRIMARY FIELD SUPERVISOR:**

_____ Signature	_____ Date
_____ Address	_____ City, State, Zip
_____ Cell Phone	_____ Work Phone

**FIELD SUPERVISOR (OTHER):**

_____ Signature	_____ Date
_____ Address	_____ City, State, Zip
_____ Cell Phone	_____ Work Phone

**UNIVERSITY SUPERVISOR:**

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Signature

---

Date

---

Address

---

City, State, Zip

---

Cell Phone

---

Work Phone

## APPENDIX 7 ATTACHMENT 5 TWU Department of Psychology and Philosophy WEEKLY FIELD LOG

Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

Start Date \_\_\_\_\_ End Date \_\_\_\_\_

Days: From \_\_\_\_ To \_\_\_\_ Days: From \_\_\_\_ To \_\_\_\_

Activity	1	2	3	4	5	Total	1	2	3	4	5	Total
<b>DIRECT SERVICES</b>												
<b>10 Consultation</b>												
10.1 - Parent/Family												
10.2 - School Personnel												
10.3 - Other Professional												
10.4 - Multiple Consultees												
<b>Subtotal Consultation</b>												
<b>20 Assessment/Interventions</b>												
20.1 - Direct Observation												
20.2 - Evaluation: Standardized												
20.3 - Evaluation: Informal												
20.4 - Individual-Based Interv												
20.5 - Group-Based Interv												
<b>Subtotal Direct Svcs</b>												
<b>30 Direct Service Meeting</b>												
30.1 - Pre-referral												
30.2 - Assessment & Classification												
30.3 - Case confs & Follow-up												
30.4 - Misc, unaccounted												
<b>Subtotal Meetings</b>												
<b>INDIRECT SERVICES</b>												
<b>40 Professional Development</b>												
40.1 - Direct Supervision												
40.2 - Inservices, Confs, Dir train												
40.3 - Orient to School Setting												
40.4 - Orientation to Other Child Care & Community Svcs												
40.5 - Study New Methods Intervention & Consult												
<b>Subtotal Prof Dev</b>												
<b>50 Document/Research</b>												
50.1 - Logs												
50.2 - Scoring/Report Writing												
50.3 - Research												
50.4 - Service Delivery Prep												
50.5 - Other												
<b>Subtotal Docum/Research</b>												
<b>60 Indirect Service Meetings</b>												
60.1 - Administrative												
60.2 - Miscellaneous, unaccounted												
<b>Subtotal Indirect Serv Meet</b>												
<b>70 Travel / Miscellaneous</b>												
70.1 - Travel												
70.2 - Miscellaneous												

# Appendices

<b>Subtotal Travel/Miscell</b>														
<b>Daily Total</b>														
<b>Cumulative Total</b>														

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Field Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 7 ATTACHMENT 5 TWU Department of Psychology and Philosophy CUMULATIVE FIELD LOG

Name \_\_\_\_\_ Semester/Year \_\_\_\_\_  
 Start Date \_\_\_\_\_ End Date \_\_\_\_\_

Week:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>DIRECT SERVICES</b>															
<b>10 Consultation</b>															
10.1 - Parent/Family															
10.2 - School Personnel															
10.3 - Other Professional															
10.4 - Multiple Consultees															
<b>Subtotal Consultation</b>															
<b>20 Assessment/Interventions</b>															
20.1 - Direct Observation															
20.2 - Evaluation: Standardized															
20.3 - Evaluation: Informal															
20.4 - Individual-Based Interv															
20.5 - Group-Based Interv															
<b>Subtotal Direct Svcs</b>															
<b>30 Direct Service Meeting</b>															
30.1 - Pre-referral															
30.2 - Assess. & Classification															
30.3 - Case confs & Follow-up															
30.4 - Misc, unaccounted															
<b>Subtotal Meetings</b>															
<b>INDIRECT SERVICES</b>															
<b>40 Professional Development</b>															
40.1 - Direct Supervision															
40.2 - Inservices, Confs, Dir train															
40.3 - Orient. to School Setting															
40.4 - Orientation to Other Child Care & Community Svcs															
40.5 - Study New Methods Intervention & Consult															
<b>Subtotal Prof Dev</b>															
<b>50 Document/Research</b>															
50.1 - Logs															
50.2 - Scoring/Report Writing															
50.3 - Research															
50.4 - Service Delivery Prep															
50.5 - Other															
<b>Subtotal Docum/Research</b>															
<b>60 Indirect Service Meetings</b>															
60.1 - Administrative															
60.2 - Micellaneous, unaccounted															
<b>Subtotal Indirect Serv Meet</b>															
<b>70 Travel / Miscellaneous</b>															
70.1 - Travel															
70.2 - Miscellaneous															
<b>Subtotal Travel/Miscell</b>															
<b>Daily Total</b>															

