

TEXAS WOMAN'S UNIVERSITY

School Psychology Program

Accredited by the American Psychological Association (2011-2018), and
approved by the National Association of School Psychologists
and the Texas Higher Education Coordinating Board

Doctoral Student Handbook

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Program Resources

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A. Philosophy, Aims and Competencies

The School Psychology Doctoral Program at TWU embraces a scientist-practitioner model of training in which practice, theory, and research are integrated. A balanced emphasis is placed on developing professional competencies necessary for functioning in various applied practice settings, such as school systems, mental health and child guidance centers, medical centers and hospitals, independent clinical practice, and in academic or research positions in institutions of higher education. The American Psychological Association (APA) defines Health Service Psychology as the integration of psychological science and practice in order to facilitate human development and functioning. Health Service Psychologists are prepared to work in diverse settings. The Texas Woman's University School Psychology Doctoral Program prepares health service psychologists across the diverse practice areas of school psychology.

Our program strives to provide broad and general training in the science and practice of school psychology within the broader definition of health service psychology. The theoretical philosophy of the program is grounded in an integration of the biopsychosocial perspective in combination with the application of a data-based problem-solving approach. The biopsychosocial perspective posits that biological, psychological, and social factors play a significant role in an individual's functioning. The biological system emphasizes genetics, diseases, anatomical and structural components of the individual. The psychological system incorporates developmental factors, personality and motivation of the individual. The social system includes cultural background, environmental, and familial influences. This comprehensive perspective encompasses and integrates the variety of systems that are influential in the lives of children and posits that each component system affects and is affected by all other systems.

The biopsychosocial perspective is complemented by a data-based problem solving framework for the practice of school psychology. Problem solving methods are consistent with the experimental tradition in psychology where the problem is defined, directly measured, interventions are designed based on the measurement data, and progress on the intervention is monitored and revisions occur as needed. Additionally, problem solving is viewed as a collaborative process involving the child, family, and professionals representing various education and community institutions. TWU's School Psychology Doctoral Program assumes that the functions of a school psychologist involve problem solving whether service or research oriented, and that problem solving will be most effective when approached from a data-based framework supported by a biopsychosocial perspective. The broad overall aim of this program 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, skillful, ethical school psychologists who integrate the principles of scientific inquiry into service delivery functions with respect for diversity and individual differences.

In order to achieve these broad philosophical goals and translate them into marketable, workplace-practitioner skills, the School Psychology doctoral program has been designed to be sequential, with foundational skills developed first; cumulative, with skills building upon previously learned skills and knowledge; and increasingly complex, wherein knowledge must be integrated and applied. The program has been designed to prepare students with entry level skills required for internship and to provide the foundation for post-doctoral experiences to further their skills. Thus, all students take a core set of courses covering the foundations of psychology, then specialized coursework in the field of school

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psychology with experiential activities in practice oriented settings, culminating in the capstone experiences of dissertation and internship.

Programs accredited by the American Psychological Association (APA) are required to provide a general knowledge base in the discipline of psychology regardless of their specialty practice area. Discipline-specific knowledge serves as the cornerstone for the establishment of professional identity and orientation as a health service psychologist and school psychologist. There are two categories of discipline specific knowledge: basic content areas in scientific psychology that form the foundation of the field, and research and quantitative methods needed to integrate knowledge, science, and practice. In the first category, are courses that cover basic psychological content including the history and science of psychology, affective aspects of behavior, biological aspects of behavior, cognitive aspects of behavior, developmental aspects of behavior and social aspects of behavior. Students in all APA accredited programs are expected to be able to integrate multiple basic discipline-specific content areas. The second category of discipline specific knowledge includes the foundations of research, quantitative methods, and psychometrics. Students in the School Psychology Doctoral Program develop discipline specific knowledge via core coursework (*PSY 6103 Cognition and Emotion, PSY 6113 Measurement and Psychometric Theory, PSY 6383 Cross Cultural Psychology, PSY 6133 Advanced Behavioral Neuroscience, PSY 6613 Advanced Developmental Psychology, PSY 6633 Philosophical and Historical Foundations of Psychology, PSY 6774 Foundations of Social Psychology and Personality; PSY 6833 Ethics in Psychology, PSY 5304 Advanced Psychological Statistics I, PSY 5353 Research Design, PSY 6204 Advanced Psychological Statistics II, PSY 6961 Research Team*). Additionally, students have substantial opportunity to demonstrate graduate level knowledge and integration in their research and practice coursework, and via the doctoral written and oral comprehensive process. Beyond specific knowledge within the discipline of psychology, programs that are accredited by APA must also demonstrate that students have developed and can apply specific skills and competencies in the practice of psychology, regardless of substantive practice area, type of degree, or level of training. These are considered to be profession-wide competencies and they provide broad and general preparation for entry level independent practice and licensure.

In order to accomplish our training responsibilities of discipline specific knowledge and profession wide competency within the field of health service psychology and the domain of school psychology, the School Psychology Doctoral Program has established the following aims and competencies:

Discipline Specific Knowledge (Foundational Knowledge and Integration)

AIM: To prepare entry-level school psychologists who will have a solid understanding of broad psychological principles and the scientific knowledge base of psychology, who will understand the profession of health service psychology and the professional practice of school psychology, and will seek learning experiences throughout their career.

Competency 1: Students will acquire and demonstrate knowledge of social, emotional, biological, cognitive, and developmental aspects of behavior, be able to critically evaluate relevant literature, and be able to apply that knowledge to practice with diverse populations.

Competency 2: Students will acquire an understanding of the evolution and key issues in the practice of health service psychology and more specifically in the practice of school psychology (history, roles and function).

Profession Wide Competencies

I. Research

AIM: To prepare entry-level school psychologists to be scientist-practitioners so that they can apply research to practice and independently contribute to the knowledge base and field of school psychology through research.

Competency 1: Students will display knowledge of research design, methodology and statistical analysis as related to the design, implementation, and evaluation of psychological or educational research.

Competency 2: Students will demonstrate the ability to critically analyze and evaluate psychological and educational research literature.

Competency 3: Students will propose, design and conduct original research under supervision.

Competency 4: Students will develop skills in explaining and presenting research findings, and will disseminate their research to the profession at local, State, regional or national levels in order to contribute to the scientific community.

II. Ethical and Legal Standards

AIM: To prepare entry-level school psychologists who are knowledgeable of professional, ethical and legal standards applicable to health service psychology in general and school psychology more specifically, and who practice with integrity, honesty, and high ethical standards.

Competency 1: Students will understand and be able to apply the *APA Ethical Principles of Psychologists and Code of Conduct*, as well as the *NASP Principles for Professional Ethics*, in all professional settings.

Competency 2: Students will display knowledge of relevant laws, regulations, rules, and policies governing health service psychology and school psychology at the local, state, regional and federal levels.

III. Individual and Cultural Diversity

AIM: To prepare entry-level school psychologists with the knowledge, sensitivity, awareness and skills needed to deliver high quality services to diverse populations.

Competency 1: Students will develop an awareness of their own personal/cultural history, attitudes and biases and exhibit awareness, sensitivity, and skills needed to work professionally with diverse individuals, groups, and communities.

Competency 2: Students will demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, and articulate an approach to working effectively with diverse individuals and groups, within their professional roles and delivery of school psychological services.

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IV. Professional Values and Attitudes

AIM: To facilitate the development of competent professionals who present an identity as a psychologist and as a school psychologist, as evidenced by a strong commitment to ethical behavior and competent service delivery with an understanding and appreciation for working with individuals from diverse populations and backgrounds.

Competency 1: Students will build and consolidate their professional identity as a psychologist with an understanding of health service psychology and the specialty of school psychology as well as show a commitment to lifelong learning and professional growth.

Competency 2: Students will demonstrate professional conduct and behave in ways that show respect for the dignity, diversity, and welfare of others.

Competency 3: Students work toward self-awareness and the ability to engage in self-reflective practice.

V. Communication and Interpersonal Skills

AIM: To produce entry-level school psychologists who possess the ability to relate effectively and professionally with others, to form collaborative working relationships, and who can communicate complex information clearly.

Competency 1: Students are expected to develop and maintain effective collaborative relationships with colleagues, supervisors, other professionals, and the children and families receiving professional services.

Competency 2: Students will demonstrate effective written and oral communication skills related to their practice of psychology.

Competency 3: Students will demonstrate appropriate culturally competent professional behavior and social competence in their practice of psychology.

VI. Assessment

AIM: To produce entry-level school psychologists who are able to select and apply assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics; and who are able to collect relevant data using multiple sources and methods to define problem areas, strengths, and needs of diverse clients.

Competency 1: Students will develop and demonstrate assessment skills using empirically validated cognitive and academic achievement measures that meet the needs of diverse populations.

Competency 2: Students will develop and demonstrate skills in the assessment of personality, adaptive behavior, social-emotional functioning and behavior using empirically validated methods to meet the needs of diverse populations.

Competency 3: Students will develop and demonstrate skills in pediatric neuropsychological assessment using a brain-based understanding of human development and empirically validated methods to meet the needs of diverse populations.

Competency 4: Students will demonstrate the ability to use interviews, observation (school, home, testing environments), inspection of records and developmental history, and will be able to evaluate results when identifying problem areas, strengths, and needs of diverse clients.

Competency 5: Students will be able to effectively interpret, using theoretical knowledge and brain behavior relationships, a variety of cognitive, achievement, social, emotional, behavioral, personality and neuropsychological assessments.

Competency 6: Students will demonstrate the ability to write psychological reports, interpret psychological results, make inferences about assessment data, differentially diagnose, and develop recommendations based on psychological data.

VII. Intervention

AIM: To prepare entry-level school psychologists who are able to apply empirical and problem solving based approaches to intervention for individuals, groups, and systems; who can select and apply intervention techniques and methods that are evidenced-based; and who are able to apply multiple methods to address the diverse needs of individuals, families, and systems.

Competency 1: Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional and psychopathological issues appropriate to diverse populations.

Competency 2: Students will develop and demonstrate competency in the delivery and evaluation of evidenced-based consultative interventions for academic, social-emotional, behavioral and other issues, appropriate to diverse populations.

Competency 3: Students will develop and demonstrate competency in the delivery and evaluation of evidenced-based direct interventions for academic, behavioral, and social emotional issues relevant to diverse populations.

Competency 4: Students will develop knowledge and familiarity with crisis interventions utilized in educational settings and systems.

VIII. Supervision

AIM: To prepare entry-level school psychologists with an understanding of their professional growth through their experiences as supervisees, as well as gain the necessary knowledge and skills needed to be able to provide clinical supervision for the mental health providers they will be given responsibility to manage throughout their professional career.

Competency 1: Students will exhibit knowledge of models, theories, modalities and research on supervision, knowledge of professional/supervisee development and knowledge of ethics and legal issues specific to supervision.

