Specialist in School Psychology Program

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

Student Handbook

School Psychology Program Committee

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Program Resources

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Information about the Program

I.   Overview of the Specialist in School Psychology Program

  A. Introduction to the Program

Texas Woman's University (TWU) offers the Specialist in School Psychology (SSP) Program. The Department of Psychology and Philosophy is in the College of Arts and Sciences at TWU. Organizationally, the department has a Chair and Program Directors that oversee the functioning of the programs within the department – Specialist in School Psychology, Doctorate in School Psychology, Master's in Counseling Psychology, Doctorate in Counseling Psychology, and the Master's in Psychological Science. Both Doctorate programs are accredited by the American Psychological Association. There is also a Program Director for the large undergraduate psychology program.

The Specialist in School Psychology (SSP) program will be attractive to persons with an undergraduate degree in psychology or a related field. It is a National Association of School Psychologists (NASP) approved school psychology program. The program is structured to prepare graduates to meet the licensure requirements of the Texas State Board of Examiners of Psychology (TSBEP) for the Licensed Specialist in School Psychology (LSSP). Graduates also are eligible to become Nationally Certified School Psychologists (NCSP) through NASP. Graduates also meet the requirements for school psychology licensure/certification in other states. The program is a 65 semester hour, three-year (minimum) post-baccalaureate degree program.

  B. Goals and Objectives

The SSP program reflects the following goals and objectives:

- To develop an understanding of the school culture in American society.
- To develop the appropriate attitudes and skills that will enable the graduate to assume responsibilities as a school psychologist.
- To be able to demonstrate knowledge of professional resource materials and techniques in school psychology with students, faculty, administration, and with families in the larger population.
- To prepare students in skills required in direct client services (e.g., diagnostic assessment and evaluation skills, therapeutic and intervention techniques, and competencies in the application of learning principles, with diverse students, families, and faculty.
- To develop indirect service skills with emphasis on competencies of individuals and systems or organizational analyses and consultation, diagnostic team leadership, instructional design, and parent training.

- To develop and demonstrate research skills appropriate to the demands of professional placement. Also engage in professional practice as both a producer and consumer of relevant research.
- To demonstrate a commitment and responsibility for one's own growth and learning during and following formal graduate study.
- To demonstrate in practicum and internship placement the acquisition of direct and indirect service skills and the integration of philosophy into practice.

C. Alignment with TWU Mission

The SSP program aligns with the Mission of the university: "Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity. Texas Woman's University inspires excellence and a pioneering spirit."

D. Theoretical Orientation

The SSP program at TWU embraces a practitioner-scientist model of training in which practice, research, and theory are considered integrated components. The emphasis is on developing competencies necessary for functioning in the applied setting of the public schools. 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.

Biopsychosocial Perspective: 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.

Problem-Solving Framework: 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 SSP program assumes that the functions of a school psychologist involve primarily service-oriented problem-solving, 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 SSP 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 and community environment.

The goal of the SSP program is 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 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 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 or majority opinion by the SPPC.

E. Professional Standards

The SSP program is firmly based on professionally recognized core areas of psychology, education, and professional practice as recommended by the National Association of School Psychologists (NASP). 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 classes and applied in practica and internship. Any violation of professional standards will be reviewed by the School Psychology Program Committee and can result in consequences such as a remediation plan or immediate dismissal from the program. See Appendix II for the NASP ethics and professional practice standards.

F. Policy / Guidelines on Social Media

School psychology students are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these standards extend beyond one's professional roles, including conduct in public settings and forums. Given the pervasive use of social media, it is important to be sensitive to these standards when engaged in online behavior.

Posting on a social networking site (e.g., Facebook, TikTok, Instagram), a professional networking site (e.g., LinkedIn), a publicly viewed narrative (e.g., blogging, vlogging), or even sending an email should be done with awareness of the limited privacy associated with these media. It is recommended that students assume that nothing is private when using social networking and remember that once posted on the Internet, comments, pictures, opinions and other communication can easily become public and, in some cases, are permanently accessible. Care should be taken when posting, as clients, other students, faculty, and potential employers can be exposed to such content through searching, forwarding, "tagging," or simply by word-of-mouth. This is true even when accounts are set to "private."

Some forms of unprofessional online behavior would include posting inappropriate pictures, escalating problem situations, making insensitive or disrespectful comments about specific others (e.g., clients, other students, faculty, supervisors, etc.) and/or groups of others (e.g., those from a different culture, religion, etc.). In the event that a student engages in unprofessional conduct online, the conduct will be addressed by the Program Director and the School Psychology Program Committee and can lead to a remediation plan or immediate dismissal from the program.

G. University Policies

All TWU students are expected to be familiar with university policies regarding their behaviors on campus.

Student Code of Conduct	https://servicecenter.twu.edu/TDClient/KB/?CategoryID=4608
Academic Integrity	https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=24426
Alcohol and Drug Policy	https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=24726
Hazing Policy	https://twu.edu/student-life-office/hazing/
ADA policy	https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=40228

TWU Face Covering Policy: Because we are a "Campus with a Heart," we require wearing a mask over the nose and mouth in public spaces such as hallways, classrooms, instructional areas, and other common areas to protect fellow students, staff and faculty members. In classrooms, faculty have the right to deny a student entry into the room if the student is not wearing a face covering or to ask the student to leave if she/he removes it during class. Exceptions will be made only if students have an approved and documented disability accommodation. Students needing accommodations should contact the Office of Disability Services for Students (https://twu.edu/disability-services/).

Disability Support Policy Statement: Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please contact me via email/phone or during office hours, so that we may privately discuss options. To establish reasonable accommodations, please register with Disability Services for Students (DSS). After registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. *DSS contact information:* Disability Services (https://twu.edu/disability-services/); dss@twu.edu; 940-898-3835; CFO Ste. 106

Title IX: Students who may need academic accommodations due to pregnancy (including termination of pregnancy, childbirth, and lactation) are encouraged to complete the Title IX Pregnancy Accommodation form (https://twu.edu/pregnancy-accommodation-form/) to coordinate your academic needs.

Academic Integrity: Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is in Section 5 as part of the TWU Student Code of Conduct (http://www.twu.edu/student-handbook). For details on avoiding plagiarism, review Plagiarism (http://libguides.twu.edu/c.php?g=270163&p=1803990) from The Library.

H. Program Description

General Description: The SSP program is designed to prepare highly qualified, entry-level school psychologists to work with children, families, and other professionals in public school settings. The school psychologist draws on skills from both psychology and education for the purpose of promoting healthy academic, cognitive, social, and emotional development and is expected to have appreciation for human diversity and respect for person with whom the school psychologist will interact. The school psychologist is concerned with enhancing teacher

effectiveness, creating a positive classroom environment for children, and influencing educational practices within the school setting.

Training Goals & Models: The overarching goal of the SSP program is to train entry-level school psychologists (LSSPs) who can professionally and effectively apply school psychology practices across a preventative three-tier model of service delivery. Program graduates are expected to attain entry-level competencies consistent with the NASP Practice Model.

Coursework for students in the SSP Program addresses (to varying degrees) each of the Domains of School Psychology Training and Practice (2010) as outlined in Standard II of the NASP Practice Model. Evaluations associated with each course assess student knowledge to ensure that students attain the professional skills needed to deliver effective services for children in schools.

The following matrix demonstrates how each course required in the SSP program addresses the NASP Domains of School Psychology Training and Practice.

NASP Domain	TWU SSP Course
2.1 Data-Based Decision-Making and Accountability	PSY 5423 Cognitive Assessment PSY 5463 Academic Assessment PSY 5473 Social/Emotional Assessment PSY 6233 Preschool Assessment
2.2 Consultation and Collaboration	PSY 6853 Supervision & Consultation in Psychology
2.3 Interventions and Instructional Support to Develop Academic Skills	PSY 5533 Evidence Based Interventions: Academic PSY 6104 Cognitive & Emotion
2.4 Interventions and Mental Health Services to Develop Social and Life Skills	PSY 5554 Theory & Practice of Counseling & Psychotherapy
2.5 School-Wide Practices to Promote Learning	PSY 6703 Direct Behavior Interventions w/ Practicum (*PSY 6931*)
2.6 Preventive and Responsive Services	PSY 6673 Therapeutic and Crisis Interventions for Children & Adolescents
2.7 Family-School Collaboration Services	PSY 6853 Supervision & Consultation in Psychology
2.8 Diversity in Development and Learning	PSY 6253 Autism Spectrum Disorders PSY 6423 Psychopathology & Exceptionalities in Childhood & Adolescence PSY 6773 Advanced Multicultural Psychology
2.9 Research and Program Evaluation	PSY 5304 Advanced Psychological Statistics I
2.10 Legal, Ethical, and Professional Practice	PSY 5803 Introduction to School Psychology w/ Practicum (*PSY 6931*) PSY 5853 Seminar in School Psychology
Practicum & Internship	PSY 5923 Supervised Practicum – two semester in public schools, covers many of the skills required for practice as a school psychologist PSY 6933 Internship – the culminating experience covers all the NASP Domains of School Psychology Training and Practice

I. Student Demographics

The SSP program aims to admit approximately 10-12 students per year. Attrition rates for students matriculated in the SSP programs have been approximately 10-20%; however, this number includes students that have been accepted into the doctoral School Psychology program (e.g., approximately 1-2 students each year) prior to completing the SSP program. Minority enrollment is approximately 28% of the total enrollment in the SSP program. Fewer than 2% of the students are male. The age distribution of graduate students in the SSP program typically ranges from ages 22 to 50.

J.   Completion Requirements

Specialist-level students are required to take a minimum of 65 semester hours, including the full-time academic year internship. Full-time students are expected to complete a minimum of 18 semester hours over one calendar year and complete the SSP degree in three years. Students who elect to attend part-time have no more than six years to complete the program.

Continuous registration is required for all students in the SSP 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.

K. Faculty

The core faculty for the Specialist in School Psychology program is either state licensed and/or nationally certified as psychologists or school psychologists. The following faculty are assigned to the school psychology program:

- **Samuel Kim**, Ph.D., Assistant Professor and Program Director. Research interests: bullying prevention, self-efficacy, assessment, and Korean American mental health.
- **Julie Herbstrith**, Ph.D., Associate Professor and PhD Program Director. Research interests: advancing the current understanding of prejudice and microaggressions directed at people who are lesbian, gay, bisexual, transgender, queer, or other (LGBTQ+) and discrimination in school settings.
- **Wendi Johnson**, Ph.D., Associate Professor. Research interests: use of video self-modeling in the classroom to affect behavioral, emotional, and developmental concerns; exploration of mothers in academia.
- **Denise Maricle**, Ph.D., Professor. Research interests: school neuropsychology; neuropsychological assessment with children; executive functioning and working memory in children; and cognitive assessment.
- **Ronald Palomares-Fernandez**, Ph.D., Associate Professor. Research interests: strengths of military children and how these strengths can be developed in non-military populations; use of telepsychology in the delivery of psychological services; and political advocacy processes that positively impact children and schools.

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. Other psychology faculty who routinely teach required courses for the SSP program:

- **Lisa Rosen**, Ph.D., Associate Professor
- **Danica Harris**, Ph.D., Clinical Assistant Professor

L. 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: TWU awards academic scholarships to graduate students ($2500 per year, renewable for three years). Students who are awarded a scholarship of $1000 or more may qualify for tuition at the Texas-resident rate. 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. The following scholarships are open to graduate students:

- TWU Graduate Student Scholarship GM - $2,500
  https://twu.academicworks.com/opportunities/1725
- TWU Part Time Graduate Student Scholarship - $1000
  https://twu.academicworks.com/opportunities/7447
- TWU International Student Scholarship GM - $1,000
  https://twu.academicworks.com/opportunities/11100
- Allsup-Lane Graduate Scholarship - $1000
  https://twu.academicworks.com/opportunities/10959
- Brian W. Campbell Memorial Fund for Research in Gay and Lesbian Studies (Psychology and Philosophy) – Varies
  https://twu.academicworks.com/opportunities/10824
- Dr. Daniel C. Miller Graduate Scholarship Fund - $1,200
  https://twu.academicworks.com/opportunities/10857
- Mary Bryan & Tom C. Reitch Scholarship - Current Graduate Students - $1,500
  https://twu.academicworks.com/opportunities/10119
- Mary Bryan & Tom C. Reitch Scholarship - New Graduate Students - $1,500
  https://twu.academicworks.com/opportunities/10419

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. 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 from the Dean of the Graduate School.

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

   K. Licensure and Certification

The SSP program at TWU prepares students for licensure by the Texas State Board of Examiners of Psychologists (TSBEP) as a Licensed Specialist in School Psychology and for certification as a Nationally Certified School Psychologist (NCSP) through NASP.

Licensure: requires meeting the requirements of the TSBEP. In addition to the degree in School Psychology, students seeking licensure must pass a national exam for licensure: the National School Psychology Examination (PRAXIS II) for licensure as a Licensed Specialist in School Psychology (LSSP).

TSBEP rules and regulations are updated frequently and can be located on the TSBEP website. It is the responsibility of the professional to remain informed of these changes. TSBEP has set rigid deadlines and guidelines, and students should review licensing information carefully in order to be well prepared for the licensure process. The most up to date information on licensing is found on the TSBEP website at **http://www.tsbep.state.tx.us/** or you may contact TSBEP at:

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Texas State Board of Examiners of Psychologists
333 Guadalupe, Suite 2-450
Austin, TX 78701
512-305-7700

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Certification: The National Association of School Psychologists (NASP) offers the Nationally Certified School Psychologist (NCSP) credential. Students are expected to apply for and receive the NCSP after completing the program. All students are required to take and pass the NCSP examination during internship. To obtain certification as a NCSP, you must have your credentials reviewed by the NCSP Board (administered by NASP). 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. Application information may be found at: **http://www.nasponline.org/** or obtained from:

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National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
301-657-0270

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II.   Degree Requirements

A. Grade Standards

Grade Requirements: Students in the SSP program must maintain a grade point average of 3.0 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.

If you find yourself falling behind, it is best to contact your instructor or advisor as soon as possible. The University provides a number of academic support services. These include tutoring in a variety of subject areas, assistance for writing and disability support. For more information visit: www.twu.edu/writesite or www.twu.edu/dss.

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. 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 the coursework by the end of the semester/term. Examples of extenuating circumstances include incapacitating illness that 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 SSP Program, new students are assigned an advisor by the School Psychology Program Committee (SPPC). The SPPC and the advisor assist in the planning of the student's program of studies at TWU. 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 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. It is also 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. Full-time Program Sequence

Prior to registering for the first semester of coursework, students should access the *Schedule of Classes* from the TWU website. Courses to be offered are identified and registration procedures are outlined. A sequence of courses for the full-time Specialist program is available below. The sequence of courses is based on a full-time course load of 10-13 hours per semester and 6-9 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. Only a few courses are offered more than once a year. It is important to plan ahead.

Full-Time Program Curriculum

YEAR 1

Fall (11 credits)	**Spring** (10 credits)	**Summer** (9 credits)
PSY 5803/6931 Introduction to School Psychology / Practicum in Applied Psychology PSY 5423 Cognitive Assessment PSY 6444 Theory/Practice of Counseling	PSY 6703/6931 Direct Behavioral Interventions and Practicum in Applied Psychology PSY 5463 Academic Assessment PSY 6773 Advanced Multi-cultural Psychology	PSY 5473 Social Emotional Assessment of Children PSY 6423 Psychopathology and Exceptionalities of Childhood and Adolescence PSY 6233 Preschool Assessment
	Apply for Practicum Site	

YEAR 2

Fall (10 credits)	**Spring** (13 credits)	**Summer** (6 credits)
PSY 5923 Supervised Practicum: School I PSY 6853 Supervision and Consultation Psychology PSY 6104 Cognition and Emotion	PSY 5923 Supervised Practicum: School II PSY 5304 Advanced Psychological Statistics I PSY 5533 Evidence-Based Interventions: Academic PSY 6673 Therapeutic and Crisis Interventions for Children and Adolescents	PSY 5853 Seminar in School Psychology PSY 6253 Autism Spectrum Disorders
	Clinical Skills *Apply for Internships*	

YEAR 3

Fall (3 credits)	**Spring** (3 credits)	
PSY 6933 Internship	PSY 6933 Internship	
Take PRAXIS Exam *Behavior Intervention*	*Apply for License & NCSP* *Academic Intervention*	*May Graduation*

TOTAL CREDITS: 65

D. <u>Part-time Program Sequence</u>

Students who elect to attend part-time will take longer to complete the degree. It is important to follow the sequence of courses and to meet with your advisor on a regular basis. Depending on the sequence, you may be required to take additional 50-hour practica (PSY 6931).

