

TEXAS WOMAN'S UNIVERSITY

Specialist in School Psychology

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

Student Handbook

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Program Resources

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A. Goals and Objectives

The Specialist in School Psychology Program at TWU embraces a practitioner-scientist/scholar 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:

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.

Scientist: The scientist 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.

Scholar: The scholar is able to draw from different theories and knowledge bases and apply this information to presenting issues and problems in the field of school psychology.

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 (Campbell & Rohrbaugh, 2006). 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 Specialist in School Psychology 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 Specialist in School Psychology program demonstrates a commitment to a practitioner-scientist model through an integrated curriculum that emphasizes problem solving in all its variations, and through mentoring and modeling provided 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 programs 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 creativity, 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 practitioner-scientist model and are modeled by the psychology faculty at TWU who also serve as mentors to the students.

The Specialist in School Psychology Program incorporates the state requirements for licensure as a Licensed Specialist in School Psychology (LSSP) and the national training standards for certification as a National Certified School Psychologist (NCSP). The Specialist in School Psychology program requires 63 semester hours and an internship among its requirements for graduation. The SSP program is fully approved by the National Association of School Psychologists through December, 2011.

The School Psychology Program Committee (SPPC) is the governing body of the Specialist in School Psychology Program. 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 Specialist program admits approximately 6-8 students per year. Attrition rates for students matriculated in School Psychology graduate programs have been approximately 7-9%. Minority enrollment is approximately 10% of the total graduate enrollment in school psychology. About 85% of the students are female. The age distribution of graduate students in psychology ranges from ages 25-50.

C. Completion Requirements

Specialist-level students are required to take a minimum of 63 semester hours, including the full-time academic year internship. Average time for completion of the SSP degree for full time students is three years.

Continuous registration is required for all students in the Specialist in School Psychology Program. If a student is not registered for at least one course for 2 out of every 4 semesters in a calendar year, he or she will be automatically withdrawn from the active program roll and placed on the inactive roll. Students on inactive status must re-apply to the SPPC to be reinstated on the active roll. A student may also 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.

D. Faculty

The core faculty for the Specialist in School Psychology program is 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 other faculty in the psychology department. This interdisciplinary approach affords the student a broader "holistic" perspective of the field of psychology.

E. Professional Standards

The Specialist in School Psychology program is firmly based on professionally recognized core areas of psychology, education, and professional practice as recommended by the National Association of School Psychologists. The faculty of 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.

F. North Texas Federation

Graduate students have the opportunity to take some of their coursework through the Federation of North Texas Area Universities. When taking a Federated course the student cross-registers with the Graduate Office at TWU and courses are listed on the TWU transcript. 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 that students and graduates are encouraged to attend.

G. Financial Support

Students in the Specialist in School Psychology Program have the following options for financial support:

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 on the Graduate School webpage.

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.

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 on the Graduate School Webpage. 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 but 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 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 the Texas Woman's University may not hold a graduate assistantship at any other college or university concurrently. A graduate teaching assistant who is working toward the SSP degree may be assigned to work in undergraduate courses only. All first year Graduate Teaching Assistants must enroll in PSY 6981, Seminar in College Teaching.

H. Licensure and Certification

The Specialist in School Psychology program at TWU prepares students for licensure by the Texas State Board of Examiners of Psychologists (TSBEP) as a Licensed Specialist in School Psychology (specialist, masters, and certification-only levels). The Specialist in 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 National School Psychology Examination (ETS/NTE #40) for licensure as a Licensed Specialist in School Psychology (LSSP). Specialist students are also required to pass the state jurisprudence exam.

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 and review it carefully in order to be well prepared for the licensure process. The licensure process is expensive and 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
Austin, TX 78701
512-305-7700

Students may also access this information online at: <http://www.tsbep.state.tx.us/>

Certification – The National Association of School Psychologists 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 NCSP examination 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 NCSP 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

Additional information may be found at: <http://www.nasponline.org/>

Degree Requirements

II. Degree Requirements

A. Grade Standards

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

Grade Requirements are specified by both the graduate school (see page 69 of the 2008-2010 *Graduate Catalog*) and the Department of Psychology and Philosophy (see page 129 of the 2008-2010 *Graduate Catalog*). Students in the Specialist in School Psychology degree must maintain a grade point average of 3.0 grade or better on a 4.0 scale. If a grade of C or less is earned in a course, the student will be required to meet with the School Psychology Program Committee. The SPPC and the student will determine appropriate steps for remediation. If a second grade of C or less is earned, the student will again be required to meet with the SPPC. If a third C or less is earned, the student will be dismissed from the program.

Incomplete: 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 pages 67-68 of the 2008-2010 Graduate Catalog). The grade of Incomplete is appropriate only when a student has passing grades in 2/3 of assigned work, but, because of extenuating circumstances, cannot complete all of the coursework by the end of the semester/term. Examples of extenuating circumstances include: incapacitating illness which prevents a student from attending classes, death in the immediate family, change in work schedule as required by employer, or other emergencies deemed appropriate by the instructor. A grade of Incomplete should not be requested nor given for lack of completion of work because of procrastination or dissatisfaction with the grade earned.

A student who is entitled to receive a grade of Incomplete must make application with the instructor of the course. The student and the instructor make specific arrangements for removing the grade of Incomplete. The instructor will also specify that, if the work is not completed by the assigned time, a grade of B, C, D, or F will replace the Incomplete on the student's transcript. If the student completes the required work by the assigned completion date, the instructor will submit the new grade to the Office of the Registrar. In most instances, work to be completed should be finished within the first several weeks following the end of the semester/term. The maximum time allowed to finish the course work is one calendar year.

B. Advisors

Upon acceptance into the Specialist in 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. It is recommended that students meet with their program advisors once each semester. 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. A single faculty member may not make a unilateral decision regarding a student's status in the program.

C. Program Sequence

Prior to registering for the first semester of coursework, a *Schedule of Classes* should be obtained from the Office of Admissions and Registrar. Courses to be offered are identified and registration procedures are outlined. A sequence of courses for the Specialist program is available online. The sequence of courses is based on a full-time course load of 9-12 hours per semester and 6 hours per summer semester. It is important to follow the sequence because courses build upon each other. Students should consult the departmental course calendar for information on when to expect courses to be scheduled. Some courses are offered on a rotating basis; others are offered every other year. It is important to plan ahead.

Students who elect to attend part-time will take longer to complete the degree. The sequence of courses should be followed and courses should not be taken out of order. Meeting with your advisor on a regular basis is especially important if you are a part-time student.

D. Registration

Consult your *Schedule of Classes* each semester. These can be obtained several months prior to the beginning of the semester from the Registrar's Office. An updated list of changes will be available in the Psychology Office and is usually posted on the School Psychology Bulletin Board by the elevators on CFO 7th floor.

Some courses require pre-registration and are usually listed with a special note in the Schedule of Classes. Other questions can be addressed with your advisor. A comprehensive description outlining registration procedures can also be found in the *Schedule of Classes*. Some courses, including pre-practica (PSY 6931) require registration codes that must be obtained from your advisor.