# Appendices

<b>Cumulative Total</b>																			
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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX 7  
ATTACHMENT 6  
TWU Department of Psychology and Philosophy  
Practicum/Internship Summary Form**

**Course:** Choose an item.

**Semester:** Choose an item.

**Year:** Choose an item.

**Student:** Type your full name here

**ID:** Enter Student ID number here

**III. Placement Information**

**Site:** Enter University, School, or Institution    **Supervisor:** Enter Supervisor name

**II. Clientele**

Total Hours for Practicum/Internship: Enter total hours for Class Practicum here

Number of Total Clients: List separate age for each client

Race/Ethnicities: List race/ethnicity for each separate client

Disabilities: Such as MR, LD, Developmental, Visual Impairment, etc for each client

Gender: Number of males, females, or transgender

Total Hours of Supervision: Enter total hours for Supervision here

Individual (face to face) :

Group/Class/Peers:

Other:

### III. Service Provided with Regular Education Clients (enter number of hours)

Activity	PS	ES	MS	HS	Adult	Activity	PS	ES	MS	HS	Adult
File Review						Teacher Consultation					
Interviews						Parent Consultation					
Observations						Staff Training					
Assessment Activities						Parent Training					
Interpretation and Report Writing						Group Counseling					
Case Management						Indiv. Counseling					
Academic Interventions						Behavioral Interventions					
I.E.P. Meeting						Other:					

### IV. Service Provided with Special Education Clients (enter number of hours)

Activity	PS	ES	MS	HS	Adult	Activity	PS	ES	MS	HS	Adult
File Review						Teacher Consultation					
Interviews						Parent Consultation					
Observations						Staff Training					
Assessment Activities						Parent Training					
Interpretation and Report Writing						Group Counseling					
Case Management						Indiv. Counseling					
Academic Interventions						Behavioral Interventions					
I.E.P. Meeting						Other:					

<p><b>Legend</b>          PS= Preschool          ES= Elementary          MS= Middle School          HS= High School</p>
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**V. Assessment Instruments used with all clients** (Enter number of administrations)

Test Administered	PS	ES	MS	HS	Adult
Wechsler Intelligence Scales (WISC-IV, WAIS-IV, WPPSI-3)					
Woodcock-Johnson III: COG Woodcock-Johnson III: Diagnostic Supplement					
Stanford-Binet-5 (SB5)					
Kaufman Assessment Battery for Children-II (KABC-2)					
Universal Nonverbal Intelligence Test (UNIT)					
Other Intelligence Test Measures (e.g., CAS)					
Woodcock-Johnson III: Tests of Achievement					
Wechsler Individual Achievement Test-III (WIAT-3)					
Kaufman Test of Educational Achievement (KTEA-2)					
Other Achievement measures (OWLS, etc.)					

# Appendices

Curriculum Based Measures (DIBELS, etc.)					
Behavioral Assessment System for Children (BASC-2)					
Conner's Comprehensive Behavior Rating Scales (CBRS)					
<i>Achenbach System of Empirically Based Assessment</i> (ASEBA)					
Other Behavior Rating Scales (Burke's, BES)					
Specific Self-Report Measures (Depression, Anxiety, ADHD)					
Apperception Tests (Roberts, CAT, TAT, etc)					
Objective Personality Measures (MMPI-A, MACI, etc.)					
Projective Personality Measures (Rorschach, etc)					
Neuropsychological Measures (NEPSY-II, DKEFS, Wechsler Integrated)					
Memory Measures (WRAML, CMS, etc.)					