Suggested Part-Time Program Curriculum

YEAR 1		
Fall (7 credits)	**Spring** (6 credits)	**Summer** (3 credits)
PSY 5803/6931 Introduction to School Psychology / Practicum in Applied Psychology PSY 5423 Cognitive Assessment	PSY 5463 Academic Assessment PSY 6773 Advanced Multi-cultural Psychology	PSY 6423 Psychopathology and Exceptionalities of Childhood and Adolescence

YEAR 2		
Fall (8 credits)	**Spring** (7 credits)	**Summer** (6 credits)
PSY 6444 Theory/Practice of Counseling PSY 6104 Cognition and Emotion	PSY 6703/6931 Direct Behavioral Interventions and Practicum in Applied Psychology PSY 6673 Therapeutic and Crisis Interventions for Children and Adolescents	PSY 5473 Social Emotional Assessment of Children

YEAR 3		
Fall (3 credits)	**Spring** (7 credits)	**Summer** (6 credits)
PSY 6853 Supervision and Consultation	PSY 5563 Evidence-Based Interventions: Academic PSY 5304 Advanced Statistics I	PSY 6253 Autism Spectrum Disorders PSY 6233 Preschool & Low-Incidence Assessment
	Apply for Practicum Site	

YEAR 4		
Fall (3 credits)	**Spring** (3 credits)	**Summer** (3 credits)
PSY 5923 Supervised Practicum: School I	PSY 5923 Supervised Practicum: School II	PSY 5853 Seminar in School Psychology
	Clinical Skills *Apply for Internship*	

YEAR 5		
Fall (3 credits)	**Spring** (3 credits)	
PSY 6933 Internship	PSY 6933 Internship	
Take PRAXIS Exam *Behavior Intervention*	*Apply for License & NCSP* *Academic Intervention*	*May Graduation*

TOTAL CREDITS: 65

E. Research and Scholarship

With a practitioner/scientist orientation, the SSP program emphasizes learning the skills needed to perform the duties of a school psychologist at the specialist level. Students have course work in assessment, interventions, and consultation. A thesis is not required; however, most courses give opportunities for students to become discriminating consumers of research. Students are required to write research papers and give presentations on research they have conducted. In some courses, they are encouraged to share their findings with other candidates, students, teachers, and parents.

F. Registration

If you are a full-time SSP student, there is little flexibility in when you can take classes. Consult the online *Schedule of Classes* on the TWU Website each semester. An updated list of changes will be available in the Psychology Office and is usually posted on the School Psychology Canvas site.

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 on the *TWU Website.* Some courses, including 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*. Early registration is strongly advised to ensure that classes will be offered. If you need a class that is full, see your advisor.

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.

G. North Texas Federation

Graduate students may 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-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.

H. 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.

I. Time Limitations & Leave of Absences

The Graduate School requires that all graduate coursework towards a SSP degree be completed within 6 years. Any coursework older than 6 years may not count towards the SSP degree, as per the graduate school policy (https://catalog.twu.edu/graduate/graduate-school/general-requirements-regulations-masters-degrees/).

SSP students may take a leave of absence by informing their advisor and program director, which is then forwarded to the SPPC and the Graduate School. It is the student's responsibility to check-in with their advisor and program director at the beginning of each semester (January, June, and August) on their status of their absence and intention to return in writing (e.g., email). Once the student is prepared to return to the program, the student is required to notify the advisor and program director at least 30 days (excluding TWU holidays and breaks) prior to the start of the intended semester in writing. Without doing so may result in starting the following semester. As per the graduate school policy (https://catalog.twu.edu/graduate/graduate-school/admission-graduate-school/), students have a limit of 2 years total for a leave of absence (including the last semester of enrollment), after which point, the student will be dismissed from the program and will need to reapply in order to regain admittance to the Specialist program. Additionally, if the student enrolls in another institution during that leave of absence period, the student will be dismissed and need to reapply in order to regain admittance to the Specialist program.

It should be noted that a leave of absence does not stop the 6 year requirement for graduate courses counting towards the Specialist degree.

J. Previous Graduate Coursework

Students in the SSP 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 other such types of learning experiences. The SPPC and the Graduate School also do <u>not</u> 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 TWU website) 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 SSP 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 supporting the waiver of these courses must be attached.

Approved options for using previous Course work to waive TWU assessment courses:

- 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.

- 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.

- 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.

- 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.

K. 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 (see Attachment A, p.
49). 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 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.

L. One-hour Practicum Field Experiences

SSP students participate in practicum experiences as early as the first full semester of
coursework. Two courses (Introduction to School Psychology and Direct Behavioral
Interventions) have one-hour practicum field experiences as requirements. Part-time students
may be required to take a one-hour practicum course with the Supervision/ Consultation at the
discretion of the instructor. All practicum field experiences are supervised by the course
instructor. Students are expected to spend approximately 50 clock hours completing each one-
hour practicum.

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 are designed to gradually introduce and develop component skills in
interviewing, assessment, intervention, counseling, consultation, and team functioning. Each
practicum is carefully designed to teach needed skills. After such practicum experiences, SSP
students participate in an integrated practicum that has as its goal the implementation of a
coordinated set of school psychological services.

M. School-Based Practica and Internship

Specialist in School Psychology students are required to complete two three-credit hours (450-
600 clock hours) of practicum followed by 1200 clock hours of internship. Information on the
Practicum and Internship can be found in this handbook beginning on page 26. 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.

   N.   Diploma/Graduation

Graduation is a very exciting time for all students and a timeline must be followed to make sure there are no unforeseen problems. The TWU website lists the steps required to make sure you will graduate on time with your cohort when you have completed your internship. Instructions can be found at https://twu.edu/registrar/graduation-and-commencement/ and you should check the site frequently beginning no later than September of your internship year. To ensure that you have completed all the steps. You must ensure each of the following is complete to graduate on time:

- Degree plan
    - Review Degree Completion requirements at: https://www.twu.edu/gradschool/degree-completion/
- Apply for graduation through Pioneer Portal by the deadline date (see https://twu.edu/registrar/graduation-and-commencement/application-for-graduation/) and pay required graduation application fee.
    - Verify online application for graduation indicates correct degree (SSP) and correct major (School Psychology).
- Ensure all official transcripts reflecting transfer work from other institutions attended are received by the Office of Admissions Processing.
- Ensure that all grades of Incomplete (I) have been updated with a standard grade (A, B, C, D, F), and that no grade of Incomplete (I) is assigned during final term.
- Clear any financial and academic holds. (Review holds in Pioneer Portal.)
- If participating in the commencement ceremony, order regalia (cap and gown, etc.) and announcements through the TWU Bookstore.
    - 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 year to year.
- If participating in the commencement ceremony, review https://twu.edu/registrar/graduation-and-commencement/ frequently for updates on requirements, commencement ceremony information, ticket information, and more.
- Check TWU e-mail frequently for graduation and commencement alerts

Note: there is a charge to replace a previously issued diploma. Information may be obtained from the University Registrar.

O. <u>Dismissal from the Program</u>

A student may be expelled by the SPPC from the Specialist in School Psychology program for any of the following reasons:

- ethical or legal violations
- academic failure (previously defined under grade requirements)
- professional incompetence or negligence
- not being enrolled for four or more terms
- enrolling at another institution during any absence from the program

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 is 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 online. 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 College of Arts and Sciences, 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

Enrollments for independent and individual study courses must have the written approval of the instructor and the departmental chairperson or dean prior to registration. 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.

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 full workload.

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

Competent practice as a school psychologist requires the integration of knowledge and professional skills across domains. Students are required to undertake evaluations of their learning outcomes throughout their training. The purposes of these evaluations include providing formative assessment and feedback as well as evaluating program effectiveness. Faculty members assume the responsibility for placing highly trained professionals in the field. Annual evaluations of student progress provide an important opportunity to give students constructive feedback and to identify early problems that may require an individualized remediation plan. Student progress is assessed each year by the SPPC through a variety of evaluation procedures.

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, students 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 can be found on page 49.

B. Clinical Skills Evaluation Process

The professional practice clinical skills evaluation is intended to provide an evaluation of the student's skill in applied practice. It provides direct observation of each student's skills in assessment and intervention by the School Psychology program faculty. The professional practice clinical skills evaluation at the specialist level encompasses two elements: assessment and intervention.

Assessment
Each specialist student will submit a comprehensive assessment case. **The assessment case must be complete at the time of submission (i.e., all testing as well as final report).** Students will submit digital documentation (video) of the psychological assessment process (e.g., interviews and test administration). A thorough psychological assessment includes, at a minimum, measurement of cognitive, academic, and social-emotional factors. Along with the digital assessment documentation, the student should include (a) a psychological report, (b) all

protocols, (c) supporting documentation such as parental consent, and (d) videos of administration.

Protocols are reviewed for scoring accuracy and digital test administrations are reviewed for administration accuracy by one of the school psychology faculty. If a concern arises regarding the student's scoring accuracy or administration proficiency, a second school psychology faculty member will review the materials. In this situation, the entire school psychology faculty is then presented with the information and the recommendations of the two reviewers as to whether the student should be allowed to proceed to the case presentation.

Intervention
Each SSP student should submit a comprehensive intervention report that includes pre-intervention baseline data, mode of intervention, plan or record of intervention (goals and process), and post-intervention outcome data including evidence of effect on student. The expectation is that the intervention will be finished (pre-baseline completed, a minimum of 6-8 data points collected, and post-intervention data attained) at time of submission. Only maintenance data collected after submission of the intervention report can be reported as additional data during the case presentation. Interventions may be conducted to influence issues of an academic, behavioral, or emotional nature.

These materials are all due at the same time (at least 10 working days prior to the scheduled clinical skills examination or by the published/announced deadline). The materials must be submitted to the Clinical Skills Coordinator by the published deadline. Five copies (one for each evaluator) of the assessment report and intervention report should be submitted. **The student's clinical skills presentation will be scheduled only if all materials are received by the deadline.**

The Clinical Skills Forum will typically be scheduled in mid-April in the Spring semester prior to internship. **No clinical skills presentations will be scheduled in the summer sessions.** During the forum, students will conduct a summary presentation of all components. Students enrolled in Practicum will prepare their cases and papers under the direction and supervision of the University practicum instructor.

Evaluative criteria include clarity of written and oral expression; competency in collaborative, empirically-based assessment, intervention, and consultation; sensitivity to and respect for cultural and individual differences; competency in scientific problem solving; competency in ethical professional conduct; competency in recognizing the influence of the family, school and community on the child or adolescent; and competency in serving the best interests of children. See pages 53 and 57 for copies of the rubrics of evaluative criteria used in the Clinical Skills Forum. The SPPC will negotiate a remediation plan with any student who fails to meet criteria. *Failure of clinical skills may result in the student not being approved to begin internship as scheduled.*

The clinical skills evaluation is considered completed and passed only after the student has completed all of the required elements (beyond the oral presentation), which include any recommended revisions to the assessment or intervention report; follow-up meetings with

parents, clients, or teachers regarding the results of the assessment and/or intervention; and completion of the appropriate paperwork by the determined deadline.

   C. <u>National School Psychology Examination</u>

During the internship year, all students are required to take and pass the National School Psychology Examination (NCSP or Praxis examination). Students are required to submit a complete copy of their Exam scores to the Specialist Program Director. Following graduation students will be eligible to apply for NCSP certification and for licensure as a Licensed Specialist in School Psychology in Texas.

   D. <u>Certification of Completion of the SSP Degree</u>

Certification of completion for the SSP degree requires **all** 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 65 hours);
5. Successful completion of the 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.

   E. <u>Licensing</u>

The requirements for licensure as a specialist in school psychology are set forth in Board rule 463.9 of the Texas Board of Examiners of Psychologists:

- Requires completion of a training program in school psychology approved/accredited by the American Psychological Association or the National Association of School Psychologists, or a graduate degree in psychology with specified course work.
- Requires a formal internship of at least 1200 hours, of which 600 must be in a public school.
- Requires passage of the Praxis School Psychology Examination.
- Requires passage of the Jurisprudence Examination.

It took an average of 25 days for agency staff to process the various types of applications for licensure in fiscal year 2018.

V.   Professional Development

A. Professional Involvement and Scholarship Activities

SSP students are required to complete a Professional Involvement component before the Final
Certification of Final Examination is signed by the Chairperson of the Department and the SPPC.
This form certifies to the Graduate School that the student has successfully completed all
requirements and is a candidate for graduation, earning the Specialist degree. Students should
give documents indicating their participation in and completion of these activities to their
advisor. Students are encouraged to keep copies of these forms.

- **Professional Involvement.** Choose one or more of the following activities and perform
  to criteria.
    - Participate actively in a professional organization (local, regional, state, national).
    - Provide pro bono assistance to a community mental health agency.
    - Participate actively in graduate student governance (e.g., Ethics Committee,
      Graduate Council, and Executive Committee of the School Psychology Graduate
      Student Organization).
    - Edit a regularly published student newsletter or other special interest
      communication.
    - Submit articles for a student or professional newsletter, e.g., the NASP
      Communique, or A.P.A. Division 16 Newsletter.
    - Log 36 clock hours in approved Continuing Professional Development activities
      over three years.

- **Scholarly Activities.**   Choose one or more of the following activities and perform to
  criteria.
    - Be an active member of a research team on campus.
    - Present an in-service training for teachers or other school personnel.
    - Present a workshop for a professional community, agency, or organization.
    - Present a scholarly paper or poster at a professional conference.
    - Present a workshop for parents, adolescents, or young children.
    - Produce a creative product that will benefit school psychologists or children with
      special needs.

B. Student Organization

SSP students are encouraged to join the School Psychology Graduate Student Organization
(SPGSO). It is a great way to develop connections with the cohorts above and below yours.
Incoming students are assigned mentors to help them navigate their first year on campus and
social events are planned for each semester. The SPGSO is very active on campus and within
the community. For example, during the 2018-2019 school year, they:

- Held a School Psychology Awareness week that introduced school psychology to over 300 undergraduate students with class presentations and a relaxation or self-care day;
- Participated in over 15 professional development activities;
- Collected 1415 cans for the TWU foodbank and Denton Community Food Bank;
- Participated in various community service opportunities, including Trunk or Treat, Ramp Build, and Feast in the Streets;
- Collected personal care items for the homeless shelter in Dallas; and
- Made Valentine's Day cards for residents of a senior living facility.

In previous years, students in the SPGSO have conducted food drives, book drives, and school supply drives for students affected by hurricanes and other natural disasters.

Members of SPGSO have also taken the lead in providing continuing education for area school psychologists, many of whom have supervised SSP students. Recent presentations have included Childhood Trauma; Working with Youth Survivors of Sexual Assault; the BASC-3 with Cecil Reynolds, Ph.D.; and Sex Trafficking. These programs have been well received by professionals in the field. In 2018, the SPGSO was recognized at the National Association School Psychology Conference for their work to promote school psychology.

Practicum and Internship

I.   Overview

A. Training Emphases

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

- 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, two course-based practica (50 hours each), two school-based supervised practica (225-300 hours each) 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.

- 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:

- Apply knowledge and techniques, including assessment, counseling, and consultation, to provide direct interventions to children and youth, their parents, teachers, administrators, and other professionals.

- 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.

- 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.

- Demonstrate an orientation as a facilitator/planner in identifying the social agencies and systems that provide for the mental health and educational needs of the varying individual systems within the service area.

- 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 SSP program complete Clinical Skills in the same semester as their second required Supervised Practicum. Deviation from this schedule requires approval from the SPPC.

All students must successfully pass Clinical Skills prior to starting internship.

II.   Practicum and Internship Guidelines

A. Practica

The integrated Practica are completed during the Fall and Spring semesters of the full-time student's second calendar year of the SSP program. 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 then integrated in a full-service model under field and faculty supervision in the supervised practica. By the end of the practica 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 in the fall and spring semesters of their second year in the full-time program.

School-based practica must be scheduled in advance (See page 31 for steps in arranging a practicum site).

B. Internship

The Internship in School Psychology is that part of the training program that provides the intern with a full-time school psychologist position that 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, and successful completion of the Clinical Skills Evaluation process. 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. Interns register for 6 credit hours of PSY 6933 Internship in Psychology, 3 credit hours in each semester (Fall and Spring).

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).