After selecting your courses, schedule a meeting with your advisor. Your advisor will discuss your tentative schedule. All registration is completed online with the TWU CRIS system, except for cross-registration in Federation courses. The open dates for registration are in the *Schedule of Classes*. Classes do fill up and early registration is advised. Instructions and additional work sheets can be secured at the Office of the Registrar.

A student is assessed a fee for each class dropped or added during Late Registration. A student must pay this fee to the Cashier before adding or dropping a class in the Registrar's Office. A

student will not be assessed a fee if a class has been canceled requiring a schedule change or if an adjustment in class size or section is required.

E. Degree Plan

Before completing 18 hours of required graduate work in School Psychology, the student must meet with her or his advisor to file a degree plan. The 18 hours includes any coursework that is being transferred in from another university or degree. This degree plan is submitted by the student and advisor to the 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. Students should receive an approved degree plan from the Graduate School several weeks after it is submitted.

F. Time Limitation

The graduate school requires that all graduate coursework towards a Specialist in School Psychology degree be completed within 6 years.

G. Research Team

Students in the Specialist in School Psychology program are required to register for one semester of 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.

H. Transfer of Credits

Students in the Specialist in School Psychology Program may transfer in up to 12 semester hours of graduate credit from an accredited institution provided that the course is not older than six years at the time of completion of the SSP degree.

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. Transfer credit will be considered on a course-by-course basis by the SPPC.

There is no automatic transfer of graduate credit, but the SPPC has the prerogative to recommend to the Dean for Graduate Studies and Research 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.

Although students are encouraged to participate in a variety of learning opportunities, the SPPC does not allow course credit for experiences such as workshops, seminars, remedial study, or

Degree Requirements

other such types of learning experiences. The SPPC and the Graduate School also do not award graduate credit for undergraduate coursework.

To apply for transfer credit to substitute for a required course, you should 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 Waiver form (obtained from the Psychology and Philosophy Department secretary), and include the waivers with the degree plan submitted to the SPPC.

Assessment courses are not automatically waived due to prior course work. To ensure that students' assessment skills are current and consistent with accreditation standards, the following policy is established: Students entering the Specialist in School Psychology program with prior course work and job related experiences in cognitive or personality assessment, or assessment of adaptive behavior 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.

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.

I. Annual Review

All students in the Specialist in School Psychology Program are admitted provisionally. The SPPC conducts an annual review of students during the spring semester. Students should meet with their program advisor prior to this announced review to assess their progress and update their official file. Students will be informed of their status following this review. 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.

At the annual review, when 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 to review her or his status when a change of status is necessary to meet the requirements for teaching assistant or research assistant.

J. Pre-Practicum Field Experiences

Specialist in School Psychology students participate in practicum experiences as early as the first full semester of coursework. Seven courses (Introduction to School Psychology, Cognitive Assessment, Social-Emotional Assessment, Individual Supervision and Consultation, Direct Behavioral Interventions, Academic Assessment, and Therapeutic Interventions for Children and Adolescents) have pre-practicum field experiences as requirements. All pre-practicum field 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 pre-practicum courses designed to gradually introduce and develop component skills in interviewing, assessment, intervention, counseling, consultation, and team functioning. Each pre-practicum is carefully designed to teach needed skills. After such pre-practicum experiences, SSP students participate in an integrated practicum that has as its goal the implementation of a coordinated set of school psychological services.

K. Practicum and Internship

Specialist in School Psychology students are required to complete three semester credit hours (225-300 clock hours) of practicum followed by 1200 clock hours of internship. Licensed faculty on the SPPC rotate the supervision of practicum each semester. Information on the Practicum and Internship can be found in this handbook beginning on page 21. In each setting, the university supervisor contacts the receiving field agency several times during the semester. Practicum students also meet weekly with the university supervisor for group supervision. At mid-term and at the end of each semester, written evaluations are collected from the field agency. These evaluations are discussed with the student and the facility 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. NASP standards guide the practicum and internship requirements.

L. 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 charge of \$20.00 must be paid. Information may be obtained from the University Registrar.

M. Dismissal from the Program

A student may be expelled by the SPPC from the Specialist in School Psychology 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 statement can be found in Appendix I of this document.

III. Making Changes

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. 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 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 and the department chairperson. NOTE: Chairperson, 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 and the departmental chairperson or dean prior to registration.

The student interested in an independent or individual study course will petition an instructor with completed justification form for such a study. The student will then submit an outline and references for the study to the instructor. If the instructor approves the petition, the instructor will then forward the justification form, outline, and references to the departmental chairperson or dean for consideration. The departmental chairperson or dean will review the justification form. If the departmental chairperson or dean approves, the enrollment will be allowed.

Normally, neither the instructor nor the departmental chairperson or dean will approve an independent or individual study course if the outline of the study is inordinately close to that of a regularly taught class or if 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.

IV. Evaluation

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 pre-practicum and practicum course for all students. At the end of each semester, student and instructors may elect to review these evaluations. 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. Additionally, students 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. An example of the evaluation form is included below.

B. Comprehensive Evaluation Process

Specialist in School Psychology students are required to complete three components as part of their comprehensive evaluation process. The capstone evaluation for SSP students is the Clinical Skills Review. The Clinical Skills Review typically occurs in the second semester of the second year at the same time the student is registered for practicum. Specialist students submit a comprehensive case (videotapes, reports, protocols) and an intervention report. At the Clinical Skills Forum, the student will present their case and intervention report to the SPPC. When all coursework and the Clinical Skills Evaluation are successfully completed, the student will be certified as eligible to begin internship.

During the internship year, all students are required to take and pass the NCSP examination. **Students are required to submit a copy of their National School Psychology Exam score to the TWU Program Director.** Following graduation from our NASP-approved program students will be eligible to apply for NCSP certification and for licensure in Texas as a Specialist in School Psychology.