Attention Measures (TEACH, CPT, etc.)					
Visual-Motor Measures (VMI, WRAVMA, etc.)					
Other Measures					

**VI. Number of Reports Written**

Insert number of reports written and tests that are included for each report  
List Age, Gender, Ethnicity, and Disability for each report

**VII. Summary Evaluation of Performance**

\_\_\_ Not Acceptable. Student remediation needs include: \_\_\_\_\_

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\_\_\_ Acceptable. Goals for future practice or supervision include:

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Practicum/Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 7 ATTACHMENT 7

### TWU Dept. of Psychology & Philosophy EVALUATION OF THE QUALITY OF PROFESSIONAL SERVICE

Mid / End (Circle)

Fall/Spring/Summer of 20\_\_\_\_

PSY 5923    PSY 6923    PSY 6933

Student \_\_\_\_\_ Site \_\_\_\_\_

Field  
Supervisor \_\_\_\_\_

- Rating:    1 Significantly below expected competency level  
               2 Somewhat below expected competency level  
               3 Competent for level of training  
               4 Very competent for level of training  
               5 Excellent or outstanding level of competence  
               N/A Little opportunity to observe/Not Applicable

### Professional Identity & Conduct

#### 1. INTERPERSONAL SKILLS

A. With students/clients	1	2	3	4	5	N	A
B. With teachers/staff members	1	2	3	4	5	N	A
C. In working as a team member	1	2	3	4	5	N	A

#### 2. INTERVIEW/CONFERENCE/ORAL COMMUNICATION

A. Empathetic/sensitive	1	2	3	4	5	N	A
B. Organized, well prepared	1	2	3	4	5	N	A
C. Comprehensive, collects needed information	1	2	3	4	5	N	A
D. Presents well to teachers and parents	1	2	3	4	5	N	A
E. Facilitates communication, participation	1	2	3	4	5	N	A
F. Listens carefully	1	2	3	4	5	N	A

#### 3. PROFESSIONAL CONDUCT

A. Dependable/responsible to appointments	1	2	3	4	5	N	A
B. Completes tasks promptly & on schedule	1	2	3	4	5	N	A
C. Completes tasks thoroughly, no loose ends	1	2	3	4	5	N	A
D. Knows & follows procedures, formal & informal	1	2	3	4	5	N	A
E. Has developed good follow-up procedures	1	2	3	4	5	N	A
F. Seeks advice, information as needed	1	2	3	4	5	N	A
G. Effective communications: complete, frequent	1	2	3	4	5	N	A
H. Initiates contact, self-starting, self-motivated	1	2	3	4	5	N	A
I. Sensitive to multicultural and individual differences	1	2	3	4	5	N	A

### Competence in Practice

#### 4. DIRECT STUDY/OBSERVATION

A. Selects appropriate study methods	1	2	3	4	5	N	A
B. Collects complete and accurate data	1	2	3	4	5	N	A
C. Analysis/interpretation of data	1	2	3	4	5	N	A
D. Intervention Design	1	2	3	4	5	N	A
E. Evaluation/adaptation of intervention	1	2	3	4	5	N	A

#### 5. DIRECT SERVICES: ASSESSMENT

A. Cognitive assessment	1	2	3	4	5	N	A
B. Diagnostic achievement assessment	1	2	3	4	5	N	A
C. Social/emotional assessment	1	2	3	4	5	N	A
D. Sensory/motor assessment	1	2	3	4	5	N	A
E. Neuropsychological assessment	1	2	3	4	5	N	A
F. Autism assessment	1	2	3	4	5	N	A
G. Selection of assessment tools & techniques	1	2	3	4	5	N	A

**6. RECOMMENDATIONS**

A. Develops explicit recommendations	1	2	3	4	5	N	A
B. Recommendations match problems	1	2	3	4	5	N	A
C. Recommendations are practical/realistic	1	2	3	4	5	N	A
D. Recommendations linked to data	1	2	3	4	5	N	A

**7. WRITTEN COMMUNICATION**

A. Completes forms & paperwork as needed	1	2	3	4	5	N	A
B. Reports are complete, precise & integrated	1	2	3	4	5	N	A
C. Reports tactful & appropriate for teachers/parents	1	2	3	4	5	N	A

**8. TEAM COORDINATION AND MANAGEMENT**

A. Developed good team management plan	1	2	3	4	5	N	A
B. Seeks and facilitates the contributions of others	1	2	3	4	5	N	A
C. Can process/integrate the contributions of others	1	2	3	4	5	N	A
D. Coordinates Team effectively	1	2	3	4	5	N	A
E. Understands/competently manages documentation	1	2	3	4	5	N	A