University Practicum and Internship Coordinator (UPIC)

The University Practicum and Internship Coordinator 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 on the School Psychology Canvas site. The UPIC is also responsible for reviewing and revising this Handbook in conjunction with the SPPC on an annual basis. Other responsibilities of the UPIC include:

- Arrange all practicum and internship plans with a school district or agency for submission to the SPPC for approval.
- Plan and implement the practicum and internship site selection and arrangements following SPPC approval.
    - Negotiate contracts for each practicum and internship and submit them to the SPPC for approval.
    - Negotiate the remunerative plans between the intern and the agency and present them to the SPPC for approval.
    - Nominate candidates to be on-site supervisors for approval by the SPPC.
- 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.
- 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 is a LSSP or NCSP, holds a faculty position in the Department of Psychology and Philosophy, and limits 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 practicum students and their Field Supervisors. The Director of the SSP program serves as the US for interns. The responsibilities of the US include the following:

- Review the practicum and intern student's work with the student, the field supervisor, and other appropriate persons in the school district or agency.

- Arrange for practicum and internship site visits. This includes arranging for two formal evaluations, the Mid-point and End-point Formal Evaluations.

- 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.

Refer to the Practicum and Internship Evaluation Forms (Attachments E, page 59, for practicum and Attachment F, page 63, for interns).

- Coordinate with the student and the field supervisor to ensure a meaningful practicum or internship experience.

- 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.

- Respond appropriately if questions of professional ethics arise, and, if necessary, to seek the advice of the SPPC.

Field Supervisor (FS)

The Field Supervisor (FS) is the on-site supervising school psychologist. The FS holds a license as a LSSP and is designated by the Texas State Board of Examiners of Psychologist as having enough experience to provide supervision. The FS is expected to fulfill the following responsibilities:

- Coordinate the practicum and internship program with the school administrators, or agency directors, and University Supervisor.

- Provide a comprehensive orientation for the practicum or intern student at the beginning of the practicum or internship experience.

- 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:
  - o Regular review of casework through direct observation and/or video or audio tapes;
  - o At least weekly review of the Log of Professional Experience, verifying experience by signature, and countersigning any written records.

- 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;

- Participate in and complete two formal evaluations of the student's progress: the Mid-point and End-point Formal Evaluations. Discuss student's progress with the University Supervisor as needed.

Specific Objectives of Field Supervisors

Objectives for the field supervisor may be summarized as follows:

- To provide a broad overview of school organization, including school policies, and the various specialties employed by schools.
- To provide orientation to the variety of school services subsumed under departments such as Special Education Services, Pupil Personnel Services, and/or Child Study Services, as these services relate to school organization and to the community at large.
- To provide understanding of special school, agency, and community services.
- To foster the student's skills in working with school staff.
- 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.
- To facilitate the student's understanding of his or her role as a school psychologist.
- To provide an opportunity for the student to refine skills in psychoeducational/ behavioral assessment within a multidisciplinary context.
- 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.
- To enhance report-writing skills, including creation of meaningful recommendations, effective educational plans, and effective follow-up procedures.
- To encourage the student in the use of a team approach when working with parents and school personnel.
- To provide opportunities for the student to enhance their skills in home/school collaboration.
- To model and encourage professional ethics in the conduct and practice of school psychology.
- To foster the student's understanding of district procedures, department practices, time management, and timeliness in meeting deadlines.

D. <u>Steps in Arranging Practica and Internships</u>

Prior to beginning a practicum (including 50-hour class-based practica), students must receive approval from the TWU Office of Clinical Practices website to complete the requirements for placement.

- First, complete the application form, which must be signed by the student and the university supervisor.
- Next, print and complete your first choice district's criminal background requirements. You may list a second choice district on the TWU application but do not do the second choice background requirements (for the protection of your sensitive data). Background forms are available on <u>GoogleDrive</u>.

- TWU has set up a system for students to apply online for practicum and internship experiences. The steps for applying can be found on the following document:
  - https://docs.google.com/document/d/1oyW2S2Nbu_8Keevy5rRILhfsWKuCxx9zAl6NFzna4Rg/edit
  - Students need to click on "Application for Practice-Based Experience" and follow the instructions.
    - Students will need to create a free TK20 account, regardless of already having a paid account.
  - The application type (towards the end of the "how to" instructions) for practicum is "TWU Student Application for Field-based Experiences."

- All submissions must be obtained by TWU's posted deadline to obtain placement. Please allow 6-8 weeks from receipt of completed paperwork for placements to be obtained, recorded, and details emailed to student and professor. Check the website for final deadlines (typically early September for the Fall semester and January for the Spring semester.

In addition to obtaining approval from the TWU Office of Clinical Practices, the 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 Application Form (Attachment H) and submit it to the Practicum and Internship Coordinator who submits it to the SPPC for approval.

   a. *Fall practicum* application forms must be submitted by **February 15 of the preceding spring**.

   b. *Spring practicum* application forms must be submitted by **September 15 of the preceding fall**.

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

2. Once the student has received SPPC approval to proceed with practicum or internship planning, the student should meet with the UPIC to explore placement opportunities. A current list of possible sites is available on the School Psychology Program Canvas site. This Handbook should be studied as it contains Practicum and Internship guidelines and procedures, sample contracts, evaluation forms, and log forms. This should be done one year in advance.

3. The student will select a site or sites and apply. Some sites will invite the student for a formal interview. 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 on the School Psychology Canvas site and the student is free to begin negotiating a School Psychology Internship Agreement (Attachment K) in consultation with the UPIC. If the site is not pre-approved, then SPPC approval procedures must be followed before the student may 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 J). A Practicum or Internship Field Training and Evaluation Plan will be presented to the SPPC for approval by the UPIC at the first available SPPC meeting. The student may be invited to attend this SPPC meeting if further clarification is needed. The committee will approve, recommend modifications, or disapprove of the plan. The student will be notified by the UPIC. The UPIC signs the Practicum or Internship Agreement after the SPPC approval is obtained and sends copies of the fully signed documents to all parties.

5. The Practicum or Internship Field Training and Evaluation Plan becomes the basis to evaluate logs given twice each semester by the student to the University Supervisor and along with the student's goals statement, 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.

8. University Supervisors will maintain regular contact with the practicum and intern students. Practicum students meet for 3 hours weekly with the University Supervisor. Internship students within 100 miles of the university will have one site visit per semester by their internship supervisor to share experiences and information. Additionally, all interns are expected to maintain communication as needed with their University Supervisor.

9. In the judgment of the field and university supervisors, if the practicum or internship experience is grossly deficient and the job description monitoring agreement is not being fulfilled as promised by the mid-semester evaluation, the student may be required to do one or more of the following: (1) complete course work or research in the area of weakness; (2) complete a supervised practicum in the area of weakness; (3) complete workshops in the area of weakness; or (4) be dismissed from the site. The decision will be made by consensus of the student, coordinator, the field supervisor, and the SPPC. Once a decision has been reached, a time period will be specified for successful completion of the requirement, at which time the SPPC will review the results with the student, field supervisor, and coordinator.

10. If improvement is not reported by the Field Supervisor after the student has completed all recommendations for remediation of weaknesses, the SPPC, UPIC, US and FS will consult and make further recommendations. In the unlikely event that the practicum or internship agency is not fulfilling its contractual agreements, the student will not be penalized for these organizational difficulties. Alternative placements will be considered.

11. If a student finds that the practicum or internship site is not fulfilling training needs, the US and UPIC should be contacted concerning termination. This should be done only in circumstances that are considered not in the best interest for the student's development. Examples might include the following: (1) restricted training opportunities, (2) ethical or criminal improprieties, or (3) a serious mismatch of personal goals to agency requirements. Attempts at remediation will be negotiated with field supervisors and pursued first. If problems continue despite remediation efforts, the student and practicum or internship coordinator may petition the SPPC committee to terminate the contract and, if approved, begin negotiations with another agency.

12. Practicum students will enroll in PSY 5923 Practicum in Psychology for three credit hours during each 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. Steps in Arranging 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 Internship Application Form (Attachment I) and submit it to the Practicum and Internship Coordinator who submits it to the SPPC for approval.

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

b. 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 internship highlighted;** (2) a preliminary goals and objectives statement; and (3) documentation of the completion of the required prerequisites (i.e., approved degree plan).

2. Once the student has received SPPC approval to proceed with 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 Canvas site. This Handbook should be studied as it contains Internship guidelines and procedures, sample contracts, evaluation forms, and log forms. This should be done one year in advance.

3. The student will select a site or sites and apply. Some sites will invite the student for a formal interview. 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 on the School Psychology Canvas site and the student is free to begin negotiating a School Psychology Internship Agreement (Attachment L) in consultation with the UPIC. 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, 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 K). The Internship Field Training and Evaluation Plan will be presented to the SPPC for approval by the 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 Internship Agreement after the SPPC approval is obtained and sends copies of the fully signed documents to all parties.

5. The Internship Field Training and Evaluation Plan becomes the basis to evaluate logs given twice each year by the student to the University Supervisor and along with the student's goals statement, the guiding document for planning and implementing internship activities.

6. During the internship, a minimum of two visits to local sites will be made by the UPIC or US. 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 the end of each semester. 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 end-of-semester 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. Evaluation forms will be required from each supervisor during at the end of each semester.

8. University Supervisors will maintain regular contact with intern students. Interns within 100 miles of the university will have one site visit per semester by their internship supervisor to share experiences and information. Interns will meet with the University Supervisor on a monthly basis – either in person on campus or by telephone to discuss their progress at their site. Once a semester, interns will present intervention cases to their cohort. 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 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 research in the area of weakness; (2) complete workshops in the area of weakness; or (3) 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 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 internship site is not fulfilling training needs, the US and UPIC should be contacted. 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. 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.

F. 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. 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. The following questions are suggested for practicum and internship interviews:

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.?

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? (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?

G. 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 geographical area?

3. Provide the University 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. Expectations for interns

- Stipends - Most students 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 varies considerably 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.
- Benefits - School Districts normally provide opportunities to purchase group medical insurance, retirement funds, sick days, personal business days, and other options.
- 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.

6. You must inform the University Practicum and Internship Coordinator of the practicum or internship offer that you wish to accept as soon as possible, then provide the following information:

- Name of Supervisor
- Address of practicum or internship setting
- Stipend of internship
- Beginning and Ending Dates of practicum or internship

- Description of activities (Goals Statement, and Field Training and Evaluation Plan)

7. 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.

H. Practicum and Internship Structure

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

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

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

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

   1. Prior to the beginning of the practicum or internship it is the responsibility of the participating field supervisor to present the following:
      i. A brief vita of training and experience, and
      ii. 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.

I. 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.

For interns, field based internship supervisors shall provide at least **two hours** 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

A. 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 (See Appendix II) and the American Psychological Association. Likewise, as a representative of the University, the student always has an obligation to perform at the highest level of functioning.

If you choose to describe your professional status and activities on social media (e.g., Facebook or LinkedIn), you should indicate that you are a graduate student in the Texas Woman's University School Psychology training program. You should not describe practicum or internship activities, specific skills in which you are trained, or titles that may be assigned to you at placements outside of the program. Any descriptions of that sort could be misconstrued and could unintentionally misrepresent your professional qualifications. Also, please remember that you cannot discuss your interactions with students, teachers, families, or other individuals.

B. Log

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 (Attachment N).

C. Psychological Evaluation Procedures.

The student will use a wide variety of assessment instruments and procedures to evaluate:

- Intellectual functioning
- Academic skills
- Psychomotor developmental patterns and skills
- Social/emotional functioning
- Direct observations of behavior
- Behaviors
- Adaptive behaviors
- Developmental levels
- Cultural and ethnic diversity

D. 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.

E. 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.

F. Attendance.

The student is expected to attend all class meetings as noted on the syllabus for the practicum or internship. Failure to do so is considered unprofessional and may affect the student's successful completion of the practicum or internship.

IV.   Student Activities

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

Practicum students should have the opportunity to experience the following:

A. Orientation to the School Setting: General Overview

- Classroom observations (special education and regular education classroom)
- Professional teacher programs and meetings
- Administrator-staff meetings
- In-service training
- Meetings of special services personnel (eligibility committees, screening committees)
- IEP Committee (ARD) meetings
- School Board meetings
- PTA meetings
- Regional Education Agency meetings

B. Orientation to Other Student Services

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

C. Diverse Referral Concerns

1. Opportunities to receive and work with a variety of referral questions (for example, class placement, retention, admission or exclusion, learning/behavior problems, identification of gifted/talented).

2. Opportunities to provide services to children and youth from a wide age range, with a variety of presenting problems or needs, and from different cultural and ethnic backgrounds.

D. Orientation to Classroom/School Operation

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

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

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

F. Research/Professional Development

1. Apply research skills for problem solving and knowledge acquisition.
2. Show evidence of professional growth and responsibility through involvement in professional associations and organizations.

V.   Formal Evaluation

Evaluation of the practicum and internship student will be a joint effort between the university practicum and internship coordinator, and the university and field supervisors. Performance will be based on comprehensiveness of activities/services, on effectiveness in relating to clientele (school staff, students, parents, etc.), performing the general responsibilities of the role, and on professional conduct as a school psychologist. At the end of each semester the field supervisor will complete a written evaluation of the student's performance using the evaluation form. Regular contact will be maintained between the University Supervisor and Field Supervisor as frequently as necessary. See page 48 for evaluation forms.

While on internship, interns are required to conduct at least two Comprehensive Case Studies, one for a primarily emotional/behavioral concern and the other for a primarily academic concern. Interns present one case to the faculty and other interns at the end of the fall semester and a second case at the end of the spring semester. See page 69 for the scoring rubric.

VI.   Contracts

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 the Attachment on page 77 of the Internship Handbook for a sample Student Goals and Objectives 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 (Attachment F) is signed and dated by the student, US, and FS.

Attachments: Evaluation Forms

ANNUAL STUDENT EVALUATION FORM

Student: _____   Evaluator: _____

Course: _____   Date: _____

Scholarship					
Scholarship					
Student Uses APA style competently in writing research reports	Little to no errors noted in the use of APA style 5	Novel errors noted in assignments and reports 4	Some errors present with response to corrections evident 3	Significant errors noted with response to corrections evident 2	Student is repeatedly reminded of errors with little improvement 1	NA
Student demonstrates competence in research design and techniques appropriate to their level of training	Student is able to independently develop research design and conduct complicated analyses 5	Student is able to conceptualize ideas, and identify specific means of assessing outcomes 4	Student is able to conceptualize study and identify general means of assessing outcomes 3	Student demonstrates knowledge of basic statistical procedures 2	Student demonstrates no knowledge is basic statistical procedures 1	NA
Student actively engages in research (research team participation, scholarly presentations/ publications)	Has submitted or published scholarly research 5	Student has made presentations at professional conferences 4	Student has been an active participant on a research team 3	Student has expressed interest in research team activities 2	No engagement in research activities 1	NA
Practice					
Student can complete assessments and written reports, and communicate findings in the areas appropriate to their level of training	Excellent or Outstanding level of Competence 5	Very Competent 4	Minimally Acceptable/ Adequate Performance 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	NA
Student can use diagnostic data to design appropriate interventions in the areas relevant to their level of training	Excellent or Outstanding level of Competence 5	Very Competent 4	Minimally Acceptable/ Adequate Performance 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	NA
Student has acquired skills in the delivery of interventions appropriate to their level of training	Excellent or Outstanding level of Competence 5	Very Competent 4	Minimally Acceptable/ Adequate Performance 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	NA
Students demonstrate sensitivity to issues of diversity in assessment, intervention, and the conduct of research	Excellent or Outstanding level of Competence 5	Very Competent 4	Minimally Acceptable/ Adequate Performance 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	NA

Student uses empirical research to inform their practice of psychology	Excellent or Outstanding level of Competence 5	Very Competent 4	Minimally Acceptable/ Adequate Performance 3	Somewhat below expected competency level 2	Significantly below expected competency level 1	NA
Professional Conduct						
PUNCTUALITY: for class and appointments	Always attends and punctual. 5	Attends and punctual most of the time. 4	Missed or late occasionally (< 10%) 3	Misses or is late 10-20% of the time. 2	Misses or is late excessively. 1	NA
RESPECT FOR OTHERS: Tact, courtesy, and consideration of others.	Always tactful, courteous, and considerate of others. 5	Generally tactful, courteous, and considerate of others. 4	Evidenced some lapses in these areas. 3	Evidenced several problems in this area. 2	These behaviors are consistently absent in the student's behavior. 1	NA
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	NA
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	NA
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	NA
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	NA
INTERPERSONAL SKILLS: Gets along well with others, good collaborative skills.	Excels at interpersonal skills. 5	Above average in interpersonal skills. 4	Average in interpersonal skills; semi-reserved and private. 3	Generally keeps to him/herself and may have some conflicts with others. 2	Interpersonal skills are poor. Other students show discomfort with the students. 1	NA
ETHICAL BEHAVIOR: honest, trustworthiness, integrity, confidentiality	Demonstrates the highest levels of ethical behavior 5	Demonstrates above average ethical behaviors. 4	Demonstrates average ethical behaviors. 3	Evidences some lapses in ethical behaviors. 2	Demonstrates some serious lapses in ethical behaviors. 1	NA