STUDENT EVALUATION FORM

Student _____ Evaluator _____
 Course _____ Date _____

Professional Identity & Conduct						
Student demonstrates a solid knowledge base in psychological and educational foundations.	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Student demonstrates a knowledge and understanding of ethical behavior and practices in an ethically appropriate manner.	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Student demonstrates an identity as a psychologist, appropriate to the level of training, and has an understanding of the specialty of school psychology.	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Student demonstrates professional conduct and respect for the dignity, diversity, and welfare of others.	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
PUNCTUALITY: for class and appointments	Always attends and is punctual. 5	One (1) absence and is punctual most of the time. 4	Two (2) absences and is late occasionally (< 10%) 3	Three (3) absences and is late 10-20% of the time. 2	Misses or is late excessively. 1	N/A
INITIATIVE: Self-starter; finds work to do; self-motivated.	Seeks out extended experiences and is highly self-motivated. 5	Generally shows good initiative and is self-motivated. 4	Needs some guidance to get started. May ask for ideas for papers, research, etc. 3	Often needs to be closely supervised to get work done; frequently needs prompting to get started. 2	Shows little initiative, required constant faculty supervision and guidance. Has a sense of entitlement. 1	N/A
COOPERATION: Willingness to take supervision; ability to get along with co-workers and others.	Ultimate team player and accepted supervision well. 5	Good team player and generally accepts supervision well. 4	Sometimes is more concerned about themselves rather than others and may not always respond well to supervision. 3	Not usually a team player and generally responds defensively to supervision. 2	Seems only interested in their own well being and does not seem to benefit from supervision. 1	N/A
ORAL COMMUNICATION SKILLS: Articulation, fluency, vocabulary, persuasive, use of fillers.	Demonstrates excellent oral communication skills. 5	Demonstrates above average oral communication skills. 4	Demonstrates average oral communication skills. 3	Demonstrates below average oral communication skills. 2	Demonstrates unsatisfactory oral communication skills. 1	N/A

Evaluation

Professional Identity & Conduct (cont.)						
WRITTEN EXPRESSION: organized, logical, persuasive, correct spelling and grammar, etc.	Demonstrates excellent written communication skills. 5	Demonstrates above average written communication skills. 4	Demonstrates average written communication skills. 3	Demonstrates below average written communication skills. 2	Demonstrates unsatisfactory written communication skills. 1	N/A
Average of Professional Identity & Conduct						
COMMENTS:						

Competence in Research						
Student demonstrates competence in the critical review and evaluation of the psychological and educational research literature	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Students will demonstrate basic knowledge and skill in research design, data analysis, and methods of multiple forms of technology.	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Students will actively engage in research and disseminate the results of their research to the profession and broader community using APA style competently.	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Average of Competence in Research:						
COMMENTS:						

Competence in Practice						
Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to assessment .	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to direct intervention .	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
"Students demonstrates conceptual understanding and appropriate application of theory and research pertinent to indirect intervention .	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
"Students demonstrates conceptual understanding and appropriate application of theory and research pertinent to supervision .	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Students will acquire and demonstrate competence in direct and indirect service provision in assessment .	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Student will acquire and demonstrate competence in direct and indirect service provision in direct intervention .	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Student will acquire and demonstrate competence in direct and indirect service provision in indirect intervention .	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Student will acquire and demonstrate competence in direct and indirect service provision in supervision .	Excellent or Outstanding level of Competence 5	Very Competent 4	Competent for level of training 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	N/A
Average of Competence in Practice:						
COMMENTS:						

CLINICAL SKILLS

I. Rating Scale for Written and Oral Presentation of Case Study

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. 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

Oral and written presentation of case study Total Score: _____ Average: _____

II. Rating Scale for Written and Oral Presentation of Intervention

9. Overall quality and comprehensiveness of written intervention plan.	1	2	3	4	5
10. Organization and clarity of expression in written intervention plan.	1	2	3	4	5
11. Selection of intervention procedures and quality of baseline data.	1	2	3	4	5
12. Ability to integrate all information and data into appropriate intervention plan.	1	2	3	4	5
13. Ability to adequately effect change or demonstrate adequate understanding of reasons for ineffectiveness of intervention.	1	2	3	4	5
14. Trainee's general appearance, composure and professionalism during oral presentation of case study.	1	2	3	4	5
15. Ability to respond to questions about the case and defend conclusions about intervention during oral presentation.	1	2	3	4	5
16. Overall impression of intervention.	1	2	3	4	5

Oral and written presentation of intervention Total Score: _____ Average: _____

C. Portfolio

As a requirement in their capstone course (PSY 5853 Seminar in School Psychology), Specialist students submit a portfolio project (paper or electronic) that demonstrates their knowledge and competency in four domains of school psychology practice. Students must submit evidence of knowledge and proficiency in the following areas: (1) data based assessment and problem solving; (2) intervention; (3) consultation and collaboration, and (4) prevention, crisis intervention and mental health. The portfolios will be assessed on how well the student documents their knowledge and proficiency, but also on how the student explains how the documentation demonstrates their competency. The portfolio is assessed using the following rubric:

**PSY 5853 Seminar in School Psychology
Portfolio Rubric**

DOMAIN 1: Data Based Assessment and Problem Solving

DOMAIN 2: Evidenced Based Intervention

DOMAIN 3: Consultation and Collaboration

DOMAIN 4: Prevention, Crisis Intervention and Mental Health

	Exemplary 4	Proficient 3	Emerging Proficiency 2	Incomplete 1	Points
Conceptualization	The student demonstrates a thorough understanding of the domains and is able to make clear and specific connections between the principles learned in class, the artifacts and the domains.	The student demonstrates a good understanding of the domains and is able to connect the principles learned in class, the artifacts and the domains.	The student demonstrates an adequate understanding of the domains , but evidences limited ability to connect the principles learned in class, the artifacts and the domains.	The student has limited understanding of the domains and is unable to connect principles learned in class with the artifacts and the domains.	
Selection of Artifacts	All artifacts and work samples are clearly and directly related to the purpose of the	Most artifacts and work samples are related to the purpose of the domains and the identified	Few artifacts and work samples are related to the purpose of the domains and the identified	Most artifacts and work samples are unrelated to the purpose of the domains and the	

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	domains and the identified outcomes, concepts or objectives.	outcomes concepts or objectives.	outcomes, concepts or objectives.	identified outcomes, concepts, or objectives.		
Reflection/Critique	Reflections clearly describe why the artifacts demonstrate proficiency or competency in the domains.	Reflections describe how most of the artifacts demonstrate proficiency or competency in the domains.	Reflections describe how some of the artifacts demonstrate proficiency or competency in the domains .	The reflections do not describe how the artifacts demonstrate proficiency or competency in the domains.		
	Reflections illustrate the ability to effectively critique work.	Reflections illustrate an average ability to critique work.	Reflections illustrate an attempt to critique work.	Reflections illustrate a minimal ability to critique work		
Technical Quality of Portfolio	The text has no errors in grammar, capitalization, punctuation and spelling.	The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	The text has errors in grammar, capitalization, punctuation and spelling requiring editing and revision.	The text has many errors in grammar, capitalization, punctuation and spelling requiring major editing and revision.		
Overall Presentation	The portfolio is easy to read. Items are clearly introduced, well organized, creatively displayed, and show a connection between items.	The portfolio is generally easy to read. Items are introduced and well organized, showing a connection between items.	The portfolio is often difficult to read. Items are introduced and somewhat organized, and show some connection between items.	The portfolio is very difficult to read. Items are not introduced, lack organization and there is no attempt to show a connection between items.		
				TOTAL POINTS		

D. Certification of Completion of the SSP Degree

Certification of completion for the SSP degree requires the following:

1. Unconditional admission to the Graduate School, obtained after 21 hours of coursework in which a GPA of 3.0 is maintained;
2. Demonstration of adherence to professional standards and ethics;
3. Good academic standing (minimum GPA 3.0);
4. Completion of all required coursework (minimum 63 hours);
5. Completion of Professional Practice Clinical Skills Review.