Competency 2: Students will exhibit the ability to set appropriate boundaries and seek consultation when professional issues are outside their boundaries of competence.

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Competency 3: Students will demonstrate the ability to receive, and use evaluative feedback from supervisors to improve performance and skills.

Competency 4: Students know and apply effective supervision strategies to direct and indirect services in accordance with their own developmental level to promote supervisees' effective practices.

IX. Consultation and Interprofessional/Interdisciplinary Skills

AIM: To prepare entry-level school psychologists who demonstrate knowledge and skills related to collaboration and consultation with families and professionals, within and across settings, and who can work with individuals from a multitude of diverse backgrounds.

Competency 1: Students will apply appropriate consultation models and strategies to facilitate direct and indirect services and professional development.

Competency 2: Students can effectively collaborate with staff, families, and other service providers to develop, implement, and evaluate evidence-based services at the individual, group, and system levels.

The School Psychology doctoral program incorporates national training standards set forth by the American Psychological Association for accredited programs, the state requirements for certification and licensure as a Psychologist (LP) and/or a Licensed Specialist in School Psychology (LSSP) by the Texas State Board of Examiners of Psychologists (TSBEP) and the national training standards for certification as a National Certified School Psychologist (NCSP) as set forth by the National Association of School Psychologists (NASP). The Ph.D. program requires 112 semester hours, including an internship and a dissertation among its requirements for graduation. The Ph.D. program is fully accredited by the American Psychological Association (APA; 2011-2018) and approved by National Association of School Psychologists (NASP).

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

B. Student Selection and Admissions

The minimum criteria for admission to the doctoral program in school psychology include: the pre-requisite educational background (e.g. a bachelor's degree, preferably in psychology or a related field, and/or a master's/specialist degree in school psychology, psychology or a related field); 18 hours of required undergraduate psychology preparation (General Psychology, Developmental Psychology, Statistics, Research Design or Experimental Psychology, Cognitive or Learning Psychology, and Physiological Psychology or Behavioral Neuroscience); a minimum recommended GRE score of 300 (153 verbal and 147 quantitative using the new scale) or 1000 (500 verbal and 500 quantitative using the old scale); an undergraduate GPA of 3.0 (preferably 3.5 in the psychology major) and/or a graduate GPA of 3.5.

Applications to the program are accepted once a year on January 5th. Applications are reviewed by the school psychology faculty and a select number of applicants are offered an opportunity to interview. Interviews usually take place in February. Offers of admittance are usually received by March but applicants have until April 15th to accept or reject the offer (standard date set by all APA accredited programs).

C. Student Demographics

The School Psychology Ph.D. program admits, on average, 7-8 new students per year. Attrition rates for students matriculated in the doctoral program have been approximately 0.16% during the past 7 years. Minority enrollment is approximately 32% of the total graduate enrollment in school psychology. About 95% of the students are female. The age distribution of graduate students in school psychology ranges from 23-50 years of age. In any given year, approximately half of the new students enter with a master's degree in school psychology or a related field (counseling, social work), and the other half enter with a bachelor's degree (usually in psychology). Further information regarding the program and student demographics is available online at the departmental/program website (<http://www.twu.edu/psychology-philosophy/grad-school-psychology.asp>).

D. Minimum Completion Requirements

The doctoral program in School Psychology includes formal course work, practica and internship experiences, participation in local, regional or national professional organizations, comprehensive evaluation, and dissertation research. Doctoral students are required to take 112 semester hours, including the full-time academic year internship. Students entering with a master's/specialist degree in school psychology (or in another related field) may request that a portion of their doctoral program requirements be waived and their previous coursework accepted towards their doctoral program, if they meet the criteria established by the graduate school and program. In this situation, half of the credits for the doctoral degree (approximately 56 credits) must be taken at Texas Woman's University (see Degree Requirements, Section E: Transfer of Credits). Approximately a fourth of the students attend classes part-time (3 to 6 semester hours per term). *Students are required to meet a residency requirement of two consecutive full-time (9 hours) semesters or four half-time semesters.* Average time for completion of the doctoral program for full-time students is 5-6 years. The graduate school requires that the doctoral degree be completed within 10 years from the time that the first graduate class is completed at TWU or applied to the doctoral program through transfer credit; however, the expectation of the school psychology doctoral program is that students studying full-time will complete their doctoral degree within 7 years or less.

E. Faculty

A majority of the school psychology faculty are licensed by the Texas State Board of Psychologist Examiners (TSBEP) as Licensed Psychologists and/or Licensed Specialists in School Psychologists. Several are also nationally certified school psychologists. Graduate training in school psychology is complemented by the expertise and resources provided by the undergraduate psychology and counseling psychology faculty in the department. Core psychological foundations, research design, systems assessment, group processes and family consultation are some of the areas in which the psychology faculty

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supports the School Psychology program. This interdisciplinary approach affords the student a broader “holistic” perspective of the field of psychology.

F. Professional Standards

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

G. North Texas Federation

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

H. Financial Support

Financial support for graduate students may include financial aid, grants, loans, scholarships and assistantships. Information regarding these opportunities can be found at the TWU Financial Aid Office (www.twu.edu/finaid/).

- 1. TWU Academic Scholarships.** TWU awards a *Graduate Student Scholarship* to students who have completed the TWU Scholarship Application (available online). The deadline for the scholarship application is March 1st. The scholarship of \$2,500.00 per year (as of 2017-2018) is renewable for 2 years for Master’s/Specialist students and for 3 years for doctoral students as long as specified criteria are met (a GPA of 3.2 or higher). Part-time students are eligible for a \$1,000.00 award. In addition, graduate students are eligible to be considered for the *Allsup-Lane Scholarship*, *Virginia Chandler Dykes Scholarship*, or the *Mary Bryan and Tom C. Reitch Scholarship* administered by the Graduate School. The *Allsup-Lane Scholarship* is awarded for outstanding scholarship. The award is \$1,000.00 per year and is renewable for 3 years. The *Mary Bryan and Tom C. Reitch Scholarship* is awarded based on academic need and outstanding scholarship. The award is \$1,500.00 a year and is renewable; however, students must apply each year for consideration. The *Virginia Chandler Dykes Scholarship* is awarded for outstanding leadership and scholarship. The award varies and is renewable. New graduate students who were undergraduate McNair Scholars are eligible for the *Graduate McNair Scholarship*. The *Graduate McNair Scholarship* awards

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\$2,500.00 each year and is renewable. Out of state students who are awarded a scholarship of \$1,000.00 or more may qualify for Texas resident tuition. Information and application materials can be found on the Financial Aid Office website at (www.twu.edu/finaid/scholarships.asp).

2. **Psychology Department Scholarships.** Limited funds are available for scholarships for Psychology Department students, usually amounting to \$100-\$200 per semester. Interested students should complete an application form available in the Psychology Department office. A faculty committee rank orders students based on need and academic standing. Both undergraduate and graduate students may apply for these funds.
3. **Graduate Assistantships.** The University provides a limited number of teaching, research, and clinical assistantships for qualified graduate students. Stipends vary according to assignment and educational level of the applicant. Graduate assistantships (research, teaching, administrative) are available in the Department of Psychology and Philosophy and throughout the University (such as in the Office of Undergraduate Studies, Student Life, or the Office of International Education and International Admissions). General information and application materials can be found on the graduate school webpage www.twu.edu/gradschool/graduate-assistants.asp. The contact at the Graduate School is Carolyn Hardin (chardin1@twu.edu); she can assist with openings for graduate assistants in other departments.

Graduate Assistantships in the Department of Psychology and Philosophy typically require teaching or assisting with undergraduate courses. Graduate Assistantships are usually either 10 hours (1 course) or 20 hours (2 courses). A 20-hour assistantship carries a stipend of approximately \$11,926 for two semesters (2017-18). For consideration for a graduate assistantship in the Department of Psychology and Philosophy, applicants should complete a graduate assistantship application and submit it along with a resume/vita to the Chair of the Department, Dr. Shannon Rich Scott (SScott@twu.edu). Graduate assistantship positions are competitive (e.g. there are typically more students than assistantship slots) and are not guaranteed with an offer of admission. Graduate assistantship positions are renewable for up to three years pending adequate performance and budgetary requirements.

A graduate student on scholastic probation may not hold a graduate assistantship. A person who holds a full-time position may not hold a graduate teaching assistantship. A person who holds a full-time position may hold a graduate research assistantship.

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

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

A graduate teaching assistant with a bachelor's degree, a Master's, or a SSP degree may be assigned to work with undergraduate courses; only under extremely unusual circumstances or in cases of demonstrated expertise or experience may a graduate teaching assistant working toward the doctorate be assigned to work with master's or specialist-level courses. This arrangement must be

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reviewed and approved in advance by the Dean of the Graduate School. A graduate teaching assistant may not be assigned to work with doctoral level courses. An exception may be made in the case of graduate assistants who have demonstrated unusual expertise or experience.

All first year Graduate Teaching Assistants must enroll in PSY 6981, Seminar in College Teaching. Additionally, all graduate assistants must attend the Graduate School Orientation for Graduate Assistants, or they will be ineligible for future assistantships.

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

Additional financial assistance information is available through the financial aid office (ADM 143; www.twu.edu/finaid/) or online in the Graduate Catalogue at <http://catalog.twu.edu/graduate/>.)

I. Licensure and Certification

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

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

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

Texas State Board of Examiners of Psychologists
333 Guadalupe, Suite 2-450
Austin, TX 78701
512-305-7700
www.tsbep.state.tx.us

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

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

J. National Register Health Service Psychologist Credential

Students graduating from the doctoral program in psychology may be eligible for the National Register Health Service Psychologist Credential. Below is a definition of Health Service Providers and the current criteria for listing in the national register.

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

* Meets criteria of training and experience listed below.

1. Currently licensed or certified by the State Board of Examiners of Psychology at the independent practice level of psychology.
2. A doctoral degree in psychology from a regionally accredited educational institution.
3. Two years (3000 hours) of supervised experience in health service in psychology, of which at least one year is in an organized health service training program, and one year is postdoctoral.

The National Register of Health Service Psychologists also provides a credentials bank and verification system that can assist with licensure mobility.

Further information can be found at www.nationalregister.org

K. American Board of Professional Psychology (ABPP)

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

American Board of Professional Psychology, Inc.
300 Drayton Street, 3rd Floor
Savannah, GA 31401
Toll-free: 1-800-255-779

A. Program Sequence and Curriculum

The suggested degree sequence for the doctoral program (updated in 2016) is available in Appendix 1. The two previous degree sequences for doctoral students entering the program prior to Fall 2016 immediately follows (See Appendix 1). The curriculum in the doctoral program is graduated and sequential providing a scaffold for both knowledge and experience. The curriculum sequence is based on a full-time course load of 10-14 hours per semester and 6-8 hours per summer semester. Part-time students will take longer to complete the degree. Some courses are offered on a rotating basis; others are offered every other year. It is important to plan ahead.