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Competence in Research						
Student demonstrates competence in the critical review and evaluation of psychological and educational research/literature.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Student demonstrates basic knowledge and skill in research design, data analysis, and methods of multiple forms of technology.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Student actively engages in research and the dissemination of the results of their research to the professional and broader community suing APA style competently.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Competence in Practice						
Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to assessment.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to direct intervention	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to indirect intervention	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Student demonstrates conceptual understanding and appropriate application of theory and research pertinent to supervision.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Students will acquire and demonstrate competence in direct and indirect service provision in assessment.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Students will acquire and demonstrate competence in direct and indirect service provision in direct intervention.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	

Students will acquire and demonstrate competence in direct and indirect service provision in indirect intervention.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Students will acquire and demonstrate competence in direct and indirect service provision in indirect supervision	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Integration of Research, Practice, Professional Identity, and Conduct						
Student will demonstrate an integrative knowledge of educational and psychological foundations that translate into effective practice.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Student will be able to access, evaluate, and apply relevant evidenced-based practice in specific areas of intervention, assessment and supervision.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	
Student will demonstrate the ability to integrate professional identity and ethical behavior.	Excellent or Outstanding Level of Competence	Very Competent	Competent for Level of Training	Somewhat Below Expected Level of Competency	Significantly Below Expected Level of Competency	NA
	5	4	3	2	1	

Comment

Professional Identity and Conduct Average Score _____

Competence in Research Average Score _____

Competence in Practice Average Score _____

Integration Average Score _____

Total Score _____/4 = _____ (Overall Student Score)

Attachment B

CLINICAL SKILLS SCORING RUBRIC

Date: _____   Rater Name: _____
Student Name: _____   Average
                                       Score:

Written and Oral Presentation of Intervention

<u>Written Intervention Plan</u>

(1). Problem Identification {NASP Domain 2.1}: The behavior, problem, or academic deficit was operationally defined and/or clearly defined problems with testable hypotheses are stated in the intervention report or oral presentation

        1   2   3   4   5   N/O

(2). Problem Analysis {NASP Domains 2.1}: Multiple sources of data have been applied which converge into testable questions/hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, self-report. If applicable a Functional Behavior Analysis was conducted.

        1   2   3   4   5   N/O

(3) Baseline Data {NASP Domain 2.1}: Baseline data for the behavior/skill deficit was gathered to measure frequency, intensity, or duration of the behavior/skill deficit. Baseline was established using sufficient data.

        1   2   3   4   5   N/O

(4) Intervention {NASP Domains 2.3 or 2.4, 2.5}: Intervention was described in detail, is linked to observable, measurable goal(s) and is evidence-based. Intervention reflects sensitivity to individual differences (ethnicity, culture, language), resources, classroom practices and other system issues.

        1   2   3   4   5   N/O

(5) Progress Monitoring of Intervention {NASP Domain 2.1}: Progress data collected and graphed. The data collection method and progress monitoring method was practical and appropriate to the intervention. Integrity of the intervention and the progress monitoring was addressed.

        1   2   3   4   5   N/O

(6) Recommendations {NASP Domain 2.1}: Response to intervention data was used to inform problem-solving and decision making (e.g. appropriate conclusions have been drawn), Data was used to inform further problem solving and decision making (continuation of intervention, modification of intervention, maintenance of intervention).

        1   2   3   4   5   N/O

(7) Effective Communication {NASP Domain 2.10}: Written intervention report was comprehensive, organized and free from technical errors (spelling, grammar, punctuation).

        1   2   3   4   5   N/O

(8) Effective communication {NASP Domain 2.10}: The written intervention report clearly expressed the conceptualization and integration of sources of information pertaining to the intervention, data collection, and conclusions (effective change, or reasons for ineffectiveness).

Oral Presentation of Intervention Case
 (9) Professional Disposition {NASP Domain 2.10}: The student presented with a professional appearance and demeanor.

      1   2   3   4   5   N/O

(10) Effective Communication {NASP Domain 2.10}: The student was able to clearly summarize the intervention case and articulately express the information or their ideas verbally. (Explanations of complex ideas in user-friendly language, minimum of fillers/distractors, language free of grammatical errors).

      1   2   3   4   5   N/O

(11) Professional Disposition and Effective Communication {NASP Domain 2.10}: The student was able to respond to questions about the intervention case and defend conclusion about the procedures and conclusions of the intervention paper with a minimum of circularity or defensiveness.

      1   2   3   4   5   N/O

(12) Professional Disposition {NASP Domain 2.10}: The student was able to receive feedback in a thoughtful and reflective manner and handled constructive criticism professionally.

      1   2   3   4   5   N/O

(13) Effective Communication {NASP Domain 2.11}: The student utilized appropriate technology in developing, monitoring, and reporting the intervention case (i.e. graphing programs, word processing programs, or power point programs).

      1   2   3   4   5   N/O

(14) Overall impression of the written intervention paper and oral presentation of the intervention case.

      1   2   3   4   5   N/O

Comments:

Written and Oral Presentation of Assessment Case

Administration and Scoring of Assessment Instruments {NASP Domain 2.1, 2.11}

Quality of test administration and scoring: Assessment tools were administered and scored accurately. Overall score from the Clinical Skills Video Rubric(s): Pass/Fail. [Only 1 rater].

Written Assessment Report

(1) Problem Identification/Reason for Referral {NASP Domain 2.1}: The referral question or reason for referral was adequately described (clear, concise, descriptive, and behavioral) or stated in the report or oral presentation.

    1   2   3   4   5   N/O

(2) Selection of Assessment Procedures {NASP Domains 2.1}: Appropriate assessment tools were chosen based on the referral question, eligibility determination, and student characteristics. Test standardization and norms were respected with any alterations noted. Student displayed adequate knowledge and understanding of the psychometric qualities of the assessment instruments used.

    1   2   3   4   5   N/O

(3) Background Information and Observations {NASP Domains 2.1}: Were relevant, organized, succinct, and descriptive; providing relevant facts and information. A clear statement about the reliability and validity of the assessment results was provided.

    1   2   3   4   5   N/O

(4) Conceptualization of Assessment Results {NASP Domains 2.1}: Assessment results were clearly presented, explained, and integrated. Meaningful explanations of the child's skills, abilities, strengths, and weaknesses were provided. Concepts and results were written in child oriented and parent friendly language.

    1   2   3   4   5   N/O

(5) Conceptualization of Assessment Results {NASP Domains 2.1}: Explanations with words and figures for all statistics used in the report were given. Correct conclusions were drawn from the data. Consistent descriptions/classifications were used and provided.

    1   2   3   4   5   N/O

(6) Diagnostic Conclusions {NASP Domains 2.1, 2.5}: Assessment results were integrated, and appropriate etiological explanations and diagnostic conclusions were identified. The referral concerns were adequately addressed. Appropriate attention was provided to issues of individual, ethnic/cultural, or linguistic differences. Findings are related to academic skills, behavior, or classroom performance.

    1   2   3   4   5   N/O

(7) Recommendations {NASP Domains 2.1}: Recommendations are clearly linked to assessment data and referral concerns. Recommendations are realistic and evidenced-based. Explanations are given for recommendations. Recommendations are related to the child's performance at school or home.

    1   2   3   4   5   N/O

(8) Effective Communication {NASP Domain 2.10}: The written report was comprehensive, organized, and free from technical errors (spelling, grammar, punctuation).

1	2	3	4	5	N/O

Oral Presentation of Assessment Case

(9) Professional Disposition {NASP Domain 2.10}: The student presented with a professional appearance and demeanor.

1	2	3	4	5	N/O

(10) Effective Communication {NASP Domain 2.10}: The student was able to clearly summarize the assessment case and articulately express the information or their ideas verbally. (Explanations of complex ideas are in user-friendly language, minimum of fillers/distractors, language free of grammatical errors).

1	2	3	4	5	N/O

(11) Professional Disposition and Effective Communication: The student was able to respond to questions about the case and defend conclusions about the procedures, case conceptualization, diagnostic conclusions, and recommendations with a minimum of circularity or defensiveness.

1	2	3	4	5	N/O

(12) Professional Disposition: The student was able to receive feedback in a thoughtful and reflective manner and handled constructive criticism professionally.

1	2	3	4	5	N/O

(13) Effective Communication {NASP Domain 2.11}: The student utilized appropriate technology in the assessment process and in reporting the assessment results (i.e. graphing programs, word processing programs, or power point programs).

1	2	3	4	5	N/O

(14) Overall impression of the written assessment report and oral presentation of the assessment case.

1	2	3	4	5	N/O

Comments:

Rating (Legend)

1 = Poor: Fails to meet expectations. Inadequate or poor performance; needs improvement or remediation in knowledge or skill.

2 = Below Expected: Performance is below average in comparison to peers. Has the necessary knowledge but requires direct continuous supervision or modeling in the skill to function effectively. Equivalent to "Novice" level of performance.

3 = Expected: Possesses skills and judgment sufficient to complete the task independently but with supervisory oversight. Equivalent to "Competent" level of performance.

4 = Above Expected: Shows sensitivity, knowledge, judgment, and skill beyond what is normally expected or displayed by peers. Able to perform the task independently with supervisor check-in. Equivalent to "Proficient" level of performance.

5 = Outstanding: Performance is recognizably and decidedly better than most peers. Expert knowledge and skill is exhibited, and student is able to perform task without supervision. Equivalent to "Expert" level of performance.

NO = Not Observed/Not Applicable

Attachment C

CLINICAL SKILLS VIDEO RUBRIC
Test Administration Evaluation

Examiner: _____ Date: _____

Test Given: _____ Grade: Pass / Fail

5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Very Poor

Set up materials and testing environment appropriately (Good position between examiner and examinee; protocol out of sight of examinee).	**5**	**4**	**3**	**2**	**1**
Had all necessary materials readily available.	**5**	**4**	**3**	**2**	**1**
Kept testing materials and other equipment at hand but out of sight when not in use. Did not fumble with subtest materials (e.g. blocks, audiotape) overly much.	**5**	**4**	**3**	**2**	**1**
Put the examinee at ease and made sure the examinee was physically comfortable before beginning the examination and provided closure at the end of the examination for the examinee.	**5**	**4**	**3**	**2**	**1**
Began and ended the test at the proper level (e.g. followed basal, ceiling and reversal rules).	**5**	**4**	**3**	**2**	**1**
Administered the test smoothly (smooth transitions between subtest; no long pauses between items or subtests).	**5**	**4**	**3**	**2**	**1**
Directions and items were given clearly.	**5**	**4**	**3**	**2**	**1**
Gave directions exactly (verbatim), but did not have to read each item directly from the manual	**5**	**4**	**3**	**2**	**1**
During administration, pointed to items and/or examples appropriately	**5**	**4**	**3**	**2**	**1**
Prompted appropriately when required. Used correct prompt format.	**5**	**4**	**3**	**2**	**1**
Queried adequately but did not over query. Used correct query format.	**5**	**4**	**3**	**2**	**1**
Where needed, timed items properly.	**5**	**4**	**3**	**2**	**1**
Adjusted the speed of administration to the temperament of the examinee. Watched for signs of boredom, fatigue, etc., and did something about alleviating the problems	**5**	**4**	**3**	**2**	**1**
Praised the examinee adequately.	**5**	**4**	**3**	**2**	**1**
Recorded responses and scores in an unobtrusive manner.	**5**	**4**	**3**	**2**	**1**
OVERALL RATING OF THE TEST ADMINISTRATION	**5**	**4**	**3**	**2**	**1**

Attachment D

ASSESSMENT SATISFACTION QUESTIONNAIRE

Name _____ Date _____
Relationship to Student Evaluated: _____
Examiner Name: _____
Nature of   Academic   Behavioral   Social/Emotional
Assessment: _____   _____   _____
Please indicate the general reason for seeking the assessment:

_____
_____
_____

Indicate the extent to which you tend to agree or disagree with each statement. There are four possible responses to each of the items in the questionnaire:

1 = Agree   **2 = Somewhat agree**   **3= Somewhat disagree**   **4 = Disagree**

The examiner clearly explained the consent for assessment	**1**	**2**	**3**	**4**
The examiner arrived on time and presented a professional demeanor	**1**	**2**	**3**	**4**
The data-gathering and assessment process was adequately explained	**1**	**2**	**3**	**4**
The examiner seemed knowledgeable about the assessment procedures	**1**	**2**	**3**	**4**
The examiner was prepared with the appropriate materials	**1**	**2**	**3**	**4**
The examiner appeared sensitive to the areas of concern	**1**	**2**	**3**	**4**
The examiner engaged in positive interactions with my child	**1**	**2**	**3**	**4**
I gained knowledge regarding the identified problem or concern	**1**	**2**	**3**	**4**
The examiner presented the results in a clear and understandable format	**1**	**2**	**3**	**4**
I feel better prepared to address the presenting issues as a result of the assessment outcomes	**1**	**2**	**3**	**4**
The report was well-written and accurately described the functioning of my child	**1**	**2**	**3**	**4**
The recommendations were individualized and beneficial in addressing the areas of concern.	**1**	**2**	**3**	**4**
Overall, I believe participating in this assessment will have a positive impact on my child's learning.	**1**	**2**	**3**	**4**
Overall, I am pleased with the evaluation and would be likely to seek similar services in the future.	**1**	**2**	**3**	**4**

Was the report and feedback provided by the examiner beneficial?

What could the examiner have done/said that would have been more helpful?

Texas Woman's University Specialist in School Psychology
Field Supervisor – Practicum Evaluation
Attainment of NASP Domains

Student: _____   Date: _____
Field Supervisor: _____   Site: _____
Circle One: Mid-Semester Review   End of Semester Review

RATING INSTRUCTIONS:
Please complete the following questions regarding the performance and progress of the school psychology practicum student that you are currently supervising. Specifically, please evaluate their level of competency, knowledge, and skill development using the scale below. The items are based on the 2010 NASP standards for graduate education of school psychologists with the addition of professional conduct items.