The certification for graduation will be signed by the Chairperson of the Department of Psychology and Philosophy when each of these criteria has been met.

I. 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, seven to nine course-based practica (50 hours each), one school-based supervised (225-300 hours) and the internship (1200 hours) provide well over 1,700 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.

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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. Completion of Comprehensive Exams Relative to Practicum and Internship

Students in the Specialist in School Psychology program are required to complete Clinical Skills in the same semester as their required Supervised Practicum.

All students must have successfully passed Clinical Skills prior to starting internship.

II. Practicum and Internship Guidelines

A. Practicum

The integrated Practicum is completed after all professional practice courses and pre-practica are complete. Course-based practica shape individual practice skills in organization and operation of the schools, observation and behavior management, assessment, individual and group counseling and consultation. All practica occur in the school setting. Each skill is shaped individually under close faculty supervision in the course-based practica, and then integrated in a full-service model under field and faculty supervision in the supervised practicum. By the end of the practicum experience, the student is prepared for full-time supervised practice in the schools employing a full-range of psychological skills. Specialist students must register for 3 credit hours of **PSY 5923** - Supervised Practicum.

School-based practica are completed only during the Fall and Spring semesters and must be scheduled in advance (see page 27 for steps in arranging a practicum site).

To be eligible for practicum the student **must** have completed the following:

CORE COURSES:

_____	PSY 5304	Statistics I
_____	PSY 5353	Research Design
_____	PSY 6103	Human Learning and Cognition
_____	PSY 6133	Advanced Behavioral Neuroscience

SPECIALTY COURSES:

_____	PSY 6423	Psychopathology and Exceptionalities of Childhood and Adolescence
_____	PSY 5803	Introduction to School Psychology
_____	PSY 6931	Introduction to School Psychology Pre-practicum
_____	PSY 5463	Cognitive Assessment
_____	PSY 6931	Cognitive Assess Pre-practicum
_____	PSY 5463	Academic Assessment
_____	PSY 6931	Academic Assessment Pre-practicum
_____	PSY 5473	Social-Emotional Assessment
_____	PSY 6931	Social-Emotional Assessment Pre-practicum
_____	PSY 6853	Supervision & Consultation in Psychology
_____	PSY 6931	Supervision & Consultation Pre-Practicum
_____	PSY 6703	Direct Behavior Interventions
_____	PSY 6931	Direct Behavior Interventions Pre-Practicum

B. Internship

The Internship in School Psychology is that part of the training program which provides the intern with a full time school psychologist position which is closely supervised and comprehensive in scope. The internship provides an opportunity for the intern to develop a clear professional identity and explore the full responsibilities of a practicing school psychologist while having solid supervisory and/or consultative support from an experienced field supervisor. The Internship fully integrates all previous training experiences and is designed to meet the specific training objectives of the National Association of School Psychologists and the Texas State Board of Examiners of Psychologists.

The internship is provided at the end of the formal training period after completion of all course work, including supervised practica.

The internship experience shall occur on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years. At least 600 clock hours shall occur in a school setting and shall provide a balanced exposure to regular and special educational programs. Specialist students are required to complete a 1200 hour internship. Interns register for 6 credit hours of **PSY 6933 - Internship in Psychology**, 3 credit hours in each semester (Fall and Spring).

In **addition** to those previously required for the practicum experience, the following course work and experiences are required **prior** to the start of internship:

The following must be completed prior to internship placement:

- _____ PSY 6233 Preschool and Low Incidence Assessment
- _____ PSY 6673 Therapeutic Interventions for Children and Adolescents
- _____ PSY 6931 Therapeutic Interventions Pre-practicum
- _____ PSY 5293 Practicum
- _____ Clinical Skills Day (Case Study and Written Intervention)

Note: Although the placement requirements and activities are clearly outlined in this Handbook, the Practicum and Internship Coordinator and Field Supervisor may alter the training experience to meet specialized clinical training interests of the intern. Interns must complete a minimum of 600 hours of practice in the schools.

C. 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).

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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 this Handbook in conjunction with the SPPC on an annual basis. Other responsibilities of the UPIC include:

1. Arrange all practicum and internship plans with a school district or agency for submission to the SPPC for approval.
2. Plan and implement the practicum and internship site selection and arrangements following SPPC approval.
 - a. Negotiate contracts for each practicum and internship and submit them to the SPPC for approval.
 - b. Negotiate the remunerative plans between the intern and the agency and present them to the SPPC for approval.
 - c. Nominate candidates to be on-site supervisors for approval by the SPPC.
3. Provide practicum and internship guidelines: for the student, the field supervisor, and any other placement site staff. Ensure that needed arrangements are mutually agreeable to all parties: University Supervisor, the field supervisor, the student, and other practicum or internship placement site staff.
4. Review the agency or school site with respect to the provision of basic NASP essentials for practicum and internship such as office space, travel in district, secretarial services, etc.

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 weekly group supervision for practicum students and is responsible for maintaining regular communication and conducting evaluation procedures with interns and their Field Supervisors. 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.

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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. See the Practicum and Internship Evaluation Forms (Attachments G and J).
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 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 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.

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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.

D. 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 (Attachments B and C) and submit it to the Practicum and Internship Coordinator who submits it to the SPPC for approval.

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*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).

For example:

- Practicum students document completion of the required course work and projected date for clinical skills presentation.
 - Internship applicants document completion of the required course work and the projected date for the clinical skills presentation.
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. This Practicum and Internship Handbook should be studied as it contains Practicum and Internship guidelines and procedures, sample contracts, evaluation and log forms. This should be done one year in advance. 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, it is listed in this Handbook and the student is free to begin negotiating a Practicum or Internship Field Training and Evaluation Plan (Attachment F) 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 (Attachment D). The Practicum or Internship Field Training and Evaluation Plan (Attachment F) 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.

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5. The Practicum or Internship Field Training and Evaluation Plan (Attachment F) 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, 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

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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 5923- 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.

E. Practicum and Internship Interview Questions

The questions listed below are not exhaustive but can serve as general guidelines. The answers to some of these questions may be obtained without directly asking the questions. Students are advised to listen carefully during the interview. If at the end of the interview some of the questions are unanswered, and then seek the answers. Students are not advised to begin firing questions at the start of the interview but rather to keep these questions in mind, listen carefully for answers as the interview proceeds; ask for clarification when needed and seek answers to unanswered questions when appropriate to do so during the interview process.

Practicum and internship settings look for individuals with reasonable confidence but not arrogance; openness to learning, but not know-it-alls; a reasonably clear set of goals but not rigid inflexibility. Students have found it helpful to share their philosophy of school psychological services paper with the interviewing committee as a clear statement of their orientation, goals and objectives.