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

B. Residency

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

C. Grade Standards

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

Grade requirements are specified by both the graduate school and the Department of Psychology and Philosophy (online graduate catalog available at <http://catalog.twu.edu/graduate/>). The Department of Psychology and Philosophy requires that a doctoral student maintain a 3.5 grade point average on a 4.0 scale. **Be advised that the Department's higher GPA requirement supersedes the Graduate School's GPA requirement of 3.0.** When a student's cumulative grade point average falls below 3.5 during any one semester or full summer session of ten weeks, the School Psychology Program Committee places the student on academic probation. Students have one year to raise their cumulative GPA to above 3.5. Failure to do so may result in dismissal from the program.

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

Degree Requirements

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

D. Degree Plan

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

E. Transfer of Credits

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

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

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

To apply for transfer credit to substitute for a required course, first, meet with the faculty member who teaches the course in question. If possible, bring the graduate catalogue description of the course you want to transfer, the course syllabus, a transcript, the name of textbooks used, and copies of the texts. Obtain

written permission from the professor on the Course Substitution/Waiver form, and include the form(s) with the degree plan submitted to the SPPC.

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

1. Approved Options

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

F. Time Limitations

All requirements toward a doctoral degree, aside from a completed SSP degree, must be completed within a period of ten consecutive calendar years from the date doctoral credit is first earned. This is a Graduate School rule and should be considered when transferring in courses completed prior to registration in the doctoral program. Although the Graduate School's time limit for completing the doctoral degree is 10 years, the School Psychology Doctoral Program strongly encourages full-time students to complete their doctoral program within 7 years of their acceptance into the program (to stay in keeping with APA recommendations).

G. Research Tools and Research Team

Doctoral students are required to complete 12 credits of research tools before being admitted to candidacy for the doctoral degree: Advanced Psychological Statistics I (PSY 5304), Advanced Psychological Statistics II (PSY 6204), Research Design (PSY 5353) and 1 credit of Research Team (PSY 6961)

Degree Requirements

The first 3 courses (PSY 5403, PSY 6204 and PSY 5353) must be completed prior to the comprehensive evaluation process (usually within the first 2 years of the program). During one semester of the program, the doctoral student must register for a research team (PSY 6961). The purpose of research team activity is to acquaint the students with faculty members' research activities and to provide opportunities to apply basic research skills. Prior to registering for PSY 6961, the doctoral student should arrange individual interviews with faculty members in order to determine with whom it is most appropriate to work. Although only 1 credit of research team is required, doctoral students are expected to be continuously involved in research related activities beginning no later than their 2nd year in the program.

H. Practica: Field Experiences

Doctoral students participate in practica experiences as early as the first full semester of coursework. Two courses (PSY 5803 & PSY 6703) have practica-based field experiences as requirements. All field-based practica experiences are supervised by the course instructor.

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

TWU requires that all practica placements be arranged through the College of Professional Education's Field Placement Office (Stoddard Hall 202C). Students complete a *Student Application for Practice Based Experience* and a Criminal Background Form (available from the Field Placement Office, 202C Stoddard Hall) for each required practica experience each semester. All materials are submitted to the Field Placement Office where arrangements are made for the practica field experience. Upon confirmation of placement students will receive an email with the appropriate contact information and then will be able to begin their practica/field experience. Upon completion of each practica/field experience students complete a *Field Experience Summary Form* (See Attachment 2 in Appendix 7) which is then placed in their file and attached to subsequent applications for practicum and internship.

I. Practicum Requirements

Four integrated practicum experiences (minimum of 225 hours each for a total of 900 clock hours across four semesters) are required (two school-based practicums, one counseling practicum and one neuropsychology practicum) of all doctoral students

Each of the four integrated practicum experiences can be completed only after specific courses and professional practice experiences have been completed (See notation provided in Appendix 1). *It is important to note that the first school-based practicum may be taken prior to completion of the written/oral comprehensive process, but the second school-based practicum may not be taken until the student has successfully completed the written/oral comprehensive process. The counseling and neuropsychology practicums are taken after completion of the required sequence of coursework.*

Degree Requirements

Supervised practice is important to facilitate the acquisition of professional competencies in all areas of school psychology practice (including assessment, intervention, and problem-solving/collaboration/consultation). Practicum experiences prepare students for full-time supervised practice in the schools employing a full range of psychological skills. The standards of the APA and NASP guide the TWU School Psychology Program practicum requirements.

School-based practica can only be completed during the Fall and Spring semesters and must be scheduled in advance. (*As of 2016 PSY 6923 Supervised Practicum: School I is only offered during Fall semester*). The counseling and neuropsychology practica may be completed during summer semester and must be arranged via the instructor and the University Practicum/Internship Coordinator. Students must complete and submit by the published deadline the Practicum Application the semester prior to the semester they intend to complete their practicum experience (See Appendix 7, Attachment 3). The Practicum Application lists the required course sequence expected to be completed *prior to applying* for the designated practicum. However, if there are unique circumstances where a student would like the School Psychology Program Committee to consider allowing them to enroll in a practicum before they have completed one or more of the required courses, they must write a letter to the committee explaining the circumstances and why the student would like to be allowed to take a practicum before they have completed the required course(s). Each individual situation will be reviewed on a case-by-case basis by the School Psychology Program Committee.

The University Practicum/Internship Coordinator (UPIC) serves as a liaison between the School Psychology Program Committee (SPPC), the student, the University Supervisor, and the practicum site. The UPIC coordinates all practicum experiences. A *Field Supervision Practicum or Internship Agreement* (see Appendix 7, Attachment 4) is completed for each student prior to the beginning of the practicum experience. Practicum supervision is provided by both field-based and University-based supervisors who are appropriately licensed and credentialed. Appendix 6 delineates the responsibilities of supervisory parties for practicum. In addition to on-site supervision by the assigned field supervisor, practicum students meet weekly on campus for group supervision. Students are required to develop goals and objectives for their practicum experience and document their experiences using weekly and cumulative logs (see Appendix 7, Attachment 5), and the *Practicum/Internship Summary Form* (Appendix 7, Attachment 6). Additionally, at mid-term and at the end of each semester written evaluations (*School Psychology Competency Evaluation: Mid-Semester Progress Report and School Psychology Competency Evaluation: End of Semester Review*; are collected from the field agency (See Appendix 7, Attachment 7). For students in counseling or neuropsychology based practicums, field based supervisors also complete the appropriate addendum (*Addendum: Neuropsychology Practicum* or *Addendum: Counseling Practicum*; see Appendix 7 Attachment 7). These evaluations are discussed with the student and the field-based supervisor. This information is used by the coordinator and practicum supervisors in a variety of ways to enhance the working relationships between the university and the field agency.

The department maintains a list of approved practicum sites and community based locations. The list is not exhaustive and students are encouraged to seek out additional placements. However, sites that are not included in the approved site list must first be discussed with the School Psychology Program Committee or the Practicum and Internship Coordinator **BEFORE** the student moves forward. Once a student has selected a site, made contact with them and the site approves a student to complete a practicum there, the student must submit in writing or via email this information to the Practicum and Internship Coordinator. After the Practicum and Internship Coordinator's review, the student will then be told if they can or cannot accept the practicum placement.

Degree Requirements

Note: Students cannot accept a practicum placement without first having obtained approval from the Practicum and Internship Coordinator.

As new sites are added, the approved practicum site list will be updated. The Practicum and Internship Coordinator also maintains a notebook of feedback from previous students as to their experiences at various sites. Students are welcome to peruse this notebook to determine if a particular site will be a good fit for the practicum experience. Students are reminded that they cannot be paid for their practicum experiences. If a student is working at a site where they would also like to complete their practicum, this may be cleared for one semester if the following criteria are met: 1) The student's working time (paid time) is clearly delineated from the practicum time., 2) The practicum experience at that site is significantly different than what the student has done previously as an employee, and 3.) The student turns in a proposal to the university supervisor stating how the practicum will be different and separate than the employment experience. Each request will be reviewed on a case-by-case basis

Note: The doctoral program practicum requirements are the minimum requirements students' must attain for practicum to complete the program and to be competitive for internship opportunities. Students are encouraged to attain as many practicum hours as are feasible for them during their program (for example, acquiring 300 hours for each practicum rather than the minimum of 225 gives the student a total of 1200 practicum hours instead of 900). *The total hours collected are not as important as the number of direct service hours in assessment, intervention, and consultation, as internship sites are looking for specific amounts of direct service hours.* With approval, students may elect to take additional practicums or practicums of special interest. Students taking additional or special interest practicums are expected to enroll in a practicum class (i.e. the practicum class that is the closest approximation to the specialty practicum). This is to ensure appropriate university supervision. The practicum instructor may, but is not obligated to, modify the practicum requirements to better suit the specialty practicum. Students must attend the practicum class regardless of if their practicum placement is part-time or full-time.

J. P_racticum in S_{ch}ool P_sychology (Waiver)

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

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

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

K. Internship Requirements

A full-time academic year internship of 1500-2000 hours for doctoral candidates is to be completed in not less than 10 consecutive months in a school district or more than 24 months in an agency. ***Although NASP and many certification boards set the minimum number of hours at 1500, the expectation of the doctoral program in school psychology here at Texas Woman's University is that students will complete an 1800-2000 hour internship.*** School-based internship sites (even those that are APA accredited) are often 10 months rather than 12 months, and may only allow for achieving 1800 hours. The internship requirement cannot be obtained in more than two placements. The APA and NASP standards guide internship requirements. The intern, seeking certification as a school psychologist, should have internship experiences in a public school setting, though other settings may be incorporated into the internship experience. ***The public school setting, or school related services, must constitute a minimum of 600 clock hours of the time designated for the internship.*** Internships are an invaluable culminating experience for the school psychologist providing opportunities to work with a variety of handicapping conditions in both regular and special education. For students entering the doctoral program with a master's/specialist degree in school psychology who have completed a 1200-hour master's/specialist internship, the requirement for 600 hours in the school setting may be waived, however, the doctoral internship requirement of 1800/2000 hours will not be waived. The purpose of the internship experience is to provide students an opportunity to combine all of their previously learned skills and knowledge in a professional service delivery system. The University is very concerned with locating and maintaining internship sites that meet National and State professional and ethical guidelines. Sites that do not meet these guidelines will not be considered as appropriate. This policy is established to protect both the student and academic program interests.

A doctoral student may begin internship only after successfully completing all required courses, the Written/Oral Doctoral Comprehensives and the Doctoral Professional Practice Clinical Skills Review, and only with approval of the SPPC. Students are encouraged to have at least completed their dissertation proposal, if not the entire dissertation process, prior to beginning internship; however, this is not a requirement for applying to or accepting an internship placement.