Key:
1 – Inadequate: practicum student needs additional training
2 – Below Expectations: practicum student needs close supervision
3 – Meets Expectations: average competence, knowledge, and skill development for level of training
4 – Above Average: above average competence, knowledge, and skill development for level of training
5 – Well Developed: exceptional competence, knowledge, and skill development for level of training

---

Performance Area   *Performance Rating*

DATA-BASED DECISION-MAKING & ACCOUNTABILITY						
A. Is knowledgeable of various models & methods of assessment for identifying strengths and needs.	1	2	3	4	5	N/O
B. Demonstrates skills to use psychological and educational assessment strategies	1	2	3	4	5	N/O
C. Effectively applies data results to design, implement, and evaluate response to services	1	2	3	4	5	N/O
D. Is knowledgeable of various models and methods of measuring progress/outcomes	1	2	3	4	5	N/O
NASP DOMAIN 2.1 MEAN: _____						

CONSULTATION AND COLLABORATION						
A. Is knowledgeable of various models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems.	1	2	3	4	5	N/O
B. Communicates opinions and data to all appropriate parties in a supportive, problem-solving fashion	1	2	3	4	5	N/O
C. Demonstrates effective consultation and collaboration skills during design, implementation, and evaluation of services and programs.	1	2	3	4	5	N/O
D. Maintains effective relationships with teacher, parents, administrators, and school personnel.	1	2	3	4	5	N/O

NASP DOMAIN 2.2 MEAN: _____

INTERVENTIONS & MENTAL HEALTH SERVICES TO DEVELOP SOCIAL & LIFE SKILLS						
A. Is knowledgeable of biological, cultural, developmental, and social influences on behavior and mental health	1	2	3	4	5	N/O
B. Is knowledgeable of behavioral and emotional impacts on learning and life skills.	1	2	3	4	5	N/O
C. Is knowledgeable of evidence-based strategies to promote social-emotional functioning and mental health.	1	2	3	4	5	N/O
D. Demonstrates skills to use assessment and data-collection methods.	1	2	3	4	5	N/O
E. Demonstrates skills in the implementation and evaluation of services that support socialization, learning, and mental health.	1	2	3	4	5	N/O

NASP DOMAIN 2.4 MEAN: _____

SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT						
A. Is knowledgeable of the history and foundation of school psychology.	1	2	3	4	5	N/O

B.	Is knowledgeable of ethical, legal, and professional standards.	1	2	3	4	5	N/O
C.	Is knowledgeable of factors related to professional identity and effective practice a LSSP.	1	2	3	4	5	N/O
D.	Demonstrates skills to provide services consistent with ethical, legal, and professional standards.	1	2	3	4	5	N/O
E.	Applies professional work characteristics needed for effective practice as LSSPs (i.e., social justice, respect for human diversity, responsibility, initiative, dependability).	1	2	3	4	5	N/O
F.	Demonstrates professional demeanor (appearance, punctuality, initiative, enthusiasm, dependability, follows school norms)	1	2	3	4	5	N/O
G.	Manages time effectively.	1	2	3	4	5	N/O
H.	Demonstrates awareness of impact on others	1	2	3	4	5	N/O
I.	Demonstrates flexibility and creativity working in the school setting.	1	2	3	4	5	N/O
J.	Demonstrates effective oral and written communication with various audiences. (students, parents, school personnel)	1	2	3	4	5	N/O
K.	Participates in professional development and applies new knowledge (shares professional learning with colleagues).	1	2	3	4	5	N/O
L.	Manages personal stress so that it doesn't interfere with functioning.	1	2	3	4	5	N/O
M.	M. Demonstrates good judgment and common sense.	1	2	3	4	5	N/O
N.	Accepts responsibility for learning and for actions.	1	2	3	4	5	N/O
O.	Is receptive to supervision and promptly applies feedback from supervisors (accepts constructive criticism, uses supervision productively)	1	2	3	4	5	N/O
P.	Exhibits an appropriate level of independence for stage of training.	1	2	3	4	5	N/O

Q.	Demonstrates respect for human diversity.	1	2	3	4	5	N/O
R.	Demonstrates effective communication skills.	1	2	3	4	5	N/O
S.	Demonstrates effective interpersonal relations.	1	2	3	4	5	N/O
T.	Demonstrates ethical responsibility.	1	2	3	4	5	N/O
U.	Demonstrates adaptability.	1	2	3	4	5	N/O
V.	Demonstrates initiative and dependability.	1	2	3	4	5	N/O
	NASP Domain 2.10 MEAN: _____						

General Comments or Suggestions:

_____

_____

_____

_____

_____

_____

_____

_____   _____

Practicum Student   Date

_____   _____

Field Supervisor   Date

_____   _____

University Supervisor   Date

Attachment F
Texas Woman's University Specialist in School Psychology Program
Field Supervisor - Intern Evaluation
Attainment of NASP Domains of Practice

Intern: _____   Date: _____
Supervisor: _____   Site: _____

RATING INSTRUCTIONS:
Please complete the following questions regarding the performance and progress of the school psychology intern that you are currently supervising. Specifically, please evaluate their level of competency, knowledge, and skill development using the scale below. The items are based on the 2010 NASP standards for graduate education of school psychologists with the addition of professional conduct items.

Please note: The school psychology intern should be rated on ALL items. If you have not observed or are unsure about the intern's progress on a specific item or area, please discuss the content with individuals who have worked with the intern and may provide appropriate feedback regarding their performance.

Key:
1 – Inadequate: intern lacks basic competency, knowledge, and skills in this area, despite supervision and feedback
2 – Adequate for beginning intern: below average competence, knowledge, and skill development
3 – Emerging Professional: average competence, knowledge, and skill development
4 – Initial Professional: above average competence, knowledge, and skill development
5 – Professional: very well developed competence, knowledge, and skill development for level of training

Performance Area	Performance Rating				
2.1 DATA-BASED DECISION-MAKING & ACCOUNTABILITY					
A. Is knowledgeable of various models & methods of assessment for identifying strengths and needs.	1	2	3	4	5
B. Demonstrates skills to use psychological and educational assessment strategies.	1	2	3	4	5
C. Effectively applies data results to design, implement, and evaluate response to services	1	2	3	4	5
D. Is knowledgeable of various models and methods of measuring progress/outcomes	1	2	3	4	5
2.2 CONSULTATION & COLLABORATION					

A.	Is knowledgeable of various models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems.	1	2	3	4	5
B.	Communicates opinions and data to all appropriate parties in a supportive, problem-solving fashion.	1	2	3	4	5
C.	Demonstrates effective consultation and collaboration skills during design, implementation, and evaluation of services and programs.	1	2	3	4	5
D.	Maintains effective relationships with teacher, parents, administrators, and school personnel.	1	2	3	4	5
2.3 INTERVENTIONS AND SUPPORT TO DEVELOP ACADEMIC SKILLS						
A.	Is knowledgeable of biological, cultural, and social influences on academic skills.	1	2	3	4	5
B.	Is knowledgeable of evidence-based curricula and instructional strategies.	1	2	3	4	5
C.	Is knowledgeable of human learning, cognitive, and developmental processes.	1	2	3	4	5
D.	Demonstrates skills to use assessment and data-collection methods.	1	2	3	4	5
E.	Demonstrates skills in the implementation and evaluation of services that support cognitive and academic skills.	1	2	3	4	5
2.4 INTERVENTIONS & MENTAL HEALTH SERVICES TO DEVELOP SOCIAL & LIFE SKILLS						
A.	Is knowledgeable of biological, cultural, developmental, and social influences on behavior and mental health.	1	2	3	4	5
B.	Is knowledgeable of behavioral and emotional impacts on learning and life skills.	1	2	3	4	5
C.	Is knowledgeable of evidence-based strategies to promote social-emotional functioning and mental health.	1	2	3	4	5
D.	Demonstrates skills to use assessment and data-collection methods.	1	2	3	4	5
E.	Demonstrates skills in the implementation and evaluation of services that support socialization, learning, and mental health.	1	2	3	4	5
2.5 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING						

A.	Is knowledgeable of school and systems structure, organization, and theory.	1	2	3	4	5
B.	Is knowledgeable of general and special education, technology resources, and evidence-based practices that promote learning and mental health.	1	2	3	4	5
C.	Demonstrates skills to develop and implement practices and strategies to create and maintain effective strategies to create and maintain effective and supportive learning environments.	1	2	3	4	5

2.6 PREVENTIVE AND RESPONSIVE SERVICES

A.	Is knowledgeable of principles and research related to resilience and risk factors in learning and mental health.	1	2	3	4	5
B.	Is knowledgeable of multi-tiered services in schools and communities.	1	2	3	4	5
C.	Demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors.	1	2	3	4	5
D.	Demonstrates skills to effectively implement crisis preparation, response, and recovery.	1	2	3	4	5

2.7 FAMILY-SCHOOL COLLABORATION SERVICES

A.	Is knowledgeable of principles and research related to family systems, strengths, needs, and culture.	1	2	3	4	5
B.	Is knowledgeable of evidence-based strategies to support family influences on children's learning and mental health.	1	2	3	4	5
C.	Is knowledgeable of strategies to develop collaboration between families and schools.	1	2	3	4	5
D.	Demonstrates skills in the planning, implementation, and evaluation of services that respond to culture and context.	1	2	3	4	5
E.	Demonstrates skills in facilitating family and school partnerships.	1	2	3	4	5

F.	Demonstrates skills in facilitating interactions between families, schools, and community agencies for enhancement of academic and social-behavioral outcomes for children.	1	2	3	4	5
G.	Maintains effective relationships with parents/family members.	1	2	3	4	5
2.8 DIVERSITY IN DEVELOPMENT AND LEARNING						
A.	Is knowledgeable of individual differences, abilities, disabilities, and other diverse characteristics.	1	2	3	4	5
B.	Is knowledgeable of research related to diversity factors related to culture, context, and individual role differences.	1	2	3	4	5
C.	Is knowledgeable of evidence-based interventions related to diversity.	1	2	3	4	5
D.	Demonstrates skills in providing effective professional services for students, families, and schools with diverse characteristics, cultures, and backgrounds.	1	2	3	4	5
2.9 RESEARCH & PROGRAM EVALUATION						
A.	Is knowledgeable of research design, statistics, measurement, varied data collection and analysis, and program evaluation techniques.	1	2	3	4	5
B.	Demonstrates skills to evaluate and apply research as a foundation for service delivery.	1	2	3	4	5
2.10 LEGAL, ETHICAL, & PROFESSIONAL PRACTICE						
A.	Is knowledgeable of the history and foundation of school psychology.	1	2	3	4	5
B.	Is knowledgeable of ethical, legal, and professional standards.	1	2	3	4	5
C.	Is knowledgeable of factors related to professional identity and effective practice as school psychologists.	1	2	3	4	5
D.	Demonstrates skills to provide services consistent with ethical, legal, and professional standards.	1	2	3	4	5
E.	Applies professional work characteristics needed for effective practice as school psychologists (i.e., social justice, respect for human diversity, responsibility, initiative, dependability).	1	2	3	4	5

F.	Demonstrates professional demeanor (appearance, punctuality, initiative, enthusiasm, dependability, follows school norms).	1	2	3	4	5
G.	Manages time effectively.	1	2	3	4	5
H.	Demonstrates awareness of impact on others.	1	2	3	4	5
I.	Demonstrates flexibility and creativity working in the school setting.	1	2	3	4	5
J.	Demonstrates effective oral and written communication with various audiences (students, parents, school personnel).	1	2	3	4	5
K.	Participates in professional development and applies new knowledge (shares professional learning with colleagues).	1	2	3	4	5
L.	Manages personal stress so that it doesn't interfere with functioning.	1	2	3	4	5
M.	Demonstrates good judgment and common sense.	1	2	3	4	5
N.	Accepts responsibility for learning and for actions.	1	2	3	4	5
O.	Is receptive to supervision and promptly applies feedback from supervisors (accepts constructive criticism, uses supervision productively).	1	2	3	4	5
P.	Exhibits an appropriate level of independence for stage of training.	1	2	3	4	5
Q.	Demonstrates respect for human diversity.	1	2	3	4	5
R.	Demonstrates effective communication skills.	1	2	3	4	5
S.	Demonstrates effective interpersonal relations.	1	2	3	4	5
T.	Demonstrates ethical responsibility.	1	2	3	4	5
U.	Demonstrates adaptability.	1	2	3	4	5
V.	Demonstrates initiative and dependability.	1	2	3	4	5

General Comments or Suggestions:

_____

_____

_____	_____
Intern	Date
_____	_____

Field Supervisor	Date

University Supervisor	Date

Attachment G

Intern Intervention Rubric

Intern: _____ Date: _____

Intervention Type: ☐ Behavioral   ☐ Academic Reviewer: _____

Section 1: Elements of an Effective Case Study

		Effective	Needs Development
1.1	☐	Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.)	☐ Demographic information is insufficient.
1.2	☐	Assessment, intervention, and/or consultation practices consider unique individual characteristics.	☐ Assessment, intervention, and/or consultation practices consider unique individual characteristics.
1.3	☐	Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process	☐ Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.
1.4	☐	Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	☐ The steps of the problem-solving process are not followed.
1.5	☐	Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	☐ Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	☐	Personal identifying information of the case study subject is redacted from the report.	☐ Personal identifying information is not redacted from the report.
Rating	☐	**EFFECTIVE**	☐ **NEEDS DEVELOPMENT**
Comment:			

Section 2: Problem Identification

		Effective	Needs Development
2.1	☐	Information is gathered from multiple sources (e.g., record review, interview, observation, and testing)	☐ Data are not gathered from multiple sources.
2.2	☐	The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable.	☐ The problem is not operationally defined (e.g., it is reported as a categorical/descriptive cause such as autism, depression, ADHD; or terms such as aggression, anxiety, or hyperactivity.

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2.3	☐ Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.)	☐ Expected performance is not based on an appropriate source for comparison or is not included OR ☐ The difference between actual and expected levels of performance is not explicitly stated.
2.4	☐ Adequate baseline data are graphed to depict the discrepancy between the case's performance relative to an appropriate comparison.	☐ Baseline data are not graphed OR ☐ Baseline data include fewer than three data points. OR ☐ Expected level of performance is not included in the graph (i.e., aim line or goal line).
Rating	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**
Comment:		

Section 3: Problem Analysis

	Effective	Needs Development
3.1	☐ The problem behavior is hypothesized as a skill or performance deficit AND ☐ Data are used to test the hypothesis.	☐ There is no hypothesis regarding skills or performance deficit OR ☐ Data are not used to test the hypothesis.
3.2	☐ Additional hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment.	☐ Multiple hypotheses are not developed OR ☐ Hypotheses are untestable.
3.3	☐ Each hypothesis is stated in observable/measurable terms.	☐ Hypotheses are not stated in observable/measurable terms.
3.4	☐ Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis.	☐ Hypotheses are not tested, or appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	☐ A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s).	☐ A conclusive statement formally describing the cause of the problem is not included OR ☐ Does not lead to a logical intervention.
Rating	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**
Comment:		

Section 4: Intervention

		Effective	Needs Development
4.1	☐	A single evidence-based intervention is implemented and linked to preceding sections.	☐ Intervention is not evidence-based. OR ☐ Intervention is not linked to preceding sections. OR ☐ Multiple interventions are implemented simultaneously.
4.2	☐	Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified.	☐ Acceptability of the intervention by relevant stakeholders is not verified.
4.3	☐	The intervention is replicable: ☐ Intervention components are clearly described (i.e., independent variable) AND ☐ Logistics are reported (e.g., who will implement, setting, duration, and frequency of sessions, etc.).	☐ The intervention is not replicable: ☐ Intervention components are not described (i.e., independent variable) OR ☐ Logistics are missing (e.g., who will implement, setting, duration, and frequency of sessions, etc.).
4.4		Skill or performance goals are: ☐ Described using the same metric as the dependent variables AND ☐ Achievable based on research or other data.	Skill or performance goals are: ☐ Described using a different metric as the dependent variables AND ☐ Not achievable or not linked to research or other data.
4.5	☐	Progress is monitored and graphed for data-based decision making (formative evaluation).	☐ Progress is not monitored. OR ☐ Progress data are not graphed.
4.6		Treatment integrity/fidelity data are: ☐ Collected and reported AND ☐ Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: ☐ Collected and reported OR ☐ Used to describe intervention efficacy.
Rating	☐	**EFFECTIVE**	☐ **NEEDS DEVELOPMENT**
Comment:			

Section 5: Evaluation (Summative)

		Effective	Needs Development
5.1	☐	A single graph is depicted for the target behavior and includes the following elements: ☐ Baseline data AND ☐ Goal/target indicator or aim line AND	☐ A single target behavior is presented on multiple graphs, or relevant graphs are not included. The following components are not included in the graph: ☐ Baseline data OR

	☐ Treatment/progress monitoring data with trend line.	☐ Goal/Target indicator of aim line. OR ☐ Treatment/progress monitoring data with trend line.	
5.2	☐ Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions.	☐ Insufficient data are collected to meaningfully interpret the results of the intervention.	
5.3	☐ Visual analysis of the level, trend, and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective.	☐ Visual or statistical analyses were not used OR ☐ The intervention was ineffective.	
5.4	☐ Strategies for generalizing outcomes to other settings are described.	☐ Strategies for generalizing outcomes to other settings are not described.	
5.5	☐ Strategies for follow-up are developed.	☐ Strategies for follow-up are not developed.	
Rating	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**	
Comment:			

Attachments: Practicum & Internship Forms

Attachment H

TWU Department of Psychology and Philosophy
     School Psychology Program
         PRACTICUM APPLICATION

Name: Insert Name Here
ID#: Insert ID Number Here

Program: Choose an item.

Practicum Experience Being Sought: Choose an item.
     For non-school based practicum, please indicate semester credit hours being
     requested _____
     (1 credit – 50-125 hours, 2 credit - 225-225, 3 credit – 225+ field placement hours)

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

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

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

Address: Insert Full Address Here - include zip code

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

Completed graduate credit hours: Insert total completed graduate hours here

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

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

NOTE: You will need to submit an unofficial copy of your Texas Woman's University graduate transcript to the Practicum and Internship Coordinator.

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

Specialist-Year Long Practicum (PSY 5923)

The following <u>must be completed prior to the practicum placement</u> for specialist students seeking their one year practicum experience. Please indicate date of completion or anticipated date of completion for the following coursework.