1. What is the nature of the populations with whom I will be working, e.g., ages, cultural backgrounds, types of problems?
2. How is supervision provided for diagnostic and intervention work?
3. Who will be my Field Supervisor?
4. How much time is anticipated to be spent in specific training activities, such as observations, group and individual supervision, case management and preparation, research, etc.?

Practicum & Internship

5. What will be my designation, e.g., psychology intern or practicum student?
6. Will I have an office and secretarial support?
7. What will be my stipend? (Typically appropriate only for internship).
8. Will my work be covered by the district's malpractice insurance? Do I need additional malpractice insurance? (The SPPC requires that all students carry malpractice insurance for practicum and internship experiences. Forms are available from the UPIC.)
9. What specific diagnostic skills and therapy skills can I expect to develop?
10. Will I receive a certificate or letter indicating successful completion of my practicum or internship so that I will have the documentation for state and national certification and licensure boards?
11. Are didactic training experiences supported, such as formal lecture series, in-services, professional conferences, etc.?
12. With what other agencies or professionals will I be working? Who will be my supervisor, if other than the designated Field Supervisor?
13. If the site is more than 100 miles from TWU, how will university evaluation procedures be accomplished?

F. Practicum and Internship Advice

1. Internship selection should be based on personal career as well as program objectives.
2. Discuss with the University Practicum and Internship Coordinator any special problems or considerations in selecting a practicum or internship, e.g. are you free to apply for an out-of-state internship or do you need to remain within a particular geographical area?
3. Provide the Practicum and Internship Coordinator with the list of internship settings to which you plan on applying at least one semester prior to actual application date. Do not apply unless you can accept the position if it is offered.
4. The application to the SPPC for approval to plan a practicum or internship is due one year prior to the start of the practicum or internship. A completed application to any practicum or internship site should be filed with the School Psychology Program by March 30 for Fall practicum and by October 15 for a Spring practicum or for internship. APPIC applications are due in early December for start dates in summer or fall.
5. Sometimes internships in school settings are not offered until spring or summer.
6. Expectations

Practicum & Internship

- (a) Stipends - Most people are hired as a regular staff member and receive salaries consistent with state and local funds for the agency. In a school district the average salary for an intern School Psychologist is \$11,000 to \$15,000 for a 10-month contract. Each district pays some portion above the state limit. Each district has the option of employing students for 11 or 12 months.
 - (b) Benefits - School Districts normally provide opportunities to purchase group medical insurance, retirement funds, sick days, personal business days, and other options.
 - (c) Pre-selection Site visits - Some sites will request an on-site interview. Students who initiate site visits and go for requested site interviews obtain more internship offers.
7. You must inform the University Practicum and Internship Coordinator of the practicum or internship offer, which you wish to accept as soon as possible, then provide the following information:
- (a) Name of Supervisor
 - (b) Address of practicum or internship setting
 - (c) Stipend of internship
 - (d) Start and Stop Dates of practicum or internship
 - (e) Description of activities (Goals Statement, and Field Training and Evaluation Plan).
8. The decision to accept an internship offer is considered binding. Make your decision carefully; do not continue to shop for an internship once you have accepted an offer. Any change in placement after acceptance of an offer must be discussed with the UPIC and SPPC.

G. 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:

Practicum & Internship

- 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.

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.

H. Specific Supervision Responsibilities of Local Districts

For practicum students, field based supervisors shall provide at least **one hour** per week of direct supervision for each student.

Practicum & Internship

For interns, field based internship supervisors shall provide at least **two hour** per week of direct face-to-face supervision for each intern.

If a qualified internal supervisor is not available from the school district, the internship coordinator will assist in locating a qualified supervisor who could be employed by the school district for that specific purpose.

III. 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.

Log 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 intern experiences according to the instructional guide (Appendix III). 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. See attached log (Attachments H & I).

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.

A. 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

Practicum & Internship

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.

B. 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.)

C. 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.

D. 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.

IV. 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.

V. 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. Refer to Appendix I of the Internship Handbook for a sample Student Goals statement.

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 (Appendix E) is signed and dated by the student, US, and FS.

Attachments: Internship and Practicum Forms

- A. Field Experience Summary Form
- B. Graduate Practicum Application
- C. Graduate Internship Application
- D. Practicum and Internship Goals and Objectives Statements
- E. Field Supervision Practicum or Internship Agreement
- F. Field Training and Evaluation Plan
- G. Evaluation of the Quality of Professional Service
- H. Weekly Field Log
- I. Cumulative Field Log
- J. Practicum/Internship Summary Form

Appendices

- I. Policy Statement on Impairment, Incompetence, and Ethical Misconduct
- II. Sample Internship Goals and Objectives Statement
- III. Practicum/Internship Log of Professional Experience Instructional Guide

Attachments

Observation						Staff Training					
Assessment						Parent Training					
Written Report						Group Counseling					
Case Management						Indiv. Counseling					
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					
Woodcock-Johnson Tests of Cognitive Ability - III					
Stanford-Binet-V Intelligence Test					
Kaufman Assessment Battery for Children (KABC-2)					
Universal Nonverbal Intelligence Test					
Other Intelligence Test measures (e.g., CAS)					
Woodcock-Johnson Tests of Achievement -III					
Wechsler Individual Achievement Test-II					
Kaufman Test of Educational Achievement (KTEA-2)					
Other Achievement measures (OWLS, etc.)					
Behavioral Assessment System for Children (BASC-2)					
Other Behavior Rating Scales (Conners, etc.)					
Specific Self-Report Measures (Depression, Anxiety, ADHD)					
Apperception Tests (Roberts, CAT, TAT, etc)					
Personality tests (MMPI-A, MACI, etc.)					
Projective personality measures (Rorschach, etc)					

VI. Evaluation of Performance

_____ Not Acceptable. _____ Acceptable.

Field Supervisor Signature _____ Date _____

_____ Not Acceptable. _____ Acceptable.

University Supervisor Signature _____ Date _____

Attachment B

TWU Dept. of Psychology & Philosophy

For SPPC Use Only: Date Received: _____ Approve: _____ Deny: _____ Remediation Plan: _____ Student Notified: _____ Date: _____
--

GRADUATE PRACTICUM APPLICATION

1. Name _____ SS# _____
2. Degree Seeking _____ Minor or Related Area (Ph.D.) _____
3. Advisor _____
4. Telephone Numbers: Home _____ Cell _____
5. Address (include zip) _____
6. Areas of special interest in psychology: _____
7. Proposed graduation date _____
8. Completed graduate credit hours _____
9. Graduate hours currently enrolled in

10. Graduate classes planned during practicum _____
11. If presently working, indicate place of employment, days and hours at work site

12. Semester in which proposed practicum is to be initiated _____
13. Preferred setting and geographical area _____

Attach a copy of your Texas Woman's University graduate transcript with required courses highlighted 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 (e.g. Fall, 06 or Spring 07):

The following must be completed prior to practicum placement:

CORE COURSES:

- _____ PSY 5304 - Statistics I
- _____ PSY 5353 - Research Design
- _____ PSY 6103 - Human Learning and Cognition
- _____ PSY 6133 - Adv Behavioral Neuroscience

SPECIALTY COURSES:

- _____ PSY 6423 - Psychopathology and Exceptionalities of Childhood and Adolescence
- _____ PSY 5803 - Introduction to School Psychology
- _____ PSY 6931 - Introduction to School Psychology Pre-practicum
- _____ PSY 5423 - Cognitive Assessment
- _____ PSY 6931 - Cognitive Assess Pre-practicum
- _____ PSY 5463 - Academic Assessment
- _____ PSY 6931 - Academic Assessment Pre-practicum
- _____ PSY 5473 - Social-Emotional Assessment
- _____ PSY 6931 - Social-Emotional Assessment Pre-practicum
- _____ PSY 6853 - Supervision & Consultation in Psychology
- _____ PSY 6931 - Supervision & Consultation Pre-Practicum
- _____ PSY 6703 - Direct Behavior Interventions
- _____ PSY 6931 - Direct Behavior Interventions Pre-Practicum

Signature

Date

Attachment C

TWU Dept. of Psychology & Philosophy

For SPPC Use Only:

Date Received: _____

Approve: _____ Deny: _____

Remediation Plan: _____

Student Notified: _____ Date: _____

GRADUATE INTERNSHIP APPLICATION

1. Name _____ SS# _____
2. Degree Seeking _____ Minor or Related Area (Ph.D.) _____
3. Advisor _____
4. Telephone Numbers: Home _____ Cell _____
5. Address (include zip) _____
6. Areas of special interest in psychology:

7. Proposed graduation date _____
8. Completed graduate credit hours _____
9. Graduate hours currently enrolled in _____
10. If presently working, indicate place of employment, days and hours at work site

11. Semester in which proposed internship is to be initiated _____
12. Preferred setting and geographical area _____

Attach a copy of your Texas Woman's University graduate transcript with required courses highlighted 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 (e.g. Fall, 04 or Spring 05):

The following courses must be completed prior to internship placement:

CORE COURSES:

- _____ PSY 5304 - Statistics I
- _____ PSY 5353 - Research Design
- _____ PSY 6103 - Human Learning and Cognition
- _____ PSY 6133 - Adv Behavioral Neuroscience

SPECIALTY COURSES:

- _____ PSY 6423 - Psychopathology and Exceptionalities of Childhood and Adolescence
- _____ PSY 5803 - Introduction to School Psychology
- _____ PSY 6931 - Introduction to School Psychology Pre-practicum
- _____ PSY 5423 - Cognitive Assessment
- _____ PSY 6931 - Cognitive Assess Pre-practicum
- _____ PSY 5463 - Academic Assessment
- _____ PSY 6931 - Academic Assessment Pre-practicum
- _____ PSY 5473 - Social-Emotional Assessment
- _____ PSY 6931 - Social-Emotional Assessment Pre-practicum
- _____ PSY 6853 - Supervision & Consultation in Psychology
- _____ PSY 6931 - Supervision & Consultation Pre-Practicum
- _____ PSY 6703 - Direct Behavior Interventions
- _____ PSY 6931 - Direct Behavior Interventions Pre-Practicum

The following courses must be completed prior to internship placement:

- _____ PSY 6673 – Therapeutic Interventions for Children and Adolescents
- _____ PSY 6673 – Therapeutic Interventions Pre-Practicum
- _____ PSY 5554 – Theory & Practice of Counseling
- _____ PSY 6233 – Preschool and Low Incidence Assessment
- _____ PSY 5923 - Practicum
- _____ Clinical Skills Day (Case Study)

Signature

Date

Attachment D

PRACTICUM AND INTERNSHIP GOALS AND OBJECTIVES STATEMENT

Briefly describe below your goals in undertaking this internship or practicum experience.

(Refer to Appendix I for a sample of a completed Goals and Objectives Statement.)

1.

2.

3.

Practicum Student/Intern

Date

University Practicum and Internship Coordinator

Date

Attachment E

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 Practicum and Internship Handbook, the Field Training & 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:

Signature

Date

Address

City, State, Zip

Cell Phone

Work Phone

Attachment F

**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
DIRECT SERVICES			
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			
INDIRECT SERVICES			
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			
50.4 - Service Delivery Preparation			
50.5 - Other			
60 Indirect Service Meetings			

Attachments

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 _____

Attachment G

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

Competence in Practice (cont.)

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 _____

Date _____

Field Supervisor Signature _____

Date _____

University Supervisor _____

Date _____

Attachment H TWU Dept. of Psychology & 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
DIRECT SERVICES												
10 Consultation												
10.1 - Parent/Family												
10.2 - School Personnel												
10.3 - Other Professional												
10.4 - Multiple Consultees												
Subtotal Consultation												
20 Assessment/Interventions												
20.1 - Direct Observation												
20.2 - Evaluation: Standardized												
20.3 - Evaluation: Informal												
20.4 - Individual-Based Interv												
20.5 - Group-Based Interv												
Subtotal Direct Svcs												
30 Direct Service Meeting												
30.1 - Pre-referral												
30.2 - Assessment & Classification												
30.3 - Case confs & Follow-up												
30.4 - Misc, unaccounted												
Subtotal Meetings												
INDIRECT SERVICES												
40 Professional Development												
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												
Subtotal Prof Dev												
50 Document/Research												
50.1 - Logs												
50.2 - Scoring/Report Writing												
50.3 - Research												
50.4 - Service Delivery Prep												
50.5 - Other												
Subtotal Docum/Research												
60 Indirect Service Meetings												
60.1 - Administrative												
60.2 - Miscellaneous, unaccounted												
Subtotal Indirect Serv Meet												
70 Travel / Miscellaneous												
70.1 - Travel												
70.2 - Miscellaneous												
Subtotal Travel/Miscell												
Daily Total												
Cumulative Total												

Field Supervisor: _____ Date: _____

Attachment I

**TWU Dept. of Psychology & 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
DIRECT SERVICES															
10 Consultation															
10.1 - Parent/Family															
10.2 - School Personnel															
10.3 - Other Professional															
10.4 - Multiple Consultees															
Subtotal Consultation															
20 Assessment/Interventions															
20.1 - Direct Observation															
20.2 - Evaluation: Standardized															
20.3 - Evaluation: Informal															
20.4 - Individual-Based Interv															
20.5 - Group-Based Interv															
Subtotal Direct Svcs															
30 Direct Service Meeting															
30.1 - Pre-referral															
30.2 - Assess. & Classification															
30.3 - Case confs & Follow-up															
30.4 - Misc, unaccounted															
Subtotal Meetings															
INDIRECT SERVICES															
40 Professional Development															
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															
Subtotal Prof Dev															
50 Document/Research															
50.1 - Logs															
50.2 - Scoring/Report Writing															
50.3 - Research															
50.4 - Service Delivery Prep															
50.5 - Other															
Subtotal Docum/Research															
60 Indirect Service Meetings															
60.1 - Administrative															
60.2 - Micellaneous, unaccounted															
Subtotal Indirect Serv Meet															
70 Travel / Miscellaneous															
70.1 - Travel															
70.2 - Miscellaneous															
Subtotal Travel/Miscell															
Daily Total															
Cumulative Total															