Students are responsible for obtaining the requisite internship training, although the University Practicum/Internship Coordinator (UPIC) and the SPPC do provide assistance. ***All doctoral students are expected to apply to APA/APPIC (Association of Psychology Postdoctoral Internship Centers) approved internship sites.*** Information regarding the APPIC application process is available on the APPIC website (www.natmatch.com/psychint/). For students seeking internships that are not APA/APPIC approved, the internship site **must be approved** by the SPPC before the student formally accepts the internship. ***Non-APA/APPIC accredited internships will be expected to meet CDSPP requirements (Council of Doctoral School Psychology Programs).*** Internships are usually negotiated in the year before the beginning of the internship placement. Students must complete and submit by the published deadline an application the year prior to the year they intend to complete their internship experience (See attachment 8 in Appendix 7). A contract outlining working conditions, training experiences, and reimbursement, and a job description agreement must be submitted to the UPIC before the internship may begin. The University Practicum/Internship Coordinator (UPIC) serves as a liaison between the School Psychology Program Committee (SPPC), the student, the University Supervisor, and the internship site. The UPIC coordinates

Degree Requirements

all internship experiences. Internship supervision is provided by both field-based and University-based supervisors who are appropriately licensed and credentialed. University supervision is secondary to site supervision. In the main, the University coordinator's role is to monitor the fulfillment of the internship contract between student, agency, and University. Appendix 6 delineates the responsibilities of supervisory parties for internship.

For students placed in APA/APPIC internship sites, the documentation from the internship site is substituted for all TWU forms and documentation (typically this includes a contract or letter of agreement, internship goals/objectives/competencies, periodic evaluations, documentation of cumulative hours, and a certificate of completion). The assigned University-based internship supervisor will collect and collate all data, as well as make appropriate contacts with the internship site's field-based supervisor during the internship experience. Additionally, students are asked to complete and submit the *Practicum Internship Summary Form* (Appendix 7, Attachment 6).

For students completing non-APA/APPIC accredited internships the internship must comply with CDSPP standards. The *Field Supervision Practicum or Internship Agreement* (see Attachment 4 in Appendix 7) is completed prior to the beginning of the internship experience. Students are required to develop goals and objectives for furthering their development of competency within their internship experience. Internship activities are documented using weekly and cumulative logs (see Attachment 5 in Appendix 7). Field-based supervisor evaluations are completed at mid-year and at the end of the internship experience. Currently this would be the same rubric used for the end of semester evaluation for practicum; however, the intern would use this mid-year and at the end of the year to comprehensively evaluate skills and competencies (see Attachment 7 in Appendix 7). At a minimum the University-based supervisor will be in contact with the internship site and the field-based supervisor twice during the internship experience, with one of these contacts likely to be a face-to-face contact. Interns at non-APA/APPIC internship sites within 100 miles of TWU will also be expected to attend 3 internship meetings each semester at the University. At the end of the internship, the student will submit all required documentation including the *Practicum/Internship Summary Form* (Appendix 7, Attachment 6).

L. Professional Development and Scholarship Activities

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

- (1). **Professional Involvement. Students in the doctoral program must log 75 hours of continuing professional development.** Choose one or more of the following activities and perform to criteria:
 - a. Participate actively in a professional organization (local, regional, state, national) as a representative/liaison, or officer. ***Approximately 30% of the required hours (22-25 hours) of the required 75 can be achieved via this option.***
 - b. Participate actively in graduate student governance at the University level or as an officer in the program's SPSGO-***Approximately 30% of the required hours (22-25 hours) of the required 75 can be achieved via this option.***

- c. Edit a regularly published student newsletter (2x a year) or other special interest communication. *(1 hour = 1 CEU)*
 - d. Submit articles for a national or regional student or professional newsletter, e.g. the NASP Communiqué, or Division 16 Newsletter. *(1 hour=1 CEU)*
 - e. Log approved Continuing Professional Development (CE) activities over five years.
 - f. Participate actively in recruitment of students to the doctoral program (e.g. visiting other Universities and speaking to student groups). Or actively volunteer to assist with a conference or in-service. *(1 hour=1 CEU)*
- (2). **Scholarly Activities.** Choose one or more of the following activities and perform to criteria:
- a. Submit an article for publication in a professional journal
 - b. Submit a grant proposal for funding consideration
 - c. Present a workshop for a professional community, agency or organization
 - d. Present a workshop for parents, adolescents or young children.
 - e. Present a scholarly paper or poster at a professional conference.
 - f. Co-author a book chapter, journal article, encyclopedia entry, or test review.

M. National Examinations (NSPE & EPPP)

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

Doctoral students typically take the Examination for the Professional Practice of Psychology (EPPP) after completion of their doctorate as part of the licensure process (e.g. to become a Licensed Psychologist). The EPPP is required by all licensing boards in every State for the LP credential. Students in the TWU doctoral program in school psychology are encouraged to obtain the LP credential for practice. Additionally, the doctoral program collects performance data on graduates' licensure status as part of the program's self-evaluation. Currently, over 60% of our doctoral graduates have attained LP status. Doctoral students intending to seek LP status should be aware that the Association of State and Provincial Psychology Boards (ASPPB) is developing a 2-step process for the EPPP. Step one, is the current EPPP examination that measures foundational knowledge for doctoral level applicants. Step two, is a computer-based skills and competency examination intended to augment the original EPPP. The EPPP-Step 2 is scheduled to be available for implementation by State Boards of Psychology in January 2019. The requirement of Step 2 of the EPPP will be at the discretion of the State licensing boards, so students should be aware of the requirements of the State in which they hope to license and practice.

N. Advisement

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

Degree Requirements

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

O. Registration and Annual Review

All doctoral students in School Psychology are admitted provisionally. Each student's progress is evaluated annually. At the annual review where it is determined that the student has met all of the entry requirements, the SPPC will change the student's status to unconditional. A student may request the SPPC review her or his status when a change of status is necessary to meet the requirements for teaching assistant or research assistant.

Continuous registration is required for all graduate students in School Psychology. If a student is not registered for at least one course for 2 out of every 4 semesters in a calendar year, he/she will be automatically withdrawn from the active program roll and placed on the inactive roll. Such withdrawal will necessitate re-application to SPPC to be reinstated on the active roll. A student may petition the SPPC to be placed on "leave of absence" status. Students are expected to complete a minimum of 18 semester hours over one calendar year. The SPPC conducts an annual review of students during the spring or summer semester each year. Students will be informed of their status following this review in a meeting with their program advisor. The SPPC may request that students attend an SPPC meeting in order to discuss concerns about their academic progress. Students are encouraged to request an opportunity to discuss their progress in the program, or any other concerns, with the SPPC at any time. (See Evaluation Section A for more detailed information regarding the annual review process).

P. Dismissal from the Program

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

- A. ethical or legal violations
- B. academic failure (previously defined under grade requirements)
- C. failure to meet programmatic benchmarks (written/oral doctoral comprehensives; clinical skills evaluation review; dissertation proposal and defense)
- D. professional incompetence or negligence.

Degree Requirements

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

Making Changes

A. Due Process

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

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

B. Independent Study

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

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

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

C. Changing the Degree Plan

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

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

A. Process for Evaluation of Student Progress

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

B. Doctoral Comprehensive Evaluation Process

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

I. Written/Oral Examination

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

1. Prerequisite Requirements

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

- PSY 5353 Research Design
- PSY 5304 Advanced Psychological Statistics I
- PSY 6203 Advanced Psychological Statistics II*
- PSY 6103 Cognition and Emotion
- PSY 6113 Measurement and Psychometric Theory (*beginning for 2016 cohort*)
- PSY 6133 Advanced Behavioral Neuroscience
- PSY 6383 Cross Cultural Psychology*
- PSY 6613 Advanced Developmental Psychology*
- PSY 6633 Philosophical and Historical Foundations of Psychology

Evaluation

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

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

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

2. *Completed Degree Program Plan*

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

WRITTEN/ORAL COMPREHENSIVE PROCESS

The doctoral written/oral comprehensive process is offered once each year (and primarily takes place during the summer). Most students will be involved in this process at the end of their second year in the program after completing the required core courses. Students should expect to participate in this benchmark no later than the summer of their second year in the program, if they wish to graduate within the 5-year timeline. Students entering with advanced standing will need to discuss their timeline for completing this benchmark with their advisor. Students with advanced standing frequently take their written/oral comprehensive at the end of their first year. However, students who do not follow a typical schedule need to discuss their timeline for completing the written/oral comprehensive process with the program director or their academic advisor so as to not impede or interrupt their preferred timeline for completing their doctoral program.

1. Students will select a topic of interest and submit their topic to the school psychology program faculty for approval. This will take the form of a brief prospectus (7-10 pages, not including cover page and references) in which the student will delineate their topic area, how they will address each required area and what information would be germane from each area to their topic, as well as a list of preliminary references that will be utilized. Students will submit 2-paper copies and one electronic copy of their prospectus to the doctoral program director, or designated individual, who will distribute it to the school psychology program faculty. The deadline for submission will be announced at the beginning of spring semester. Prospectus papers not submitted by the deadline will not be accepted. The school psychology program faculty will approve/disapprove the requested topics at the next SPPC meeting and notify students in writing of the decision. An unsatisfactory written prospectus will result in the student being offered the opportunity to rewrite and resubmit. Additionally, the student may elect to withdraw from the process and take the examination the following year; however, the student needs to be cognizant of how this might impact his or her program completion.
2. Students will compose a literature review and critical analysis of their topic that includes content and references to the core areas. *The core areas form the foundation of basic psychological practice at the doctoral level for all psychologists. Students are expected to demonstrate this discipline specific knowledge and their ability to synthesize and integrate with depth this foundational*

knowledge to relevant topics in the field of psychology and their study of school psychology practices. Students will formulate a question and develop a study to answer a research question relevant to their topic, which includes a rationale for the study, proposed questions, proposed research design and proposed statistics with rationale. Paper will be no more than 50 pages maximum excluding references and must be in APA format.

3. Upon completion of the written paper, students will submit the paper to the school psychology program faculty and an oral defense will be scheduled. Papers are to be submitted no later than on the first day of classes for fall semester. Students are to submit an electronic copy of their paper and the requisite number of paper copies to the doctoral program director, or designee, no later than the designated time on the due date. Students will receive aggregated data and comments from the faculty reviewers' evaluation rubrics prior to the oral examination. Faculty questions/comments will occur during the orals.
4. An oral defense will be scheduled during the next month with the school psychology program faculty. Students will briefly present their paper and proposed study and orally defend the paper.

Passing/Failing Criteria

The written comprehensive paper and oral presentation will be evaluated using a rubric (Appendix 4). Students who fail either the written or oral portion will be offered the opportunity for remediation, which will be tailored/individualized for the particular student.