Semester/Year PSY 5803 – Introduction to School Psychology
Semester/Year PSY 6931 – Applied Practicum: Introduction to School Psychology
Semester/Year PSY 5423 – Cognitive Assessment
Semester/Year PSY 5463 – Academic Assessment
Semester/Year PSY 6703 – Direct Behavior Interventions
Semester/Year PSY 6931 – Applied Practicum: Direct Behavior Interventions
Semester/Year PSY 5563 – Evidence Based Interventions: Academic
Semester/Year PSY 6383 – Cross Cultural Psychology or PSY 6253 Autism Spectrum
                                         Disorders
Semester/Year PSY 6423 – Psychopathology and Exceptionalities of Childhood and
                                         Adolescents

SPPC Use Only:

Date Received: _____   Approve: ____   Deny: ____

Remediation Plan: _____ Date Student Notified: _____

Attachment I

<div align="center">

TWU Department of Psychology & Philosophy
INTERNSHIP APPLICATION

</div>

Name: <u>Insert Name Here</u>   **ID#**: <u>Insert ID Number Here</u>

Program: Choose an item.

Semester in which proposed internship is to be initiated: <u>Choose an item.</u>

Year in which proposed internship is to be initiated: <u>Choose an item.</u>

Preferred setting and geographical area: <u>Insert preferred setting and location here</u>

APPIC/APA Match: Choose an item.

Telephone Numbers: Home: <u>Insert Home Phone Here</u>   **Cell:** <u>Insert Cell Phone Here</u>

Address: <u>Insert Full Address Here - include zip code</u>

Proposed Graduation Date: <u>Month/Year</u>

Completed graduate credit hours: <u>Insert total completed graduate hours here</u>

Graduate hours currently enrolled in: <u>Insert total hours currently enrolled in here</u>

If currently working, indicate place of employment, days, and hours at work site: <u>Insert place of employment, days and hours here</u>

Indicate completion date of the following course work:

All coursework must be completed prior to internship placement.

<div align="center">

<u>Course Work</u>

</div>

*= Required for Specialist Students
^= Required for Doctoral Students

<u>Semester/Year</u> PSY 5803 – Introduction to School Psychology*^
<u>Semester/Year</u> PSY 6931 – Introduction to School Psychology Pre-practicum*^
<u>Semester/Year</u> PSY 5423 – Cognitive Assessment*^
<u>Semester/Year</u> PSY 5463 – Academic Assessment*^
<u>Semester/Year</u> PSY 5473 – Social-Emotional Assessment*^
<u>Semester/Year</u> PSY 6423 – Psychopathology and Exceptionalities of Childhood and
                          Adolescence*^
<u>Semester/Year</u> PSY 6703 – Direct Behavior Interventions*^

Semester/Year PSY 6931 – Direct Behavior Interventions Pre-practicum*^
Semester/Year PSY 6383 – Cross Cultural Psychology*^
Semester/Year PSY 6444 – Theory and Practice of Counseling with Children and
                Adolescents*^
Semester/Year PSY 6673 – Therapeutic and Crisis Interventions for Children and
                Adolescents*^
Semester/Year PSY 6853 – Supervision and Consultation*^
Semester/Year PSY 5304 – Statistics I*^
Semester/Year PSY 5533 – Evidenced Based Interventions: Academic*^
Semester/Year PSY 6103 – Cognition and Emotion*^
Semester/Year PSY 6133 – Advanced Behavioral Neuroscience*^
Semester/Year PSY 6253 – Autism Spectrum Disorders*^
Semester/Year PSY 6233 – Preschool and Low Incidence Assessment*
Semester/Year PSY 5853 – Seminar in School Psychology*

Practicum

Semester/Year PSY 5923 Practicum: School I*
Semester/Year PSY 5923 Practicum: School II*

Comprehensive Exam
(Date when requirements were met or proposed date when requirements will be met)

Date   Completion of Clinical Skills Review

Other Program Requirements
(Date when requirements were met or proposed date when requirements will be met)

Date   Completion of CEU requirements (36 for specialist) ^
Date   Completion of scholarly activity ^

_____   _____

Student Signature   Date

Attachment J

TWU Department of Psychology and Philosophy
PRACTICUM MODIFICATION REQUEST

**Note this form is to be utilized when a student has already been approved for a site and is requesting to change locations or when seeking to continue in a site when the student was only approved for one semester.

Student Name:_____ Date:_____

1. What type of practicum? (*circle one*)   School I   School II

2. When were you approved to complete your practicum? _____

3. When would you like to complete your practicum? _____

4. At what practicum site were you located, or where did you plan to be when applying?
    _____

5. Who is/was your supervisor? _____

6. What is the reason for this modification request?
    _____
    _____
    _____

7. Other information that you would like the SPPC to consider?
    _____
    _____
    _____

To Be Completed by the SPPC

Approved for Modification: *Yes* ☐   *No* ☐

Reason for Non-Approval:
_____
_____

Student Notified: *Email*   *Letter*   Date: _____

Attachment K

SAMPLE

INTERNSHIP GOALS AND OBJECTIVES STATEMENT

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

l. 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 policies 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 that will be 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 that 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 that to 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 in-service 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

Texas Woman's University
Specialist in School Psychology Program
PSY 6933 Internship

School Psychology Internship Agreement

This is a three party agreement between:

1. _____ (the "Student")
          Name of intern

2. _____(the "Agency")
          Name of institution or agency hosting the internship

   Represented by _____ (the "Supervisor")
                    Name of intern's supervisor at the Agency

3. Department of Psychology & Philosophy, Texas Woman's University ("Psychology Department")

   Represented by _____(the "Faculty Member")
                    Name of faculty member directing the internship

The purpose of this agreement (the "Agreement") is to define the responsibilities of the parties in connection with the Student's internship at the Agency (the "Internship"), in order to provide an appropriate educational experience for the Student.

The Student agrees:

1. To report to the Supervisor for a total of 1,200 clock hours (minimum) between the starting date of the Internship: _____ and the ending date of the Internship: _____.

2. To enroll in the PSY 6933 (the "Internship Course") in the Fall & Spring semesters of _____, for 3 hours of academic credit each semester.

3. To perform the tasks designated by the Supervisor, as described in Appendix A.

4. To perform the academic work described in Appendix A, and any other academic work assigned by the Faculty Member.

5. That he/she is not made an employee or agent of the Agency or of TWU by this Agreement.

The Agency agrees:

1. To assign educationally meaningful tasks to the Student, as described in Appendix A, and to oversee and instruct the Student as necessary in the completion of these tasks.
2. To have the Supervisor confer with the Faculty Member during and after the Internship in connection with the Student's progress via phone consultations and/or site visits.
3. At the middle and end of the Internship, to submit to the Faculty Member a written evaluation of the Student's performance using the Evaluation forms provided by the Faculty Member.

The Psychology Department agrees:

1. To assess the Student's work based on conferences between the Supervisor and the Faculty member, and all written and other work to be submitted by the Student as described in Appendix A.

2. To submit a grade for the Student in the Internship Course that reflects the Student's performance of the Internship and any other requirements of the Internship Course.

Signatures:

Student: _____   Date: _____
Phone: _____   Email: _____

For the Agency:

Supervisor _____   Date: _____
Phone: _____   Email: _____

Supervisor: _____ Date: _____
Phone: _____   Email: _____

For the School Psychology Program:

University Supervisor: _____ Date: _____
Phone: _____   Email: _____

Appendix A of Internship Agreement

The internship requires a minimum of 1200 hours of professional activities, divided over two semesters (10 months). The field supervisor must be a Licensed Specialist in School Psychology with at least 3 years of professional experience after internship. The field supervisor is expected to meet with the intern for an average of two hours per week of face-to-face supervision and to cosign all of the intern's reports.

The specific professional activities to be engaged in during the internship include, but are not limited to, the following:

1. Develop, implement, and evaluate the impact of appropriate data-based interventions for children with learning and behavior problems through the use of standardized and non-standardized assessment procedures;
2. Develop, implement, and evaluate the impact of appropriate individual or group counseling techniques for students experiencing behavioral or emotional problems;
3. Provide comprehensive psychoeducational evaluations to diagnose children with learning and behavior problems;
4. Communicate and collaborate with parents, teachers, and administrators, and other professionals in providing direct and indirect services to foster home-school-community collaboration;
5. Attend and participate in multidisciplinary team meetings to determine appropriate educational interventions for students with learning and/or behavior problems;
6. Attend school and state/regional continuing professional development programs;
7. Participate in and help develop prevention and intervention programs designed to enhance the development of student learning and development outcomes; and
8. Acquire experience in organizing and presenting workshops, seminars, and other relevant in-service training activities.

Other work to be submitted to the Faculty Member by the Student:
1. Live or Web-based attendance and participation in monthly internship seminar meetings.
2. Signed Internship Summary Logs at the end of each semester.
3. Comprehensive intervention case for each semester – Behavioral in the Fall semester and Academic in the Spring semester. Details are provided on the course syllabus for PSY 6933.
4. Field Supervisor Intern Evaluation Form at end of Fall semester and end of Spring semester.

Accepted and approved by:

Student: _____   Date: _____
Supervisor: _____   Date: _____
Faculty Member: _____   Date: _____

Attachment M

TWU Department of Psychology & Philosophy

PRACTICUM/INTERNSHIP LOG OF PROFESSIONAL EXPERIENCE
INSTRUCTIONAL GUIDE

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 is the primary consultee. Consultation with administrators and/or program directors is 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 WISC-III, Woodcock-Johnson III, 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 childcare and community services includes educative or orientation meetings with and/or observations in community childcare 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</u> <u>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 paperwork 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.

Attachment N

<div align="center">

TWU Department of Psychology and Philosophy
WEEKLY FIELD LOG

</div>

Name_____   Semester/Year _____

Start Date _____   End Date _____

Activity	Days from ____ to ____						Days from ____ to ____					
	1	2	3	4	5	Total	1	2	3	4	5	Total
DIRECT SERVICES												
10 Consultation												
10.l - 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 Interventions												
20.5 - Group-Based Interventions												
Subtotal Direct Services												
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 – In-services, Confs, Dir training												
40.3 - Orient to School Setting												
40.4 - Orientation to Other Child Care & Community Services												
40.5 - Study New Methods Intervention & Consult												
Subtotal Professional Development												
50 Documentation/Research												
50.1 - Logs												
50.2 - Scoring/Report Writing												
50.3 - Research												
50.4 - Service Delivery Prep												
50.5 - Other												
Subtotal Documentation/Research												
60 Indirect Service Meetings												
60.1 - Administrative												
60.2 - Miscellaneous, unaccounted												
Subtotal Indirect Service Meetings												
70 Travel / Miscellaneous												
70.1 - Travel												
70.2 - Miscellaneous												
Subtotal Travel/Miscellaneous												
Daily Total												

Cumulative Total											

Student Signature:		Date:	
Field Supervisor:		Date:	

Attachment O

TWU Dept. of Psychology & Philosophy
Practicum/Internship Summary Form

Practicum: Choose an item.
Semester: Choose an item.
Year: Choose an item.

Student: Type your full name here
I.   Placement Information

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

II.   Total Hours in Each Area

Total Hours for Practicum: Enter total hours for Class Practicum here
Total Assessment Hours: Enter total hours for direct assessment activities here
Total Intervention Hours: Enter total hours for direct intervention hours here
Total Support Hours: Enter total hours spent on support activities here

Total Hours of Supervision: Enter total hours for Individual and Group Supervision here
                Individual (face to face):   Enter hours here (e.g., 15 with LP; 15 with LSSP)
                Group/Class/Peers: Enter hours here (16 hours per class maximum)
                Other: Enter hours here (specify any other hours)

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

Assessment Activity	PS (0-2)	ES (3-12)	MS (13-17)	HS (13-17)	Adult (18-64)
Direct Observations					
Parent Feedback Sessions					
Standardized Administrations (i.e., cog/ach testing, etc.)					
Unstandardized Administrations (i.e., projective measures, interviews, etc.)					
ARD/IEP Meetings: Presented Assessment Results					
Other: (specify)					

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Intervention Activity	PS (0-2)	ES (3-12)	MS (13-17)	HS (13-17)	Adult (18-64)
Individual Therapy					
Group Counseling					
Consultation					
Direct Behavioral Intervention					
Direct Academic Intervention					
Supervision of other students					
Program Development/Outreach Programming, Outcome Assessment of Programs, Systems Intervention					
ARD/IEP Meetings: Presented Behavioral/Intervention Related Information (e.g., FBA/BIP, IEP goals)					
Other: (e.g., Direct Observations)					

Support Activity	PS (0-2)	ES (3-12)	MS (13-17)	HS (13-17)	Adult (18-64)
Chart Review					
Consulting with other Professionals (for assessment or intervention purposes)					
Case Management					
Assessment Interpretation					
Report Writing					
Didactic Training					
ARD/IEP Meetings: Observed/Participated Indirectly					
Other: (specify)					

IV. Assessment Instruments used with all clients (Enter number of FULL administrations)

Test Administered	PS (0-2)	ES (3-12)	MS (13-17)	HS (13-17)	Adult (18-64)
COGNITIVE - list each test on separate row and specify number of administrations (e.g., Wechsler Intelligence Scales (WISC-V, WAIS-IV, WPPSI-3)					
ACHIEVEMENT (e.g., Woodcock-Johnson IV: Tests of Achievement, Woodcock-Johnson IV: Test of Oral Language)					
SOCIAL/EMOTIONAL (e.g., SSIS, MDI-C, RCMAS)					
BEHAVIORAL/ADAPTIVE (e.g., BASC-3)					

NEUROPSYCHOLOGICAL (e.g., NEPSY-2, WRAML 2, etc.)				
PERSONALITY - include object and projective tests (e.g., MMPI-2, MACI)				
OTHER MEASURES (specify)				

VI. Total Clients and Demographics:

Intervention Client Information (do not include assessment cases)

Initials	Age/Grade	Gender	Race/Ethnicity	Disability	# Hours w/client	Description of activity
(example) JD	10/3rd	M	Caucasian	LD	15	Behavior Intervention

Assessment Client Information and Total Number of Reports Written

Initials	Age/Grade	Gender	Race/Ethnicity	Disability	# Hours w/ client	List of assessments completed	Report Generated? (Yes or No)
(example) JD	10/3rd	M	Caucasian	LD	15	SB5, WJ ACH, BASC-2 PRS, TRS, etc.	Yes

VII: Total Integrated Reports: Enter total number of reportsbased on information above

VIII. Summary Evaluation of Performance

	Not Acceptable. Student remediation needs include:	
	Acceptable. Goals for future practice or supervision include:	

Practicum/Intern Signature _____ Date _____

Field Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date _____

Attachment P   **Assessment of the Practicum Field Site**
(To be completed by the practicum student)

Directions: Please rate the extent to which your site provided opportunities, prepared you, and provided guidance to you in the areas listed below. If you had more than one practicum site, fill out a separate form for each site. When completed, return form to your university supervisor.

Date:			Practicum Site:	
Circle:	School I	School II		

Rate each area using the following scale: *1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.*

_____ **1. Professional Identity and Professional Behavior**

What is the field site's strength in this area?

_____

What should the field site improve in this area?

_____

_____ **2. Assessment**

What is the field site's strength in this area?

_____

What should the field site improve in this area?

_____

_____ **3. Counseling**

What is the field site's strength in this area?

_____

What should the field site improve in this area?

_____

_____ **4. Consultation**

What is the field site's strength in this area?

_____

What should the field site improve in this area?

_____

_____ **5. Prevention and Intervention**

What is the field site's strength in this area?

_____

What should the field site improve in this area?

_____

_____ **6. Program Evaluation and Applied Research**

What is the field site's strength in this area?

_____

What should the field site improve in this area?

_____

_____ **7. Professional Ethics and Knowledge of Legal Issues**

What is the field site's strength in this area?

_____

What should the field site improve in this area?

_____

8. Culture and Diversity

What is the field site's strength in this area?

What should the field site improve in this area?

9. Communication and Information Technology

What is the field site's strength in this area?

What should the field site improve in this area?

10. Amount and Quality of Supervision

What is the field site's strength in this area?

What should the field site improve in this area?

Other Comments or Suggestions for Future Practicum Students:

Appendices

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.

It is the student's responsibility to maintain appropriate communication with the program and department, including required participation on email listservs and the School Psychology Canvas site. Other forms of communication, such as mailboxes, bulletin boards, student representatives, and faculty advisors should be consulted regularly.