Field Supervisor: _____ Date: _____

Attachment J

**TWU Dept. of Psychology & Philosophy
PRACTICUM/INTERNSHIP SUMMARY FORM**

End of Semester
Fall / Spring / SSI / SSII 20__

For use in PSY 5923, PSY 6923, PSY 6933

Course # _____ Title _____

Student _____ ID# _____

I. Placement Information

Site: _____ Supervisor: _____
School, Agency, Institution Name

II. Clientele

Age (Range) _____ Number of Clients _____ Total Hours _____

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					
Interview						Parent Consultation					
Observation						Staff Training					
Assessment						Parent Training					
Written Report						Group Counseling					
Case Management						Indiv. Counseling					
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					
Interview						Parent Consultation					
Observation						Staff Training					
Assessment						Parent Training					

Attachments

Written Report						Group Counseling					
Case Management						Indiv. Counseling					
I.E.P. Meeting						Other:					

V. Summary Evaluation of Performance

____ Not Acceptable. Student remediation needs include: _____

____ Acceptable. Goals for future practice or supervision include: _____

Intern Signature _____ Date _____

Field Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date _____

APPENDIX I

POLICY STATEMENT ON IMPAIRMENT, INCOMPETENCE, AND ETHICAL MISCONDUCT

I have read and fully comprehend the student dismissal policy.

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 practitioner-scientist 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 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 II

SAMPLE

INTERNSHIP GOALS AND OBJECTIVES STATEMENT

Briefly describe below your goals in undertaking this internship or practicum experience.

1. To gain an understanding and working knowledge of the role/function of a school psychologist in the Hopeful ISD:
 - a. I will become familiar with Hopeful ISD's policies and procedures.
 - i. I will read the Service Plans for Special Education.
 - ii. I will read the Service Plans for students 'At Risk.'
 - b. I will utilize Hopeful ISD's team members and staff to gain knowledge of polices and procedures.
2. I will be involved in the Delivery of Services: Evaluation process which focuses on 'At Risk' populations (intellectual/ cognitive; academic; social/emotional; behavioral observation/ classroom performance; adaptive behavior; and sensory/ motor functioning screening).
 - a. This will include involvement with initial special education evaluations, staffings, program reviews, AEP and ARD reviews and meetings.
 - b. This will include involvement in three year reviews, staffings, program reviews, IEP and ARD reviews and meetings, and multidisciplinary interaction and experiences.
 - c. The evaluation process experiences will include opportunities for teacher interview, parent interview, review of curricular materials and student work samples, and classroom observation.
3. I will be involved in Direct Services: Intervention by providing services such as collaboration and problem-solving consultation to students, teachers, and parents; behavioral intervention; and individual and group counseling.
 - a. I will become more knowledgeable about collaboration techniques and strategies.
 - i. I will encourage and support the use of collaboration between special education and regular education staff.
 - ii. Specifically, I will be a resource to Janet Caring, counselor, and Vern Helper, At Risk coordinator.
 - iii. I will encourage the use of pre-referral intervention activities.

- b. I will increase my knowledge and skills in behavior management techniques.
4. I will encourage and assist teachers in developing behavior management plans through consultation to promote alternatives to special education placement for children and to maintain children in the least restrictive environment.
5. I will collaborate with teachers to develop and implement behavior management plans with (at least three) students.
6. I will work with parents, and If appropriate. assist with developing home-school contingency contracts (goal of at least one home-school contingency contract).
 - a. I will become more competent in providing counseling and developing objectives for students to meet their individual needs.
 - i. I will learn about different community/area agencies and services, and learn to make appropriate referrals to them.
 - ii. I will work with team members (counselor) in developing and providing individual and group intervention services.
 - iii. I will systematically gain more knowledge about children and adolescents; specifically their problems and concerns, effective counseling and intervention techniques.
7. The above delineated activities will be measured by review of service reports, casework, logs of professional experience and contact of appropriate school personnel in conjunction with the internship supervisor. Specific documentation includes:
 - a. Maintenance of regular (weekly) contact with supervisor(s) in the Hopeful Public Schools.
 - b. Maintaining monthly service reports.
 - c. Completing a Log of Professional Experiences, **which** will reviewed and verified on a monthly basis by the on-site internship supervisor and forwarded to the university supervisor.
 - d. Maintaining /regularly updating the Professional Experience checklist so that the array of Direct Services can be easily surveyed so that a comprehensive training experience can be developed.
 - e. Reviewing the PSY 6933 Training and Evaluation Plan as a guide for role and function and in anticipation of the Mid Year and End Of Year Formal Evaluations which utilize this form.

8. I will further develop my interpersonal and communication skills.
 - a. Specifically, I will work to develop and maintain a positive working relationship with my team members, and other I.S.D. colleagues.
 - b. I will develop a working relationship with teachers and principals in order to more effective in my role in the schools.
 - c. I will develop skills in conflict resolution, active listening, and "teaming."
9. I will develop and use my organizational strategies to become more efficient in my role as a school psychologist.
 - a. I will develop and use record keeping methods to organize my time efficiently, and encourage timely assessments. and report writing.
 - b. I will develop a useful resource file system.
 - c. I will accumulate reference material to facilitate information sharing with principals, teachers, parents, and team members.
10. I will be involved in continuing education and professional development through participation in workshop and inservice presentations.
 - a. I will participate in Hopeful I.S.D. professional staff meetings and staff development programs.
 - b. I will demonstrate state level involvement in professional development and networking (the Texas Association for School Psychologists).
 - c. I will explore the benefits (professional service professional development, professional information network, professional political) of national level professional affiliation.

Practicum Student/Intern

Date

University Practicum and Internship Coordinator

Date

Appendix III

TWU Dept. of Psychology & Philosophy

PRACTICUM/INTERNSHIP LOG OF PROFESSIONAL EXPERIENCE INSTRUCTIONAL GUIDE^{1, 2, 3}

This instructional guide defines each of the categories used to document your work during practicum and internship.

DIRECT SERVICES

10.x CONSULTATION

Consultation refers to "problem solving" meetings with parents or professional staff. It is indirect service provision where the focus is on the child or adolescent. Meetings may include problem Identification, problem analysis, plan identification, and/or plan evaluation.

NOTE: Please code the consultation according to the person you consider the primary consultee (parent, teacher, principal, psychologist, etc.). There are, of course, often multiple personnel present at consultations. Please code your primary contact (or consultee). Consultation meetings may be formal (organized, pre-arranged meeting) or informal (catching a teacher or staff member in the hall) and may take place in a number of settings (home, school, and clinic).