Paper is acceptable/Oral defense is acceptable	PASS
Paper is unacceptable	Remediation* and opportunity to repeat
Paper is acceptable/Oral defense is unacceptable	Remediation and Retake Oral*

*Remediation plans will vary from individual to individual, and will be crafted to address the specific concerns for the particular student. Remediation plans are developed by the School Psychology Faculty committee. Remediation deadlines will be individualized and may vary from student to student. **Failure to complete the remediation plan or failure at a second attempt of the written/oral comprehensive process may result in dismissal from the program.**

II. Professional Practice Clinical Skills Evaluation and Review

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 doctoral level encompasses three elements:

Assessment

Each doctoral 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 of the psychological assessment process (e.g. interviews and test administration). Psychological assessment is defined to at a minimum include measurement of

Evaluation

cognitive, achievement and social-emotional factors. Along with the digital assessment documentation, the student should include (a) a psychological report, (b) all protocols, and (c) supporting documentation such as consent. *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 or not the student should be allowed to proceed to the case presentation.*

Intervention

Each doctoral student should submit a comprehensive intervention report to include pre-intervention baseline data, mode of intervention, plan or record of intervention (goals and process), and post-intervention outcome data. **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.

Philosophy of Practice

Each doctoral student should submit a position paper on the student's philosophy of psychological services. This paper will acquaint the committee with the student's philosophy of practice, as well as the student's professional values and attitudes prior to the review of the assessment and intervention cases. The paper provides the theoretical foundation that each committee member will use in evaluating the assessment, interview, and intervention strategies as observed on the student's video tape and psychological report prior to the presentation. The paper should not exceed 15 pages in length, double spaced and must be in APA style.

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

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

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

C. Admission to Doctoral Candidacy

Admission to doctoral candidacy requires the following:

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

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

1. approving a written research proposal;
2. approving the final dissertation;
3. conducting the oral defense of the dissertation; and
4. certifying the student for the degree of Ph.D. in psychology.

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

A. Doctoral Dissertation Committee

All doctoral candidates must write a dissertation based upon research which makes a contribution to the literature and research of the student's discipline. The doctoral program in School Psychology requires that the doctoral research committee consist of three members.

Before registering for dissertation credit, the student should choose a dissertation chair. The dissertation chair should be a School Psychology faculty member (if the dissertation is co-chaired, one of the co-chairs must be a School Psychology faculty member). In conjunction with their chosen chair, the student will then select their dissertation committee and gain permission of each faculty member chosen to serve on the committee. **The student will complete the School Psychology Doctoral Dissertation Committee Form** (see Appendix 8) **and obtain the requisite signatures**. This form is to be given to the Doctoral Program Director for placement in the student's file. In total, three members are needed, two of whom must be from the School Psychology faculty. Ordinarily, a person selected to serve on a committee should hold a regular full-time academic appointment at TWU and should be a member of the graduate faculty. Exceptions may be made at the request of the student and the discretion of the Dean of the Graduate School. If a student elects to request an external member to their dissertation committee, the student needs to have that their dissertation chair submit a letter requesting the appointment of the outside member along with the external member's curriculum vita to the Department Chair who will subsequently seek approval from the Dean of the Graduate School.

B. Changes in Committee Appointments

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

C. Dissertation Proposal, Proposal Defense, & Filing Prospectus

Students are encouraged to complete their dissertation during their last year of coursework prior to internship. Completion of the dissertation prior to internship benefits the student during their internship experience and ensures graduation upon completion of the internship experience. At a minimum the dissertation proposal should be completed before the student leaves for internship. Having the dissertation proposal completed prior to internship can make it easier for the student to finish the dissertation process prior to completion of the internship and ensures graduation in a timely fashion. Students who complete their dissertations in this manner are less likely to ABD (*all but dissertation*), and more likely to graduate after completion of the doctoral program and internship experience.

A minimum of 6 credits of Dissertation is required (PSY 6983 and PSY 6993). The expectation is that once a student registers for dissertation, they will be continuously enrolled in dissertation credits until they complete the dissertation proposal (PSY 6983) and dissertation defense (PSY 6993). Beyond 12 credits of dissertation or the 3rd time a course is registered for a financial aid hold will be placed on the student's account. An email will be sent to the student and the student's advisor, seeking affirmation of progress. If

the dissertation advisor confirms that the student is making progress, the hold will be lifted and financial aid will resume, however if significant progress is not being made, the student will be required to pay for the dissertation credits out of pocket and show documented progress before further financial aid will be released. At a minimum, students must be enrolled in dissertation credit the semester they defend their proposal and the semester they defend their dissertation. Students need to be aware that they cannot propose their dissertation and defend their dissertation within the same semester. ***Nor should students expect to be able to propose or defend their dissertations during the summer semesters or during semester breaks.*** Faculty may or may not be on contract during the summer semester, and so may not be available for dissertation proposal or defense during that time period. Students need to plan carefully, so as to be able to propose the dissertation, and defend the dissertation, within the academic year (e.g. fall or spring semesters) and the parameters set by the graduate school.

When students begin the dissertation process, they are urged to consult the Graduate School publications *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* and *Formatting Navigator* for additional information. (See also Policies and Guidelines for Graduate Students: *General Requirements and Regulations for Doctoral Degrees, Committees on Dissertations, Theses, and Professional Papers.*) These are available on the TWU Graduate School webpage.

The first step in the dissertation process is the dissertation proposal and proposal defense. ***Be advised that the expectations of the doctoral program in School Psychology for the dissertation proposal supersedes the graduate school's requirements for dissertation proposal.*** Working with his or her dissertation chair the student will complete a dissertation proposal (most typically the first 3 chapters of the dissertation) to the satisfaction of the dissertation chair, then submit the proposal to the dissertation committee for review, and schedule the proposal defense. A prospectus cover sheet is required for the proposal defense and is available for completion online on the TWU Graduate School webpage (<http://www.twu.edu/gradschool/>). The student should complete the relevant portions of the document online, print the form and bring it to the proposal defense for signatures. Following a successful proposal defense, the student should file with the Graduate School a prospectus concerning the proposed dissertation.

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

Upon approval of the dissertation proposal (prospectus) by the graduate school, the student may begin data collection and the completion of the dissertation. Students are allowed to obtain statistical consultation on their dissertation analyses. A student may elect to pay for private statistical consultation services, or the student may enroll in PSY 6921 Research Consultation in Psychology to work with a specific faculty member from the Department of Psychology and Philosophy. The student should arrange with the faculty member they would like to work with to enroll during the semester in which they are planning to conduct their statistical analyses. This relationship is consultative; the faculty member is not responsible for conducting the student's analyses. The student may also receive statistical consultation from the Center for

Dissertation

Research and Design (CRDA@twu.edu), which is open to both students and faculty. Students are expected to write their own Chapter 4 of the dissertation, and need to be prepared to cogently explain and defend their statistical analyses during dissertation defense.

D. Securing Dissertation Credit

A student must be enrolled in PSY 6983 Dissertation Proposal during the semester in which they intend to defend their dissertation proposal and submit their prospectus, and in PSY 6993 Dissertation during the semester in which they intend to defend their final dissertation project.

E. Code 3 - Tuition Reduction

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

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

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

F. Grading for Dissertation

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

G. Dissertation: Final Defense

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

H. Final Copies

A student can submit either a digital copy or a hard copy of their dissertation to the Graduate School. Students are urged to consult the Graduate School's "*Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers*" and "*Formatting Navigator*" found online on the Graduate School webpage.

Electronic submission of the dissertation must be completed no later than the filing date listed under the Graduation deadlines. The Graduate School lists procedures for electronic submission of dissertations on the webpage and students should review the requirements. Even if the dissertation is submitted digitally to the Graduate School the student's department may require one or more bound copies of the dissertation at the expense of the student for use in the department. If a paper copy is submitted, the Graduate School typically requires 2 copies on bonded paper and one copy on plain paper. The original hard copy is usually submitted with two copies of the abstract and the signature page as well as a copy of the student's curriculum vita.

All dissertations are microfilmed by ProQuest and included in Dissertation Abstracts International. The student pays for this at the time the dissertation and abstract is filed with the Graduate School. Copyrighting remains optional, and may be secured during the submission process for an additional fee. The microfiche is stored as the archival copy in the Library vault. These copies become the property of the University. Under certain conditions, usually related to special research fellowships or industrial research programs, it may be necessary for the student, by prior agreement with the dissertation director, to pay for and submit more than two copies. Fees associated with the dissertation process will be computed by the Graduate Office at the time copies are submitted.

As of Spring 2016, students will not be awarded degrees or given transcripts showing their degree completion until the Dissertation Reader (assigned by the Graduate School) has reviewed their document. Details concerning the requirements for submission of the dissertation are available on the Graduate School's webpage (<http://www.twu.edu/gradschool/>) and questions about the Dissertation Reader review can be directed to Dr. Susan Harper, Graduate Reader/Editor (sharperbisso@twu.edu).

Graduation Information

A. Graduation

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

Graduation from the TWU doctoral program in school psychology requires the following criteria to have been met: (1) a filed degree plan; (2) completion of all coursework; (3) unconditional status in the program; (4) completion and passing of doctoral written and oral comprehensives, (5) completion and passing of doctoral clinical skills; (6) doctoral candidacy status with the graduate school; (7) completion and defense of proposal and final dissertation; (8) completion of internship; (10) completion of scholarly activity; (11) completion of professional development continuing education requirements-75 hours; and (12) documentation of completion of the Praxis II examination.

All doctoral students are encouraged to participate in graduation ceremonies. The graduation ceremony provides an opportunity for the student to celebrate the completion of this major endeavor with their peers, school psychology faculty, their friends and family. Graduation ceremonies are held in the Spring and Fall semesters. There is no graduation ceremony for Summer semester. Students graduating in the summer typically participate in the fall graduation ceremony.