Students are responsible for notifying the Director of the Specialist in School Psychology Program if they are or will be unable to pass a criminal background check. Although the university does not require criminal background checks prior to acceptance into graduate

programs, most, if not all, public and private school systems require the passage of a criminal background check prior to allowing students on their campus. In order to complete the Specialist in School Psychology Program, you must be able to work in public schools for practica and internships for completion of course credit.

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

Criminal Background Check is defined as an investigation into the history of an individual. It can include a person's criminal, commercial, and financial background information. When working with children, fingerprinting is required.

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 that 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.

<u>Ethical Misconduct</u> 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. Specialist Program Handbook available on the School Psychology website.
2. Graduate Catalog- Published by Texas Woman's University and available on the Graduate School website.
3. TWU Student Handbook- Published by Texas Woman's University and distributed online via the Office of Student Life.

APPENDIX II

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
PRINCIPLES FOR PROFESSIONAL ETHICS
2010

TABLE OF CONTENTS

  I.   **RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS** . . . .

School psychologists engage only in professional practices that maintain the dignity of all individuals. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just and fair treatment of all persons.

  II.   **PROFESSIONAL COMPETENCE AND RESPONSIBILITY** . . . .

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

  III.   **HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS** . . . .

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; work in full cooperation with other professional disciplines to meet the needs of students and families; and avoid multiple relationships that diminish their professional effectiveness.

National Association of School Psychologists
Principles for Professional Ethics
2010

INTRODUCTION

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth.

NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection.

School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family–school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All these components and their relationships are depicted in Appendix A, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state.

School psychologists typically work in public or private schools or other educational contexts. The NASP Principles for Professional Ethics is designed to be used in conjunction with the NASP Standards for Graduate Preparation of School Psychologists, Standards for the Credentialing of School Psychologists, and Model for Comprehensive and Integrated School

Psychological Services to provide a unified set of national principles that guide graduate education, credentialing, professional practices, and ethical behavior of effective school psychologists.

These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels. The formal principles that elucidate the proper conduct of a professional school psychologist are known as ethics. In 1974, NASP adopted its first code of ethics, the Principles for Professional Ethics (Principles), and revisions were made in 1984, 1992, 1997, and 2000. The purpose of the Principles is to protect the public and those who receive school psychological services by sensitizing school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and providing standards to be used in the resolution of complaints of unethical conduct.1 NASP members and school psychologists who are certified by the National School Psychologist Certification System are bound to abide by NASP's code of ethics.

The NASP Principles for Professional Ethics were developed to address the unique circumstances associated with providing school psychological services. The duty to educate children and the legal authority to do so rests with state governments. When school psychologists employed by a school board make decisions in their official roles, such acts are seen as actions by state government. As state actors, school-based practitioners have special obligations to all students. They must know and respect the rights of students under the U.S. Constitution and federal and state statutory law. They must balance the authority of parents to make decisions about their children with the needs and rights of those children, and the purposes and authority of schools. Furthermore, as school employees, school psychologists have a legal as well as an ethical obligation to take steps to protect all students from reasonably foreseeable risk of harm. Finally, school-based practitioners work in a context that emphasizes multidisciplinary problem solving and intervention. For these reasons, psychologists employed by the schools may have less control over aspects of service delivery than practitioners in private practice. However, within this framework, it is expected that school psychologists will make careful, reasoned, and principled ethical choices based on knowledge of this code, recognizing that responsibility for ethical conduct rests with the individual practitioner.

School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for students, families, and school communities. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists consider the interests and rights of children and youth to be there highest priority in decision making, and act as advocates for all students. These assumptions necessitate that school psychologists ''speak up'' for the needs and rights of students even when it may be difficult to do so.

The *Principles for Professional Ethics*, like all codes of ethics, provide only limited guidance in making ethical choices. Individual judgment is necessary to apply the code to situations that arise in professional practice.

Ethical dilemmas may be created by situations involving competing ethical principles, conflicts between ethics and law, the conflicting interests of multiple parties, the dual roles of employee and pupil advocate, or because it is difficult to decide how statements in the ethics code apply to a particular situation. Such situations are often complicated and may require a nuanced application of these *Principles* to affect a resolution that results in the greatest benefit for the student and concerned others. When difficult situations arise, school psychologists are advised to use a systematic problem-solving process to identify the best course of action. This process should include identifying the ethical issues involved, consulting these Principles, consulting colleagues with greater expertise, evaluating the rights and welfare of all affected parties, considering alternative solutions and their consequences, and accepting responsibility for the decisions made.

The NASP *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations in which both apply, school psychologists are expected to adhere to the *Principles*. When conflicts between ethics and law occur, school psychologists are expected to take steps to resolve conflicts by problem solving with others and through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights. In addition to providing services to public and private schools, school psychologists may be employed in a variety of other settings, including juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and private practice. The principles in this code should be considered by school psychologists in their ethical decision making regardless of employment setting. However, this revision of the code, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to students. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the American Psychological Association's (2002) *Ethical Principles of Psychologists and Code of Conduct* for guidance on issues not directly addressed in this code.

Four broad ethical themes provide the organizational framework for the 2010 *Principles for Professional Ethics*. The four broad ethical themes subsume 17 ethical principles. Each principle is then further articulated by National Association of School Psychologists multiple specific standards of conduct. The broad themes, corollary principles, and ethical standards are to be considered in decision making. NASP will seek to enforce the 17 ethical principles and corollary standards that appear in the *Principles for Professional Ethics* with its members and school psychologists who hold the Nationally Certified School Psychologist (NCSP) credential in accordance with NASP's Ethical and Professional Practices Committee Procedures (2008). Regardless of role, clientele, or setting, school psychologists should reflect on the theme and intent of each ethical principle and standard to determine its application to his or her individual situation.

The decisions made by school psychologists affect the welfare of children and families and can enhance their schools and communities. For this reason, school psychologists are encouraged to strive for excellence rather than simply meeting the minimum obligations outlined in the NASP *Principles for Professional Ethics,* and to engage in the lifelong learning that is necessary to achieve and maintain expertise in applied professional ethics.

DEFINITION OF TERMS AS USED IN THE PRINCIPLES FOR PROFESSIONAL ETHICS

Client: The client is the person or persons with whom the school psychologist establishes a professional relationship for the purpose of providing school psychological services. A school psychologist–client professional relationship is established by an informed agreement with client(s) about the school psychologist's ethical and other duties to each party. While not clients per se, classrooms, schools, and school systems also may be recipients of school psychological services and often are parties with an interest in the actions of school psychologists.

Child: A child, as defined in law, generally refers to a minor, a person younger than the age of majority. Although this term may be regarded as demeaning when applied to teenagers, it is used in this document when necessary to denote minor status. The term student is used when a less precise term is adequate.

Informed Consent: Informed consent means that the person giving consent has the legal authority to make a consent decision, a clear understanding of what it is he or she is consenting to, and that his or her consent is freely given and may be withdrawn without prejudice.

Assent: The term assent refers to a minor's affirmative agreement to participate in psychological services or research.

Parent: The term parent may be defined in law or district policy, and can include the birth or adoptive parent, an individual acting in the place of a natural or adoptive parent (a grandparent or other relative, stepparent, or domestic partner), and/or an individual who is legally responsible for the child's welfare.

Advocacy: School psychologists have a special obligation to speak up for the rights and welfare of students and families, and to provide a voice to clients who cannot or do not wish to speak for themselves. Advocacy also occurs when school psychologists use their expertise in psychology and education to promote changes in schools, systems, and laws that will benefit schoolchildren, other students, and families. Nothing in this code of ethics, however, should be construed as requiring school psychologists to engage in insubordination (willful disregard of an employer's lawful instructions) or to file a complaint about school district practices with a federal or state regulatory agency as part of their advocacy efforts.

School-Based Versus Private Practice: School-based practice refers to the provision of school psychological services under the authority of a state, regional, or local educational agency. School-based practice occurs if the school psychologist is an employee of the schools or

contracted by the schools on a per case or consultative basis. Private practice occurs when a school psychologist enters into an agreement with a client(s) rather than an educational agency to provide school psychological services and the school psychologist's fee for services is the responsibility of the client or his or her representative.

I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just and fair treatment of all persons.

Principle I.1. Autonomy and Self-Determination (Consent and Assent)

School psychologists respect the right of persons to participate in decisions affecting their own welfare.

Standard I.1.1
School psychologists encourage and promote parental participation in school decisions affecting their children (see Standard II.3.10). However, where school psychologists are members of the school's educational support staff, not all of their services require informed parent consent. It is ethically permissible to provide school-based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parent consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions. Parent consent is not ethically required for a school-based school psychologist to review a student's educational records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or to participate in educational screenings conducted as part of a regular program of instruction. Parent consent is required if the consultation about a particular child or adolescent is likely to be extensive and ongoing and/or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities. Parents must be notified prior to the administration of school- or classroom-wide screenings for mental health problems and given the opportunity to remove their child or adolescent from participation in such screenings.

Standard I.1.2
Except for urgent situations or self-referrals by a minor student, school psychologists seek parent consent (or the consent of an adult student) prior to establishing a school psychologist–client relationship for the purpose of psychological diagnosis, assessment of eligibility for special education or disability accommodations, or to provide ongoing individual or group counseling or other nonclassroom therapeutic intervention.*

* It is recommended that school district parent handbooks and websites advise parents that a minor student may be seen by school health or mental health professionals (e.g., school nurse, counselor, social worker, school psychologist) without parent notice or consent to ensure that the student is safe or is not a danger to others. Parents should also be advised that district school psychologists routinely assist teachers in planning classroom instruction and monitoring its effectiveness and do not need to notify parents of, or seek consent for, such involvement in student support.

- It is ethically permissible to provide psychological assistance without parent notice or consent in emergency situations or if there is reason to believe a student may pose a danger to others; is at risk for self-harm; or is in danger of injury, exploitation, or maltreatment.
- When a student who is a minor self-refers for assistance, it is ethically permissible to provide psychological assistance without parent notice or consent for one or several meetings to establish the nature and degree of the need for services and assure the child is safe and not in danger. It is ethically permissible to provide services to mature minors without parent consent where allowed by state law and school district policy. However, if the student is not old enough to receive school psychological assistance independent of parent consent, the school psychologist obtains parent consent to provide continuing assistance to the student beyond the preliminary meetings or refers the student to alternative sources of assistance that do not require parent notice or consent.

Standard I.1.3
School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected. The explanation includes discussion of the limits of confidentiality, who will receive information about assessment or intervention outcomes, and the possible consequences of the assessment/intervention services being offered. Available alternative services are identified, if appropriate. This explanation takes into account language and cultural differences, cognitive capabilities, developmental level, age, and other relevant factors so that it may be understood by the individual providing consent. School psychologists appropriately document written or oral consent. Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.

Standard I.1.4
School psychologists encourage a minor student's voluntary participation in decision making about school psychological services as much as feasible. Ordinarily, school psychologists seek the student's assent to services; however, it is ethically permissible to bypass student assent to services if the service is considered to be of direct benefit to the student and/or is required by law.
- If a student's assent for services is not solicited, school psychologists nevertheless honor the student's right to be informed about the services provided.
- When a student is given a choice regarding whether to accept or refuse services, the school psychologist ensures the student understands what is being offered, honors the student's stated choice, and guards against overwhelming the student with choices he or she does not wish or is not able to make.

Standard I.1.5
School psychologists respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative resources.

Principle I.2. Privacy and Confidentiality

School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors.

Standard I.2.1
School psychologists respect the right of persons to self-determine whether to disclose private information.

Standard I.2.2
School psychologists minimize intrusions on privacy. They do not seek or store private information about clients that is not needed in the provision of services. School psychologists recognize that client–school psychologist communications are privileged in most jurisdictions and do not disclose information that would put the student or family at legal, social, or other risk if shared with third parties, except as permitted by the mental health provider–client privilege laws in their state.

Standard I.2.3
School psychologists inform students and other clients of the boundaries of confidentiality at the outset of establishing a professional relationship. They seek a shared understanding with clients regarding the types of information that will and will not be shared with third parties. However, if a child or adolescent is in immediate need of assistance, it is permissible to delay the discussion of confidentiality until the immediate crisis is resolved. School psychologists recognize that it may be necessary to discuss confidentiality at multiple points in a professional relationship to ensure client understanding and agreement regarding how sensitive disclosures will be handled.

Standard I.2.4
School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child's parent or legal guardian (or an adult student), except in those situations in which failure to release information would result in danger to the student or others, or where otherwise required by law. Whenever feasible, student assent is obtained prior to disclosure of his or her confidences to third parties, including disclosures to the student's parents.

Standard I.2.5
School psychologists discuss and/or release confidential information only for professional purposes and only with persons who have a legitimate need to know. They do so within the strict boundaries of relevant privacy statutes.

Standard I.2.6
School psychologists respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission.

Standard I.2.7
School psychologists respect the right of privacy of students, their parents and other family members, and colleagues with regard to sensitive health information (e.g., presence of a communicable disease). They do not share sensitive health information about a student, parent, or school employee with others without that individual's permission (or the permission of a parent or guardian in the case of a minor). School psychologists consult their state laws and department of public health for guidance if they believe a client poses a health risk to others.

Principle I.3. Fairness and Justice

In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.

Standard I.3.1
School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other recipients of service, supervisees, and colleagues based on actual or perceived characteristics including race; ethnicity; color; religion; ancestry; national origin; immigration status; socioeconomic status; primary language; gender; sexual orientation, gender identity, or gender expression; mental, physical, or sensory disability; or any other distinguishing characteristics.

Standard I.3.2
School psychologists pursue awareness and knowledge of how diversity factors may influence child development, behavior, and school learning. In conducting psychological, educational, or behavioral evaluations or in providing interventions, therapy, counseling, or consultation services, the school psychologist takes into account individual characteristics as enumerated in Standard I.3.1 so as to provide effective services.

Standard I.3.3
School psychologists work to correct school practices that are unjustly discriminatory or that deny students, parents, or others their legal rights. They take steps to foster a school climate that is safe, accepting, and respectful of all persons.

Standard I.3.4
School psychologists strive to ensure that all children have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services.

II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their

competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.

Principle II.1. Competence

To benefit clients, school psychologists engage only in practices for which they are qualified and competent.

Standard II.1.1
School psychologists recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing effective services.

Standard II.1.2
Practitioners are obligated to pursue knowledge and understanding of the diverse cultural, linguistic, and experiential backgrounds of students, families, and other clients. When knowledge and understanding of diversity characteristics are essential to ensure competent assessment, intervention, or consultation, school psychologists have or obtain the training or supervision necessary to provide effective services, or they make appropriate referrals.

Standard II.1.3
School psychologists refrain from any activity in which their personal problems may interfere with professional effectiveness. They seek assistance when personal problems threaten to compromise their professional effectiveness (also see III.4.2).

Standard II.1.4
School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. They also understand that professional skill development beyond that of the novice practitioner requires well-planned continuing professional development and professional supervision.

Principle II.2. Accepting Responsibility for Actions

School psychologists accept responsibility for their professional work, monitor the effectiveness of their services, and work to correct ineffective recommendations.

Standard II.2.1
School psychologists review all of their written documents for accuracy, signing them only when correct. They may add an addendum, dated and signed, to a previously submitted report if information is found to be inaccurate or incomplete.

Standard II.2.2
School psychologists actively monitor the impact of their recommendations and intervention plans. They revise a recommendation, or modify or terminate an intervention plan, when data

indicate the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client.

Standard II.2.3
School psychologists accept responsibility for the appropriateness of their professional practices, decisions, and recommendations. They correct misunderstandings resulting from their recommendations, advice, or information and take affirmative steps to offset any harmful consequences of ineffective or inappropriate recommendations.

Standard II.2.4
When supervising graduate students' field experiences or internships, school psychologists are responsible for the work of their supervisees.

Principle II.3. Responsible Assessment and Intervention Practices

School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions.

Standard II.3.1
Prior to the consideration of a disability label or category, the effects of current behavior management and/or instructional practices on the student's school performance are considered.

Standard II.3.2
School psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice.
- School psychologists select assessment instruments and strategies that are reliable and valid for the child and the purpose of the assessment. When using standardized measures, school psychologists adhere to the procedures for administration of the instrument that are provided by the author or publisher or the instrument. If modifications are made in the administration procedures for standardized tests or other instruments, such modifications are identified and discussed in the interpretation of the results.
- If using norm-referenced measures, school psychologists choose instruments with up-to-date normative data.
- When using computer-administered assessments, computer-assisted scoring, and/or interpretation programs, school psychologists choose programs that meet professional standards for accuracy and validity. School psychologists use professional judgment in evaluating the accuracy of computer-assisted assessment findings for the examinee.