Category	Description
10.1 PARENT FAMILY	Consultation that is focused on the child, and the parent or family member is the primary contact. Meetings may take place in the home, at school (and may include the child's teacher) or in a clinic setting. Parent Interview is recorded here.
10.2 SCHOOL PERSONNEL	Consultation where either teachers or professional staff who work directly with the child/adolescent are the primary consultee. Consultation with administrators and/or program directors are also coded here. Teacher Interview is recorded here
10.3 OTHER PROFESSIONAL	Consultation where primary contact is a person other than parent or school personnel or professional staff member (i.e., Physician, Community-Based Psychologist, Social Worker). Time spent consulting with a peer or peers about a specific case or issue should also be coded here.
10.4 MULTIPLE CONSULTEES	Consultation where there are two Consultees (e.g., parent and teacher) or more.

20.x ASSESSMENT / INTERVENTIONS

All services provided directly to the client/child with an identified need. Activities where you are working one on one, or in small groups with the person(s) who is/are in the focus of intervention.

Category	Description
20.1 DIRECT OBSERVATION	Code all direct systematic observations related to a specific referral. This may take place at home, at school, or be in a clinic setting.
20.2 EVALUATION: STANDARDIZED	The administration of standardized instruments such as the <u>WISC-III</u> , <u>Woodcock-Johnson III</u> , and any intellectual, social-emotional or academic assessments is coded here.
20.3 EVALUATION: INFORMAL	Any assessment of a client that has not utilized a standardized instrument is coded here. Informal assessment refers to all assessments using criterion-referenced or curriculum-referenced material as well as Informal Reading Inventories (e.g. CBM).
20.4 INDIVIDUAL- BASED INTERVENTION	Time spent working one on one with a client or a specific referral, and any time spent directly involved in the implementation of a behavioral or academic intervention is coded here. Included are individual/family counseling, parent training where the focus is with a single family and teaching parenting skills, and child counseling.
20.5 GROUP-BASED INTERVENTION	Time spent working with small groups or classes of clients teaching a specific skill or addressing a specific issue are coded here. Such groups/classes would include parent training and social skill training groups or divorce and grieving support groups.
20.6 MISCELLANEOUS, UNACCOUNTED	Direct services not accounted for in any of the above categories.

30.x DIRECT SERVICE MEETINGS

Meetings to be coded here are all organized, predetermined meetings that take place at a practicum or internship site or that are related to Practicum or internship cases and clients.

Category	Description
----------	-------------

30.1 PRE-REFERRAL	Meetings where school personnel or professional staff discuss strategies to address a specific problem and a specific client or child (i.e. Teacher Assistance Team, Child Study Team).
30.2 ASSESSMENT AND CLASSIFICATION	Code here all meetings regarding the assessment and placement of children/adolescents (i.e. ARD, D & E). Also include all meetings designed to update professional staff on case and/or client status (Follow-Up or Case Progress Meetings, Staffings).
30.3 CASE CONFERENCES & FOLLOW UP	Include here support services, team meetings, triage, follow-up, coordination, progress monitoring.
30.4 MISCELLANEOUS, UNACCOUNTED	All meetings not specified above that are related to your practicum or internship setting dealing with direct services.

INDIRECT SERVICES

40.x PROFESSIONAL DEVELOPMENT

All activities related to professional growth and development.

Category	Description
40.1 DIRECT SUPERVISION	All Individual and small group supervision related to personal training issues should be coded here. Activities in this category would include Practicum and Internship supervision and Practicum class (case discussions).
40.2 TRAINING IN-SERVICE WORKSHOPS, CONFERENCES	Code here all meetings, conventions and workshops for professional growth (i.e. NASP, APA, TASP, TPA or DFW RASP Meetings), Practicum or Internship meetings as well as Individual skill development and training other than individual supervision.
40.3 ORIENTATION TO SCHOOL SETTING & ORGANIZATION	Orientation to school setting and organization includes meetings with Personnel Department regarding employment conditions and benefits, observation in regular, special and alternative education settings to become familiar with school district services, or meetings designed to orient the new employee.
40.4 ORIENTATION TO OTHER CHILD CARE AND COMMUNITY SERVICES	Orientation to other child care and community services includes educative or orientation meetings with and/or observations in community child care or social service agencies, e.g. Child Protective Services, Homeless shelters for families, drug and alcohol abuse services, in-patient child and adolescent facilities.

40.5
STUDY NEW
METHODS OF
INTERVENTION &
CONSULTATION

Study new methods of intervention and consultation includes time spent researching, reading or observing new methods or techniques of counseling, behavior management, instructional remediation, or consultation.

50.x DOCUMENTATION/RESEARCH

"Documentation" refers to all formal and informal recording of internship/practicum activities such as assessment reports, case notes, progress reports, and site, practicum and internship logs. "Research" is related to all activities having to do with a specific project. Only those individual therapy cases taken and/or intervention plans designed for the expressed purpose of an organized project are recorded here.

Category	Description
50.1 LOGS	Record here all time spent documenting your daily activities for placement site, consortium, or practicum class.
50.2 SCORING & REPORT Writing	Under <u>scoring</u> document all time spent completing any assessment protocol (i.e. intelligence, achievement, behavior checklist). Activities done to complete protocols may include scoring, recording additional behavioral observations, completing identifying information and checking accuracy. Under <u>report writing</u> document all time spent compiling and editing written information regarding a client, such as assessment reports, case notes, and progress reports.
50.3 RESEARCH	All activities related to organized research. Research activities may include reviewing literature, data collection, computer documentation, analysis, design/formulation, professional readings, assigned or case-related library work.
50.4 PREPARATION FOR SERVICE DELIVERY	Preparation is defined as work done prior to a formal assessment, consultation, meeting, or intervention. Tasks in this category may include reviewing records, developing interventions, or reviewing assessment materials.
50.5 OTHER	All other miscellaneous paper work not related to any of the previous categories should be coded here.

60.x INDIRECT SERVICE MEETINGS

Category	Description
60.1 ADMINISTRATIVE	Meetings with Administrators and/or staff to receive update information, review weekly activities/service provision, etc. (i.e. Faculty/Staff Meetings, School Board, School Psychology meetings). Also included in this category are all orientation-type activities and meetings.
60.2 MISCELLANEOUS, UNACCOUNTED	All meetings not specified above that are related to your practicum or internship setting related to indirect services.

70.x MISCELLANEOUS / TRAVEL

70.1 TRAVEL	All travel related to district and internship activities (e.g. travel between buildings).
70.2 MISCELLANEOUS UNACCOUNTED	Record here activities not accounted for in the previous categories as well as tasks specific to your practicum or internship site such as supervising lunch or recess, attending field trips, other group activities or school programs.

¹Adapted from the Psychological Services Log Manual, Nebraska Internship Consortium

²Also adapted from Internship/Practicum log, School Psychology Program, Iowa State University with approval from D. Reschly, Director

³ Also adapted from the Internship in School Psychology Handbook, University of Wisconsin: Eau Claire, Department of Psychology.