B. Diploma and Graduation Fees

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

Appendices

- 1. School Psychology Doctoral Curriculum and Sequence**
- 2. Policy Statement on Impairment, Incompetence and Ethical Misconduct**
- 3. Evaluation Tools:
Student Evaluation**
- 4. Evaluation Tools:
Written/Oral Comprehensives and Clinical Skills**
- 5. Evaluation Tools: Clinical Skills**
- 6. Practicum and Internship Overview**
 - A. Training Emphases
 - B. Purposes of the Practicum and Internship Experiences
 - C. Practicum and Internship Guidelines
 - I. Arranging Practica/Internships
 - II. Practicum/Internship Structure
 - III. Responsibilities of Supervisory Personnel
 - IV. Student Responsibilities
 - V. Formal Evaluation
 - VI. Contracts
- 7. Practicum and Internship Attachments**
 - Attachment 1 - Student Application for Practice Based Experience
 - Attachment 2 - Practica/Field Experience Summary Form
 - Attachment 3 - Practicum Application
 - Attachment 4 - Field Supervision Practicum or Internship Agreement
 - Attachment 5 - Weekly and Cumulative Logs
 - Attachment 6 - Practicum and Internship Summary Form
 - Attachment 7 - School Psychology Competency Evaluation (Mid-Semester, End of Semester, and Addendums)
 - Attachment 8 - Internship Application

Doctoral Dissertation Committee Form

Appendices

APPENDIX 1

TEXAS WOMAN'S UNIVERSITY
Department of Psychology and Philosophy
Doctor of Philosophy (Ph.D.) in School Psychology
112 hours (beyond the Bachelor's degree)

PRE-REQUISITES:

- Bachelor's degree (preferably in psychology or related field), and/or Master's/Specialist degree in school psychology or related field.
- Eighteen hours of undergraduate psychology coursework:
 - General/Introductory Psychology
 - Developmental/Life Span
 - Statistics
 - Research Design/Experimental
 - Cognitive Psychology or Learning
 - Physiological Psychology/Behavior Neuroscience
- Minimum GRE (Current Version: Total 300, Verbal 153, Quantitative 147) (Previous version: Total 1000, Verbal 500, Quantitative 500)
- Minimum GPA (undergraduate 3.0; graduate 3.5)

DOCTORAL CORE-DISCIPLINE SPECIFIC KNOWLEDGE (43 hours)

RESEARCH CORE (18 hours)

PSY 5304 Advanced Psychological Statistics I
PSY 5353 Research Design
PSY 6204 Advanced Psychological Statistics II
PSY 6961 Research Team
PSY 6983 Dissertation
PSY 6993 Dissertation

PSYCHOLOGICAL FOUNDATIONS CORE (25 hours)

PSY 6103 Cognition and Emotion
PSY 6113 Measurement & Psychometric Theory
PSY 6613 Advanced Developmental Psychology
PSY 6133 Advanced Behavioral Neuroscience
PSY 6383 Cross Cultural Psychology
PSY 6633 Philosophical and Historical Foundations of Psychology
PSY 6774 Foundations of Social Psychology and Personality
PSY 6833 Ethics in Psychology

DOCTORAL CORE-PROFESSIONAL COMPETENCIES (65 hours)

Program Specific Foundations (16 hours)

PSY 5803 Introduction to School Psychology

PSY 6931 Practicum in Applied Psychology

PSY 6143 Neurodevelopmental and Genetic Disorders in Children

PSY 6253 Autism Spectrum Disorders

PSY 6423 Psychopathology and Exceptionalities in Childhood and Adolescence

PSY 6583 Neuropsychopharmacology

Assessment (15 hours)

PSY 5423 Cognitive Assessment

PSY 5463 Academic Assessment

PSY 5473 Social Emotional Assessment in Children

PSY 6523 Neuropsychological Assessment Techniques I

PSY 6533 Neuropsychological Assessment Techniques II

Intervention (20 hours)

PSY 5533 Evidenced Based Interventions: Academic

PSY 6444 Theory & Practice of Counseling & Psychotherapy with Children & Adolescents

PSY 6673 Therapeutic and Crisis Interventions for Children and Adolescents

PSY 6693 Advanced Therapeutic Interventions for Children and Adolescents

PSY 6703 Direct Behavior Interventions

PSY 6931 Practicum in Applied Psychology

PSY 6853 Supervision and Consultation in Psychology

DOCTORAL CORE-APPLIED PRACTICE (18 hours)

PSY 6923 Supervised Practicum: School Based I

PSY 6923 Supervised Practicum: School Based II

PSY 6923 Supervised Practicum: Counseling

PSY 6923 Supervised Practicum: Neuropsychology

PSY 6933 Internship in Psychology

PSY 6933 Internship in Psychology

OPTIONAL COURSES (not required or applied in the total doctoral program)

PSY 6233 Preschool and Low Incidence Assessment

PSY 6981 College Teaching (*required of all GA's*)

PSY 6873 Advanced Consultation and Program Evaluation

PSY 6911 Practicum: Supervision

Special Topics (*offered periodically*)

Appendices

Doctoral Program (Beginning Fall, 2016)

YEAR 1					
Fall		Spring		Summer	
PSY 5803/6931 Introduction to School Psychology	4	PSY 6703/6931 Direct Behavioral Interventions	4	PSY 6423 Psychopathology of Children and Adolescents	3
PSY 5423 Cognitive Assessment	3	PSY 6774 Foundations of Social Psychology & Personality ©	4	PSY 6613 Advanced Development ©	3
PSY 6444 Theory/Practice of Counseling w/Child & Adoles	4	PSY 5463 Academic Assessment	3	PSY 5473 Social Emotional Assessment	3
PSY 6633 Philosophical & Historical Found. of Psych. ©	3	PSY 5533 Evidence Based Interventions: Academic	3		
	14		14		9
YEAR 2					
Fall		Spring		Summer	
PSY 6103 Cognition/Emotion ©	3	PSY 6383 Cross Cultural Psychology ©	3	PSY 6253 Autism Spectrum Disorders	3
PSY 5353 Research Design ©	3	PSY 6133 Adv. Behavior Neuroscience ©	3	PSY 6204 Stats II ©	4
PSY 6833 Ethics ©	3	PSY 5304 Stats I ©	4		
PSY 6113 Measurement & Psychometric Theory ©	3	PSY 6961 Research Team*	1	<i>Written Comps</i>	
	12		11		7
YEAR 3					
Fall		Spring		Summer	
PSY 6523 Neuropsych Assessment I	3	PSY 6533 Neuropsych Assessment II	3	PSY 6583 Neuropsychopharm	3
PSY 6853 Supervision/Consultation	3	PSY 6673 Therapeutic and Crisis Interventions for Children & Adolescents	3	PSY 6923 Practicum: Neuropsych	3
PSY 6923 Practicum: School I	3	PSY 6923 Practicum: School II	3		
<i>Oral Comps</i>		<i>Clinical Skills</i>			
	9		9		6
YEAR 4					
Fall		Spring		Summer	
PSY 6693 Adv. Therapeutic Interventions	3	PSY 6143 Neurodevelopmental and Genetic Disorders	3		
PSY 6923 Practicum: Counseling	3				
PSY 6983 Dissertation (proposal)**	3	PSY 6993 Dissertation (defense)**	3		
<i>Applying to Internship</i>					
	9		6		
YEAR 5					
Fall		Spring			
PSY 6933 Internship	3	PSY 6933 Internship	3	<i>Graduate August</i>	
TOTAL CREDITS	112				

NOTES:

*Research Team can be taken during any semester

**Graduate school rules allow PSY 6983 and PSY 6993 to be taken only twice each or a maximum of 12 credits of dissertation. Students must be enrolled in the semester they defend their proposal and the semester they defend their final dissertation.

***Students may take additional courses not listed, but these optional classes are not required. Optional classes do not count in the 112 credits of the program. Students will not want to exceed 130 credits total, or according to TX rules will pay out of state tuition for credits in excess of 130.

**School Psychology Doctoral Program Plan for Students Entering Fall, 2015
(Revised Spring, 2015)**

Year 1

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
PSY 5803/6931 Intro. School Psy.	PSY 6774 Found.Soc Psych ©	PSY 6423 Psychopath
PSY 5893 Cog Assess: Theory	PSY 6703/6931 Dir Beh Inter	PSY 6613 Adv. Dev. ©
PSY 5883 Cog Assess: Admin/Scr	PSY 5463 Acad Assess	PSY 5473/6931 Social-Emot
PSY 6633 Phil. & Hx of Psy ©	PSY 5533 EBI: Acad Interv	
PSY 6981 College Teaching*		
13/14 hours	13 hours	10 hours

Year 2

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
PSY 6103 Cognition/Emotion ©	PSY 6133 Adv. Beh. Neuro. ©	PSY 6204 Stats II ©
PSY 5304 Adv Psych Stats I ©	PSY 5353 Research Design ©	PSY 6253 Autism Spectrum Dx
PSY 5554 Theory/Prac of Coun	PSY 6383 Cross Cultural ©	
PSY 6833 Ethics ©	PSY 6143 Neurodev & GenDx	
14 hours	12 hours	7 hours

Written Comprehensive

Year 3

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
PSY 6853/6931 Supv/consult	PSY 6673/6931 Therapy Interv	PSY 6583 Neuropsychpharm.
PSY 6523/6911 Neuro Ass I	PSY 6533/6931 Neuro Asses II	PSY 6923 Pract:Neuro
PSY 6923 Practicum I: School	PSY 6923 Practicum II: School	
PSY 6961 Research Team	PSY 6961 Research Team	
<i>Oral Comprehensive</i>	<i>Clinical Skills Comprehensive</i>	
12 hours	12 hours	6 hours

Year 4

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
PSY 6923 Pract: Neuro/other	PSY 6923 Pract: Couns	PSY 6993 Dissertation (if needed)
PSY 6693/6931 Adv. Tx Intv	PSY 6873/6931 Adv. Consult.	
PSY 6911 Practicum: Supervision	PSY 6993 Dissertation Defense	
PSY 6983 – Dissertation Proposal		
<i>Applying to Internship</i>		
11 hours	10 hours	

Year 5

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
PSY 6933 Internship	PSY 6933 Internship	
3 hours	3 hours	<i>Graduate (August)</i>

Appendices

School Psychology Doctoral Program Plan for Students Prior to Fall, 2015 (Revised 2008)

Year 1

Fall

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

14 hours

Spring

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

11 hours

Summer

PSY 6423 Psychopath
PSY 6383 Cross Cultural ©

6 hours

Year 2

Fall

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

11 hours

Spring

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

11 hours

Summer

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

Written Comprehensive

8 hours

Year 3

Fall

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

Oral Comprehensive

11 hours

Spring

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

10 hours

Summer

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

7 hours

Year 4

Fall

PSY 6143 Neurodevel.
PSY 6523/6911 Neuro Ass I
PSY 6923 Practicum II: School

Clinical Skills Comprehensive

10 hours

Spring

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

10 hours

Summer

PSY 6923 Pract:Neuro
PSY 6993 Dissertation Defense

6 hours

Year 5

Fall

PSY 6933 Internship

3 hours

Spring

PSY 6933 Internship

3 hours

APPENDIX 2

POLICY STATEMENT ON IMPAIRMENT, INCOMPETENCE, AND ETHICAL MISCONDUCT

I have read and fully comprehend the student dismissal policy.