Standard II.3.3
A psychological or psychoeducational assessment is based on a variety of different types of information from different sources.

Standard II.3.4
Consistent with education law and sound professional practice, children with suspected disabilities are assessed in all areas related to the suspected disability.

Standard II.3.5
School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student's disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics (see Standard I.3.1. and I.3.2).

Standard II.3.6
When interpreters are used to facilitate the provision of assessment and intervention services, school psychologists take steps to ensure that the interpreters are appropriately trained and are acceptable to clients.

Standard II.3.7
It is permissible for school psychologists to make recommendations based solely on a review of existing records. However, they should utilize a representative sample of records and explain the basis for, and the limitations of, their recommendations.

Standard II.3.8
School psychologists adequately interpret findings and present results in clear, understandable terms so that the recipient can make informed choices.

Standard II.3.9
School psychologists use intervention, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, research-based practice:
- School psychologists use a problem-solving process to develop interventions appropriate to the presenting problems and that are consistent with data collected.
- Preference is given to interventions described in the peer-reviewed professional research literature and found to be efficacious.

Standard II.3.10s
School psychologists encourage and promote parental participation in designing interventions for their children. When appropriate, this includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, and helping parents gain the skills needed to help their children.
- School psychologists discuss with parents the recommendations and plans for assisting their children. This discussion takes into account the ethnic/cultural values of the family and includes alternatives that may be available. Subsequent recommendations for program changes or additional services are discussed with parents, including any alternatives that may be available.
- Parents are informed of sources of support available at school and in the community.

Standard II.3.11
School psychologists discuss with students the recommendations and plans for assisting them. To the maximum extent appropriate, students are invited to participate in selecting and planning interventions.

Principle II.4 Responsible School-Based Record Keeping

School psychologists safeguard the privacy of school psychological records and ensure parent access to the records of their own children.

Standard II.4.1
School psychologists discuss with parents and adult students their rights regarding creation, modification, storage, and disposal of psychological and educational records that result from the provision of services. Parents and adult students are notified of the electronic storage and transmission of personally identifiable school psychological records and the associated risks to privacy.

Standard II.4.2
School psychologists maintain school-based psychological and educational records with sufficient detail to be useful in decision making by another professional and with sufficient detail to withstand scrutiny if challenged in a due process or other legal procedure.

Standard II.4.3
School psychologists include only documented and relevant information from reliable sources in school psychological records.

Standard II.4.4
School psychologists ensure that parents have appropriate access to the psychological and educational records of their child.
- Parents have a right to access any and all information that is used to make educational decisions about their child.
- School psychologists respect the right of parents to inspect, but not necessarily to copy, their child's answers to school psychological test questions, even if those answers are recorded on a test protocol (also see II.5.1).

Standard II.4.5
School psychologists take steps to ensure that information in school psychological records is not released to persons or agencies outside of the school without the consent of the parent except as required and permitted by law.

Standard II.4.6
To the extent that school psychological records are under their control, school psychologists ensure that only those school personnel who have a legitimate educational interest in a student are given access to the student's school psychological records without prior parent permission or the permission of an adult student.

Standard II.4.7
To the extent that school psychological records are under their control, school psychologists protect electronic files from unauthorized release or modification (e.g., by using passwords and

encryption), and they take reasonable steps to ensure that school psychological records are not lost due to equipment failure.

Standard II.4.8
It is ethically permissible for school psychologists to keep private notes to use as a memory aid that are not made accessible to others. However, as noted in Standard II.4.4, any and all information that is used to make educational decisions about a student must be accessible to parents and adult students.

Standard II.4.9
School psychologists, in collaboration with administrators and other school staff, work to establish district policies regarding the storage and disposal of school psychological records that are consistent with law and sound professional practice. They advocate for school district policies and practices that:
- Safeguard the security of school psychological records while facilitating appropriate parent access to those records
- Identify timelines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice
- seek parent or other appropriate permission prior to the destruction of obsolete school psychological records of current students
- ensure that obsolete school psychology records are destroyed in a way that the information cannot be recovered

Principle II.5 Responsible Use of Materials

School psychologists respect the intellectual property rights of those who produce tests, intervention materials, scholarly works, and other materials.

Standard II.5.1
School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine or invalidate the use of the instrument. Unless otherwise required by law or district policy, school psychologists provide parents with the opportunity to inspect and review their child's test answers rather than providing them with copies of their child's test protocols. However, on parent request, it is permissible to provide copies of a child's test protocols to a professional who is qualified to interpret them.

Standard II.5.2
School psychologists do not promote or condone the use of restricted psychological and educational tests or other assessment tools or procedures by individuals who are not qualified to use them.

Standard II.5.3
School psychologists recognize the effort and expense involved in the development and publication of psychological and educational tests, intervention materials, and scholarly works. They respect the intellectual property rights and copyright interests of the producers of such

materials, whether the materials are published in print or digital formats. They do not duplicate copyright-protected test manuals, testing materials, or unused test protocols without the permission of the producer. However, school psychologists understand that, at times, parents' rights to examine their child's test answers may supersede the interests of test publishers.

III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; work in full cooperation with other professional disciplines to meet the needs of students and families; and avoid multiple relationships that diminish their professional effectiveness.

Principle III.1. Accurate Presentation of Professional Qualifications

School psychologists accurately identify their professional qualifications to others.

Standard III.1.1
Competency levels, education, training, experience, and certification and licensing credentials are accurately represented to clients, recipients of services, and others. School psychologists correct any misperceptions of their qualifications. School psychologists do not represent themselves as specialists in a particular domain without verifiable training and supervised experience in the specialty.

Standard III.1.2
School psychologists do not use affiliations with persons, associations, or institutions to imply a level of professional competence that exceeds that which has actually been achieved.

Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities

School psychologists are candid about the nature and scope of their services.

Standard III.2.1
School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner (see I.1.2).

Standard III.2.2
School psychologists make reasonable efforts to become integral members of the client service systems to which they are assigned. They establish clear roles for themselves within those systems while respecting the various roles of colleagues in other professions.

Standard III.2.3

The school psychologist's commitment to protecting the rights and welfare of children is communicated to the school administration, staff, and others as the highest priority in determining services.

Standard III.2.4
School psychologists who provide services to several different groups (e.g., families, teachers, classrooms) may encounter situations in which loyalties are conflicted. As much as possible, school psychologists make known their priorities and commitments in advance to all parties to prevent misunderstandings.

Standard III.2.5
School psychologists ensure that announcements and advertisements of the availability of their publications, products, and services for sale are factual and professional. They do not misrepresent their degree of responsibility for the development and distribution of publications, products, and services.

Principle III.3. Respecting Other Professionals

To best meet the needs of children, school psychologists cooperate with other professionals in relationships based on mutual respect.

Standard III.3.1
To meet the needs of children and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote coordination of services.

Standard III.3.2
If a child or other client is referred to another professional for services, school psychologists ensure that all relevant and appropriate individuals, including the client, are notified of the change and reasons for the change. When referring clients to other professionals, school psychologists provide clients with lists of suitable practitioners from whom the client may seek services.

Standard III.3.3
Except when supervising graduate students, school psychologists do not alter reports completed by another professional without his or her permission to do so.

Principle III.4. Multiple Relationships and Conflicts of Interest

School psychologists avoid multiple relationships and conflicts of interest that diminish their professional effectiveness.

Standard III.4.1

The *Principles for Professional Ethics* provide standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise professional effectiveness.

Standard III.4.2
School psychologists refrain from any activity in which conflicts of interest or multiple relationships with a client or a client's family may interfere with professional effectiveness. School psychologists attempt to resolve such situations in a manner that provides greatest benefit to the client. School psychologists whose personal or religious beliefs or commitments may influence the nature of their professional services or their willingness to provide certain services inform clients and responsible parties of this fact. When personal beliefs, conflicts of interests, or multiple relationships threaten to diminish professional effectiveness or would be viewed by the public as inappropriate, school psychologists ask their supervisor for reassignment of responsibilities, or they direct the client to alternative services.

Standard III.4.3
School psychologists do not exploit clients, supervisees, or graduate students through professional relationships or condone these actions by their colleagues. They do not participate in or condone sexual harassment of children, parents, other clients, colleagues, employees, trainees, supervisees, or research participants. School psychologists do not engage in sexual relationships with individuals over whom they have evaluation authority, including college students in their classes or program, or any other trainees, or supervisees. School psychologists do not engage in sexual relationships with their current or former pupil-clients; the parents, siblings, or other close family members of current pupil-clients; or current consultees.

Standard III.4.4
School psychologists are cautious about business and other relationships with clients that could interfere with professional judgment and effectiveness or potentially result in exploitation of a client.

Standard III.4.5
NASP requires that any action taken by its officers, members of the Executive Council or Delegate Assembly, or other committee members be free from the appearance of impropriety and free from any conflict of interest. NASP leaders recuse themselves from decisions regarding proposed NASP initiatives if they may gain an economic benefit from the proposed venture.

Standard III.4.6
A school psychologist's financial interests in a product (e.g., tests, computer software, professional materials) or service can influence his or her objectivity or the perception of his or her objectivity regarding that product or service. For this reason, school psychologists are obligated to disclose any significant financial interest in the products or services they discuss in their presentations or writings if that interest is not obvious in the authorship/ownership citations provided.

Standard III.4.7

School psychologists neither give nor receive any remuneration for referring children and other clients for professional services.

Standard III.4.8
School psychologists do not accept any remuneration in exchange for data from their client database without the permission of their employer and a determination of whether the data release ethically requires informed client consent.

Standard III.4.9
School psychologists who provide school-based services and also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interests between their two roles and take steps to avoid such conflicts. Dual setting practitioners:
- are obligated to inform parents or other potential clients of any psychological and educational services available at no cost from the schools prior to offering such services for remuneration
- may not offer or provide private practice services to a student of a school or special school program where the practitioner is currently assigned
- may not offer or provide private practice services to the parents or family members of a student eligible to attend a school or special school program where the practitioner is currently assigned
- may not offer or provide an independent evaluation as defined in special education law for a student who attends a local or cooperative school district where the practitioner is employed
- do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer unless approved in advance by the employer
- conduct all private practice outside of the hours of contracted public employment
- hold appropriate credentials for practice in both the public and private sectors

IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and schools and strive to reform systems-level patterns of injustice. They maintain the public trust in school psychologists by respecting law and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

Principle IV.1. Promoting Healthy School, Family, and Community Environments

School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children.

Standard IV.1.1
To provide effective services and systems consultation, school psychologists are knowledgeable about the organization, philosophy, goals, objectives, culture, and methodologies of the settings

in which they provide services. In addition, school psychologists develop partnerships and networks with community service providers and agencies to provide seamless services to children and families.

Standard IV.1.2
School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and other clients. They advocate for school policies and practices that are in the best interests of children and that respect and protect the legal rights of students and parents.

Principle IV.2. Respect for Law and the Relationship of Law and Ethics

School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the *Principles for Professional Ethics*.

Standard IV.2.1
School psychologists recognize that an understanding of the goals, procedures, and legal requirements of their particular workplace is essential for effective functioning within that setting.

Standard IV.2.2
School psychologists respect the law and the civil and legal rights of students and other clients. The *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations school psychologists are expected to adhere to the Principles.

Standard IV.2.3
When conflicts between ethics and law occur, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.

Standard IV.2.4
School psychologists may act as individual citizens to bring about change in a lawful manner. They identify when they are speaking as private citizens rather than as employees. They also identify when they speak as individual professionals rather than as representatives of a professional association.

Principle IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring

School psychologists accept responsibility to monitor their own conduct and the conduct of other school psychologists to ensure it conforms to ethical standards.

Standard IV.3.1

School psychologists know the Principles for Professional Ethics and thoughtfully apply them to situations within their employment context. In difficult situations, school psychologists consult experienced school psychologists or state associations or NASP.

Standard IV.3.2
When a school psychologist suspects that another school psychologist or another professional has engaged in unethical practices, he or she attempts to resolve the suspected problem through a collegial problem-solving process, if feasible.

Standard IV.3.3
If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Committee in accordance with their procedures.

Standard IV.3.4
When school psychologists are concerned about unethical practices by professionals who are not NASP members or do not hold the NCSP, informal contact is made to discuss the concern if feasible. If the situation cannot be resolved in this manner, discussing the situation with the professional's supervisor should be considered. If necessary, an appropriate professional organization or state credentialing agency could be contacted to determine the procedures established by that professional association or agency for examining the practices in question.

Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision

As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to assure high quality services, and they serve as role models for sound ethical and professional practices and decision making.

Standard IV.4.1
School psychologists who serve as directors of graduate education programs provide current and prospective graduate students with accurate information regarding program accreditation, goals and objectives, graduate program policies and requirements, and likely outcomes and benefits.

Standard IV.4.2
School psychologists who supervise practicum students and interns are responsible for all professional practices of the supervisees. They ensure that practicum students and interns are adequately supervised as outlined in the NASP Graduate Preparation Standards for School Psychologists. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

Standard IV.4.3

School psychologists who employ, supervise, or train professionals provide appropriate working conditions, fair and timely evaluation, constructive supervision, and continuing professional development opportunities.

Standard IV.4.4
School psychologists who are faculty members at universities or who supervise graduate education field experiences apply these ethical principles in all work with school psychology graduate students. In addition, they promote the ethical practice of graduate students by providing specific and comprehensive instruction, feedback, and mentoring.

Principle IV.5. Contributing to the School Psychology Knowledge Base

To improve services to children, families, and schools, and to promote the welfare of children, school psychologists are encouraged to contribute to the school psychology knowledge base by participating in, assisting in, or conducting and disseminating research.

Standard IV.5.1
When designing and conducting research in schools, school psychologists choose topics and employ research methodology, research participant selection procedures, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice. School psychologists identify their level of training and graduate degree to potential research participants.

Standard IV.5.2
School psychologists respect the rights, and protect the well-being, of research participants. School psychologists obtain appropriate review and approval of proposed research prior to beginning their data collection.
- Prior to initiating research, school psychologists and graduate students affiliated with a university, hospital, or other agency subject to the U.S. Department of Health and Human Services (DHHS) regulation of research first obtain approval for their research from their Institutional Review Board for Research Involving Human Subjects (IRB) as well as the school or other agency in which the research will be conducted. Research proposals that have not been subject to IRB approval should be reviewed by individuals knowledgeable about research methodology and ethics and approved by the school administration or other appropriate authority.
- In planning research, school psychologists are ethically obligated to consider carefully whether the informed consent of research participants is needed for their study, recognizing that research involving more than minimum risk requires informed consent, and that research with students involving activities that are not part of ordinary, typical schooling requires informed consent. Consent and assent protocols provide the information necessary for potential research participants to make an informed and voluntary choice about participation. School psychologists evaluate the potential risks (including risks of physical or psychological harm, intrusions on privacy, breach of confidentiality) and benefits of their research and only conduct studies in which the risks to participants are minimized and acceptable.

Standard IV.5.3
School psychologists who use their assessment, intervention, or consultation cases in lectures, presentations, or publications obtain written prior client consent or they remove and disguise identifying client information.

Standard IV.5.4
School psychologists do not publish or present fabricated or falsified data or results in their publications and presentations.

Standard IV.5.5
School psychologists make available their data or other information that provided the basis for findings and conclusions reported in publications and presentations, if such data are needed to address a legitimate concern or need and under the condition that the confidentiality and other rights of research participants are protected.

Standard IV.5.6
If errors are discovered after the publication or presentation of research or other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.

Standard IV.5.7
School psychologists only publish data or other information that make original contributions to the professional literature. They do not report the same study in a second publication without acknowledging previous publication of the same data. They do not duplicate significant portions of their own or others' previous publications without permission of copyright holders.

Standard IV.5.8
When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In in-service or conference presentations, school psychologists give credit to others whose ideas have been used or adapted.

Standard IV.5.9
School psychologists accurately reflect the contributions of authors and other individuals who contributed to presentations and publications. Authorship credit is given only to individuals who have made a substantial professional contribution to the research, publication, or presentation. Authors discuss and resolve issues related to publication credit as early as feasible in the research and publication process.

Standard IV.5.10
School psychologists who participate in reviews of manuscripts, proposals, and other materials respect the confidentiality and proprietary rights of the authors. They limit their use of the materials to the activities relevant to the purposes of the professional review. School psychologists who review professional materials do not communicate the identity of the author, quote from the materials, or duplicate or circulate copies of the materials without the author's permission.