**9. DIRECT SERVICES: INTERVENTION**

A. Behavioral Intervention	1	2	3	4	5	N	A
B. Consultation with teachers	1	2	3	4	5	N	A
C. Consultation with parents	1	2	3	4	5	N	A
D. Counseling: Individual	1	2	3	4	5	N	A
E. Counseling: Group	1	2	3	4	5	N	A
F. Training (parent, social skills, friendship, etc.)	1	2	3	4	5	N	A

**10. DOCUMENTATION/RESEARCH**

A. Completes logs accurately, punctually	1	2	3	4	5	N	A
B. Researches assessment/intervention casework	1	2	3	4	5	N	A
C. Completes Needs Assessment project	1	2	3	4	5	N	A

## Integration of Research, Practice, Professional Identity & Conduct

11. Students will demonstrate an integrative knowledge of educational and psychological foundations and translate that into effective practice.	1	2	3	4	5	N	A
12. Students will be able to access, evaluate, and apply relevant evidence-based practice in specific areas of intervention, assessment, and supervision.	1	2	3	4	5	N	A
13. Students will demonstrate the ability to integrate professional identity and ethical behavior.	1	2	3	4	5	N	A

## OVERALL PERFORMANCE 1   2   3   4   5

**BRIEF SUMMARY OF STRENGTHS:**

**BRIEF SUMMARY OF AREA(S) WHICH NEED IMPROVEMENT:**

Intern Signature \_\_\_\_\_  
 Field Supervisor Signature \_\_\_\_\_  
 University Supervisor \_\_\_\_\_

Date \_\_\_\_\_  
 Date \_\_\_\_\_  
 Date \_\_\_\_\_

## APPENDIX 7 ATTACHMENT 8

For SPPC Use Only:

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

Approve: \_\_\_\_\_ Deny: \_\_\_\_\_

Remediation Plan: \_\_\_\_\_

Student Notified: \_\_\_\_\_ Date: \_\_\_\_\_

### TWU Department of Psychology & Philosophy INTERNSHIP APPLICATION

**Name:** Insert Name Here

**ID#:** Insert ID Number Here

**Program:** Choose an item.

**Semester in which proposed internship is to be initiated:** Choose an item.

**Year in which proposed internship is to be initiated:** Choose an item.

**Preferred setting and geographical area:** Insert preferred setting and location here

**APPIC/APA Match:** Choose an item.

**Telephone Numbers: Home:** Insert Home Phone Here      **Cell:** Insert Cell Phone Here

**Address:** Insert Full Address Here - include zip code

**Proposed Graduation Date:** Month/Year

**Completed graduate credit hours:** Insert total completed graduate hours here

**Graduate hours currently enrolled in:** Insert total hours currently enrolled in here

**If currently working, indicate place of employment, days, and hours at work site:** Insert place of employment, days and hours here

**\*You will need to attach a copy of your Texas Woman's University graduate transcript and your approved Degree Plan to document completion of the course work listed on the following page. If you are transferring course work from another university, please attach a copy of those transcripts as well.**

Indicate completion date of the following course work:

**The following courses must be completed prior to internship placement.**

© = Core course

\*= Specialist level courses

## Course Work

- Semester/Year** PSY 5304 – Statistics I\* ©  
**Semester/Year** PSY 5353 – Research Design\* ©  
**Semester/Year** PSY 5803 – Introduction to School Psychology\*  
**Semester/Year** PSY 6931 – Introduction to School Psychology Pre-practicum\*  
**Semester/Year** PSY 5423 – Cognitive Assessment\*  
**Semester/Year** PSY 6931 – Cognitive Assessment Pre-practicum\*  
**Semester/Year** PSY 5463 – Academic Assessment\*  
**Semester/Year** PSY 6931 – Academic Assessment Pre-practicum\*  
**Semester/Year** PSY 5473 – Social-Emotional Assessment\*  
**Semester/Year** PSY 6931 – Social-Emotional Assessment Pre-practicum\*  
**Semester/Year** PSY 6103 – Human Learning and Cognition\* ©  
**Semester/Year** PSY 6133 – Advanced Behavioral Neuroscience\* ©  
**Semester/Year** PSY 6204 – Statistics II ©  
**Semester/Year** PSY 6383 – Philosophical and Historical Foundations of Psychology ©  
**Semester/Year** PSY 6423 – Psychopathology and Exceptionalities of Childhood and Adolescence\*  
**Semester/Year** PSY 6703 – Direct Behavior Interventions\*  
**Semester/Year** PSY 6931 – Direct Behavior Interventions Pre-practicum\*  
**Semester/Year** PSY 6774 – Foundations of Social Psychology and Personality ©  
**Semester/Year** PSY 6853 – Supervision & Consultation in Psychology\*  
**Semester/Year** PSY 6931 – Supervision & Consultation in Psychology Pre-practicum\*  
**Semester/Year** PSY 6833 – Ethics in Psychology ©  
**Semester/Year** PSY 5554 – Theory and Practice of Counseling  
**Semester/Year** PSY 6673 – Therapeutic Interventions for Children and Adolescents  
**Semester/Year** PSY 6233 – Preschool and Low-Incidence Assessment\*  
**Semester/Year** PSY 6931 – Preschool and Low-Incidence Assessment Pre-practicum\*