Name of Student (Please print): _____

Signature of Student: _____ Date: _____

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

Objective

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

Introduction

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

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

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

Appendices

Definitions

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

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

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

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

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

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

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

Identification and Verification of Problems Requiring Remediation or Dismissal

Impairment, incompetence, or ethical misconduct can be identified in a variety of ways. Formal evaluation of each student's progress takes place annually. Further, possible problems can be identified at

any point in the student's academic career by a faculty member, staff member, supervisor, or by another student. Procedures from remediation and dismissal are detailed in the following sources:

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

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APPENDIX 3 STUDENT EVALUATION FORM

Student Name: _____

Course Name and Number: _____

Semester and Year: _____

Rater: _____

Competency I: Research	Score (1-5):	Comments:
As applicable to classroom requirements or research team.		
Student displays knowledge of research design, methodology, and statistical analysis as related to the design and implementation of research.		
Student is able to analyze and evaluate psychological and educational research literature.		
Student actively engages in developing original research with supervision.		
Student is able to explain and present research findings.		
Did the student present this semester at the local, state, regional, or national level? (If yes, please put citation in the comments.)		
Research Average:		

Competency II and III: Ethical and Legal Standards and Individual and Cultural Diversity	Score (1-5):	Comments:
Student demonstrates knowledge of and appropriately applies ethical principles.		
Student demonstrates knowledge of relevant laws, rules, and policies regarding school psychology.		
Student demonstrates understanding and application of legal and ethical principles in their behavior and interactions with others.		
Student demonstrates an understanding of his/her own personal culture and attitudes.		
Student demonstrates conduct and behavior that shows understanding and respect for diversity and the dignity and welfare of others.		

Student is able to integrate knowledge of diversity to his/her practice.		
Ethical and Legal/Diversity Average:		

Competency IV and V: Professional Values and Attitudes and Interpersonal Skills	Score (1-5):	Comments:
Student demonstrates an understanding of school psychology and identifies him/herself as a psychologist (appropriate to the level of training)		
Student demonstrates self-awareness and is able to engage in self-reflective practices regarding their competency and professional behavior.		
Student displays a willingness to accept and integrate feedback in to their performance.		
Student maintains appropriate relationships with colleagues, professors, and other supervisors.		
Student is able to effectively communicate with others (peers, student colleagues, and faculty).		
Student is able to effectively communicate their knowledge, thoughts, and ideas orally and in written formats at an acceptable level.		
Student demonstrates professional behavior in the following ways:		
Student evidences punctuality and regular attendance to classes, meetings, appointments etc. (Student is reliable, punctual, and responsible.)		
Student is able to establish priorities and manage time effectively. They follow through with assignments and projects and meet deadlines.		
Student demonstrates initiative. They are able to take responsibility for their work and take the initiative to seek out opportunities available to them.		
Student demonstrates the ability to work cooperatively with others in teams or groups on projects, assignments, and/or research.		
Student demonstrates respect for others through their demeanor, behavior, and ability to listen attentively and respectfully.		
Professional Values and Interpersonal Skills Average:		

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Competency in Practice--Assessment	Score (1-5):	Comments:
Student demonstrates conceptual understanding and application of assessment theory and methods.		
Student is able to use a variety of assessment tools with accurate administration, scoring, and interpretation.		
Student is able to use other assessment methods--clinical interviews, observations, development history, etc--to inform evaluations.		
Student is able to write integrated and complete psychological reports.		
Student is able to modify assessments and testing conditions to promote reliable and valid assessment of children and youth from diverse backgrounds and with diverse needs.		
Assessment Average:		

Competency in Practice-- Intervention	Score (1-5):	Comments:
Student is able to select, develop, implement, and evaluate interventions (academic or behavioral) that are relevant to the client, problem and context, and that are empirically supported.		
Student understands various methods and theories of counseling.		
Student understands and appropriately applies counseling interventions.		
Student is able to assess for and provide indirect interventions for behavioral concerns.		
Student is able to assess for and provide indirect interventions for academic concerns.		
Student is able to assess for and provide direct interventions for behavioral concerns.		
Student is able to assess for and provide direct interventions for academic concerns.		
Intervention Average:		

Competency in Practice-- Supervision and Consultation	Score (1-5):	Comments:
Student understands various models and theories of supervision.		
Student demonstrates understanding of the expectations (purpose, roles) for supervision and their own role and responsibility as a supervisee.		
Student is open to supervisory feedback and uses supervision to reflect on areas of strength and those needing improvement.		
Student displays a willingness to accept and integrate feedback into performance.		
Student uses consultation methods to facilitate direct and indirect services.		
Student collaborates effectively with colleagues, supervisors, and other professionals.		
Student collaborates appropriately with peers.		
Supervision and Consultation Average:		

Overall Average: _____

Additional Comments:

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APPENDIX 4

Date: _____ Faculty Reviewer: _____

Student Name: _____

SCHOOL PSYCHOLOGY DOCTORAL WRITTEN COMPREHENSIVE

Rating (Legend)

1=Poor; 2=Below Expected; 3=Expected; 4=Above Expected; 5=Outstanding

Comprehensiveness of Content: Paper covers the scope (breadth and depth) of the relevant literature/research. (e.g. paper covers all required core areas as they are relevant to the topic, and demonstrates understanding of the breadth and depth of the literature/research in each core area as it relates to the chosen topic).

Cognition and Emotion

1 2 3 4 5

Advanced Behavioral Neuroscience

1 2 3 4 5

Cross Cultural Psychology

1 2 3 4 5

Philosophical & Historical Foundations of Psychology

1 2 3 4 5

Ethics in Psychology

1 2 3 4 5

Foundations of Social Psychology and Personality

1 2 3 4 5

Advanced Developmental Psychology

1 2 3 4 5

Research Design

1 2 3 4 5

Advanced Psychological Statistics I and II

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

Overall professional quality of the paper

1 2 3 4 5

TOTAL SCORE: _____/15

AVERAGE OF SCORE: _____

ADDITIONAL COMMENTS:

Appendices

Date: _____ Faculty Reviewer: _____

Student Name: _____

SCHOOL PSYCHOLOGY DOCTORAL COMPREHENSIVES ORAL DEFENSE OF WRITTEN PAPER

Rating (Legend)

1=Poor; 2=Below Expected; 3=Expected; 4=Above Expected; 5=Outstanding

RATING SCALE FOR ORAL DEFENSE OF PAPER

Knowledge of subject matter and familiarity with written position

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

Overall rating of professional quality of defense

1 2 3 4 5

TOTAL SCORE: _____ **AVERAGE OF SCORE:** _____

ADDITIONAL COMMENTS:

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

Date: _____

Rater Name: _____

Student Name: _____

Average Score: _____

CLINICAL SKILLS Written and Oral Presentation of Intervention {Profession Wide Competency VII-Intervention, Competency #3}

Written Intervention Plan

(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, 2.2, 2.3, 2.4: **Profession Wide Competency VI, Competencies #1, 2, and 4**}: 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 2.2, 2.3, 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, and language), resources, classroom practices and other system issues {**Profession Wide Competency III, Competency #2**}.

1 2 3 4 5 N/O

(5). Progress Monitoring of Intervention {NASP Domain 2.1, 2.2}: 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; {**Profession Wide Competency VI, Competency #6**}: 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

Appendices

(7). Effective Communication {NASP Domain 2.10; **Profession Wide Competency V, Competency #2**}: Written intervention report was comprehensive, organized and free from technical errors (spelling, grammar, punctuation).

1 2 3 4 5 NO

(8). Effective communication {**Profession Wide Competency V, Competency #2**}: 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).

1 2 3 4 5 N/O

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; **Profession Wide Competency V, Competency #2**}: 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 {**Profession Wide Competency V, Competency #2**}: 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 {**Profession Wide Competency VIII, Competency #3**}: 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:

CLINICAL SKILLS

Written and Oral Presentation of Assessment Case

{Profession Wide Competency VI-Assessment, Competencies 1-6}

Administration and Scoring of Assessment Instruments {NASP Domain 2.1}

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

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, 2.3, 2.4, 2.5}: 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, 2.3, 2.4}: 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, 2.3, 2.4}: 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, 2.9}: 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, 2.3, 2.4, 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.

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1 2 3 4 5 N/O

(7). Recommendations {NASP Domains 2.1, 2.3, 2.4, 2.5}: 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; **Profession Wide Competency V, Competency #2**}: 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; **Profession Wide Competency V, Competency #2**}: The student was able to clearly summarize the assessment 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 {**Profession Wide Competency V, Competency #2**}: 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 {**Profession Wide Competency VIII, Competency #3**}: 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:

CLINICAL SKILLS (*Doctoral Only*) Written and Oral Presentation of Philosophy Paper

Written Philosophy Paper

(1). The philosophy of school psychology practice elucidated in the paper was relevant and applicable.

1 2 3 4 5 N/A

(2). In the discussion of their philosophy of practice, the student displayed an understanding of the history, role, and function of school psychologists in schools and other practice areas of psychology. {**Discipline Specific Knowledge, Competency #2**}

1 2 3 4 5 N/A

(3). The explanation of the individual's philosophy of practice was discussed comprehensively and with appropriate depth (not shallow, insubstantial or trite).

1 2 3 4 5 N/A

(4). In the discussion of their philosophy of practice, the student was able to articulate and awareness and knowledge of approaches needed to work effectively with diverse individuals or groups within delivery of school psychological or other psychological services. {**Profession Wide Competency III, Competency #2**}

1 2 3 4 5 N/A

(5). The essay was organized and integrated (e.g. the paper flows well, is easy to read, information is presented logically and it is connected and integrated into a cohesive essay)

1 2 3 4 5 N/A

(6). Throughout the philosophy paper, the student displayed an awareness and ability to engage in self-reflective practice. {**Profession Wide Competency IV, Competency #3**}.

1 2 3 4 5 N/A

(7). The paper is formatted correctly (APA) and technically adequate (e.g. spelling, grammar, word usage, tense, punctuation).

1 2 3 4 5 N/A

Oral Presentation of the Philosophy Paper

(8). The student presented with a professional appearance and demeanor.

1 2 3 4 5 N/A

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(9). The student was able to clearly summarize their philosophy and articulately express their ideas verbally (e.g. explanations of complex ideas in user-friendly language, a minimum of fillers/distractors, language free of grammatical errors).

1 2 3 4 5 N/A

(10). The student was able to respond to questions about their philosophy paper and support/justify/explain their position with a minimum of circularity or defensiveness.

1 2 3 4 5 N/A

(11). The student was able to receive feedback in a thoughtful and reflective manner, and handled constructive criticism professionally. { **Profession Wide Competency VIII, Competency #3**}

1 2 3 4 5 N/A

(12). Overall impression of the written philosophy paper and oral presentation of the philosophy paper .

1 2 3 4 5 N/A

Comments:

Rating (Legend)

1=Unsatisfactory: The student requires significant supervision of this activity and is not yet prepared to demonstrate this skills

2=Developing: The student is developing this competency and still requires close supervision to be successful in this endeavor

3=Satisfactory: The student demonstrates emerging base line level skills in this area with a moderate level of supervision and feedback

4=Accomplished: the student can demonstrate this skill in routine situations with minimal supervision required.