## Practicum

- Semester/Year** PSY 5923 Practicum\*  
**Semester/Year** PSY 6923 Practicum

## Comprehensive Exams

- Date** Completion of written/oral comprehensive examination process  
**Date** Completion of Clinical Skills Review (Specialist and Doctoral)  
-Doctoral includes the addition of the philosophy paper

**For Doctoral Students:**

**Area of Specialization:** Choose an item.

**For the Counseling Specialization:**

**Semester/Year** PSY 5554 – Theory and Practice of Counseling

**Semester/Year** PSY 6673 – Therapeutic Interventions for Children and Adolescents

**Semester/Year** PSY 6693 – Advanced Therapeutic Interventions for Children and Adolescents

**For the Neuropsychological Specialization:**

**Semester/Year** PSY 6143 – Neurodevelopmental and Genetic Disorders of Children

**Semester/Year** PSY 6523 – Neuropsychological Assessment I

**Semester/Year** PSY 6931 – Neuropsychological Assessment I Pre-practicum

**Semester/Year** PSY 6533 – Neuropsychological Assessment II

**Semester/Year** PSY 6931 – Neuropsychological Assessment II Pre-practicum

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## APPENDIX 7 ATTACHMENT 9

### TWU Dept. of Psychology & Philosophy FIELD TRAINING AND EVALUATION PLAN

**Intern** \_\_\_\_\_ **Training Year** \_\_\_\_\_

The following activities are recommended percentage of time expected of the practicum or intern student during the training semester/year. These activities will be evaluated formally at mid-semester/year and at the end of the semester/year.

Activity	Begin %	Mid Point	End Point
<b>DIRECT SERVICES</b>			
10 Consultation			
10.1 - Parent/Family			
10.2 - School Personnel			
10.3 - Other Professional			
10.4 - Multiple Consultees			
20 Assessment / Interventions			
20.1 - Direct Observation			
20.2 - Evaluation: Standardized			
20.3 - Evaluation: Informal			
20.4 - Individual-Based Intervention			
20.5 - Group-Based Intervention			
20.6 - Miscellaneous, unaccounted			
30 Direct Service Meetings			
30.1 - Pre-referral			
30.2 - Assessment & Classification			
30.3 - Case conferences & Follow-up			
30.4 - Miscellaneous, unaccounted			
<b>INDIRECT SERVICES</b>			
40 Professional Development			
40.1 - Direct Supervision			
40.2 - Inservices, Conferences, Direct training			
40.3 - Orientation to School Setting & Organization			
40.4 - Orientation to Other Child Care and Community Services			
40.5 - Study New Methods Intervention & Consult			
50 Documentation & Research			
50.1 - Logs			
50.2 - Scoring & Report Writing			
50.3 - Research			

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50.4 - Service Delivery Preparation			
50.5 - Other			
60 Indirect Service Meetings			
60.1 - Administrative			
60.2 - Miscellaneous, unaccounted			
70 Travel / Miscellaneous			
70.1 - Travel			
70.2 - Miscellaneous			

Student Signature at Beginning \_\_\_\_\_ Mid \_\_\_\_\_  
 End \_\_\_\_\_

FS Signature at Beginning \_\_\_\_\_ Mid \_\_\_\_\_  
 End \_\_\_\_\_

US Signature at Beginning \_\_\_\_\_ Mid \_\_\_\_\_  
 End \_\_\_\_\_