5=Exceptional: The student consistently demonstrates high skill competency requiring minimal supervision and can modify this skill across situations.

NO/NA=Not observed/Not Applicable.

SCORING

PASSING REQUIRES AN OVERALL AVERAGE TOTAL SCORE OF 3.0 OR HIGHER

To calculate, each individual rating is totaled and divided by the number of items to attain an individual rater average, then each rater's average is totaled and divided by the number of raters to obtain the overall average score.

APPENDIX 6

Practicum and Internship Overview

A. Training Emphases

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

1. A thorough preparation in the procedures of psychoeducational assessment, consultation, and counseling with an emphasis on multidisciplinary collaborative practice, and application of these skills to positively impact children, youth, families and other consumers. To facilitate the acquisition of professional competencies, two course-based practica (50 hours each), four (225-300 hours) supervised practica (2 school-based, 1 counseling and 1 neuropsychological), and the internship (1500-2000 hours) provide well over 2,500 hours (2, 500-3, 300 hours) of supervised practice. Direct training, involving a balance of both diagnostic and intervention services, is conducted in a variety of clinical and educational settings.
2. A meaningful evaluation of professional literature and information. Part of the training is designed to focus on the understanding and application of research procedures. The research sequence requires students to grasp introductory and advanced statistical and research procedures. Research Team participation provides an applied experience in statistical analysis, research design, and implementation.
3. A consultation model based on scientific, data-based problem solving with sensitivity to multicultural and individual differences. Students will develop consultation skills to assist parents and teachers in implementing intervention programs for children with learning, emotional and/or behavior problems. In addition, students learn to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

B. Purposes of the Practicum and Internship Experience

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

1. Apply knowledge and techniques to provide direct interventions to children and youth, their parents, teachers, administrators, and other professionals including assessment, counseling, and consultation.
2. Provide indirect intervention services to children, parents, teachers, and other school and professional personnel employing techniques such as consultation, in-service training, and program development.
3. Demonstrate an orientation as a data-based problem solver/evaluator/researcher.
4. Demonstrate an orientation as a facilitator/planner in identifying the social agencies and systems which provide for the mental health and educational needs of the varying individual systems within the service area.

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5. Demonstrate an orientation as an advocate/catalyst for the development of human potential in children, parents, teachers, and other school personnel within a multicultural context.

C. Practicum and Internship Guidelines

I. General Information

In regards to the Practicum Applications, the required course sequence expected to be completed *prior to applying* for the designated practicum. However, if there are unique circumstances where a student would like the School Psychology Program Committee to consider allowing them to enroll in a practicum before they have completed one or more of the required courses, they must write a letter to the committee explaining the circumstances and why the student would like to be allowed to take a practicum before they have completed the required course(s). Each individual situation will be reviewed on a case-by-case basis by the School Psychology Program Committee.

For the student's practicum placements, the department maintains a list of approved sites and community based locations. The list is not exhaustive and students are encouraged to seek out additional placements. However, sites that are not included in the approved site list must first be approved by the School Psychology Program Committee or the Practicum and Internship Coordinator. Once a student has selected a site, made contact with them and the site approves a student to complete a practicum there, the student must submit in writing or via email this information to the Practicum and Internship Coordinator. After the Practicum and Internship Coordinator's review, the student will then be told if they can or cannot accept the practicum placement.

Note: Students must not accept a practicum placement without first having obtained approval from the Practicum and Internship Coordinator.

As new sites are added, the approved practicum site list will be updated. The Practicum and Internship Coordinator also maintains a notebook of feedback from previous students as to their experiences at various sites. Students are welcome to peruse this notebook to determine if a particular site will be a good fit for the practicum experience. Students are reminded that they cannot be paid for their practicum experiences. If a student is working at a site where they would also like to complete their practicum, this may be cleared for one semester if the following criteria are met: 1) The student's working time (paid time) is clearly delineated from the practicum time., 2) The practicum experience at that site is significantly different than what the student has done previously as an employee, and 3.) The student turns in a proposal to the university supervisor stating how the practicum will be different and separate than the employment experience. Each request will be reviewed on a case-by-case basis

II. Steps in Arranging Practica and Internships

Following are the generally recommended procedures for arranging a practicum or internship experience. Be aware that there may be slight variations in procedures depending on the type of practicum experience and the internship (accredited vs. non-accredited). Students should also be cognizant that Supervised Practicum: School I and School II are most often completed within the same practicum site and

sequentially over two semesters. Supervised Practicum: Counseling and Supervised Practicum: Neuropsychology are often one semester in length, although many sites prefer or request a two semester commitment. The APA/APPIC match process for internship begins in the fall and the match occurs in the spring, so students need to be prepared for a lengthy application process. The student is responsible for initiating and following through on each step in the process.

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

*Fall and Summer practicum application forms must be submitted by **March 15**.*

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

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

All application forms must be accompanied by documentation of the completion of the required prerequisites (i.e., approved degree plan or unofficial transcript).

2. Once the student has received SPPC approval to proceed with practicum or internship planning, the University Practicum/Internship Coordinator (UPIC) is available to meet with students to explore placement opportunities. A current list of approved practicum sites is available on the School Psychology Program Blackboard site. The APA/APPIC website provides a list of APPIC/APA approved internship sites. Additionally, a program meeting is conducted with graduate students planning to seek internship to discuss the APA/APPIC match process and provide guidance with regard to the processes of the match. The Council of Directors of School Psychology Programs (CDSPP) Directory lists internship sites that meet the CDSPP guidelines and are specifically school psychology internship sites.
3. The student will select a practicum site or sites and submit an application. Some sites will invite the student for a formal interview process. Others proceed more informally inviting the student to meet with the agency representative and/or the agency supervisor initially. If the site is pre-approved by the SPPC, the student is free to begin negotiating a placement in consultation with the University Practicum/Internship coordinator. If the site is not pre-approved, then SPPC approval procedures must be followed before the student can begin negotiating a contract with that site.

Potential interns will complete the APA/APPIC match application process.

4. Once the student received an offer for practicum, the *Field Supervision Practicum/Internship Agreement* is completed. APA/APPIC internships will provide the student with a letter of agreement or a contract, a copy of which the student provides to the University.
5. Practicums (e.g. school based I, school based II, counseling, and neuropsychology) have specific course requirements. Students are referred to the relevant syllabi. APA/APPIC internships provide goals/objectives/competencies pursuant to each specific site. Students in

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non-accredited internship sites will be expected to develop goals/objectives/competencies/activities congruent with CDSPP guidelines for their pre-doctoral internship experience.

6. During the practicum or internship, a minimum of two contacts (via telephone, digital media, or in-person) will be made by the UPIC or University Supervisor. 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. At least one of the practicum contacts (and if possible one internship contact) will be face to face with the student, field based supervisor and University supervisor. Strengths and weaknesses of the practicum or internship experience, and the practicum student or intern, as well as the progress the student is making on developing competencies or accomplishing goals/objectives may discussed
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. In each weekly log the student will record the number of hours completed in each category and total these hours across categories. At the middle and end-of-semester/year evaluations, log hours will be totaled and these cumulative logs will be signed by the field based supervisor and student, and then submitted to the University based supervisor. Students in APA/APPIC internship sites are allowed to use the sites' log format.
8. University Supervisors will maintain regular contact with the practicum students and interns. Practicum students meet for 3 hours weekly with the University Supervisor. ***As of 2012 interns not placed in an APA/APPIC internship site, or not participating in didactic education/supervision through an APA/APPIC internship site, and who are in the State of Texas will be required to attend a monthly internship class at the University.*** Additionally, all interns are expected to maintain communication as needed with their University Supervisor.

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.

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.

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.

9. Practicum students and their field based supervisor will complete the *School Psychology Competency Evaluation Mid-Semester Progress Report* and the *School Psychology Competency Evaluation End of Semester Progress Report*. Additionally, students in Counseling Practicum will complete the *Addendum: Counseling* and those in the Neuropsychology Practicum will complete the *Addendum: Neuropsychology*. Students in APA/APPIC internship sites will submit the sites' evaluation paperwork (mid-year and end of year, quarterly, or trimesterly), which varies site to site. All students will complete and submit the *Practicum/Internship Summary Form*.
10. Practicum students will enroll in PSY 6923- Practicum in Psychology for three credit hours during the appropriate semester. Internship students will enroll in PSY 6933 Internship in Psychology, and earn three hours credit for each of two semesters. The credit will be awarded by the University Supervisor in consultation with the Field Supervisor and student and a review of evaluation documents. A grade of incomplete will be given until all required paperwork is completed and submitted to the University Supervisor.

III. Practicum and Internship Structure

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

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

The primary consideration in the 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 practicum 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

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LSSP may count one full year as an intern or trainee as one of the three years of experience required to perform supervision. Doctoral students seeking licensure as a psychologist must also be supervised by an appropriately credentialed Licensed Psychologist during internship.

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

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

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

- B. Adequate facilities for practicum students and interns are an important consideration to ensure maximum efficiency in testing, interviewing, and other practicum and intern activities.
- C. At least three contacts will occur between the practicum student or intern, the field supervisor(s), and the university supervisor. These include:
 1. Initial or Orientation contact during which a practicum or internship contract is negotiated and signed,
 2. Mid-Year (Interns) or Mid-Semester (Practicum Students) Evaluation, during which the progress of the student in meeting contract goals is evaluated and modifications are made as necessary, and
 3. End-of-Year (Interns) or End-of-Semester (Practicum Students) Evaluation during which the progress of the student in meeting contract goals is evaluated, and the site and supervisor are evaluated by the student.
- D. Specific supervision responsibilities include:
 1. For practicum students, field based supervisors provide at least one hour per week of direct supervision for each student
 2. For interns, field based supervisors provide at least two hours per week of direct face to face supervision for each intern

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

IV. Responsibilities of Supervisory Personnel

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

University Practicum and Internship Coordinator (UPIC)

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

University Supervisor (US)

The University Supervisor (US) is the field representative of the School Psychology Program at the University. The US should be a LSSP or NCSP, hold a faculty position in the Department of Psychology and Philosophy, and limit supervision to no more than 12 interns or 6 practicum students at any time (NASP TRAINING STANDARD). The US provides individual supervision for practicum students and interns, and is responsible for maintaining regular communication and conducting evaluation procedures with their Field Supervisors. Weekly group supervision for practicum students is provided by the assigned practicum instructor. The responsibilities of the US include the following:

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

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6. Respond appropriately if questions of professional ethics arise, and, if necessary, to seek the advice of School Psychology Program Committee (SPPC).

Field Supervisor (FS)

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

1. Coordinate the practicum and internship program with the school administrators, or agency directors, and UPIC or University Supervisor.
2. Provide a comprehensive orientation for the practicum or intern student at the beginning of the practicum or internship experience.
3. Provide an average of 2 hours of evaluative conferences each week and some direct observation of the student's activities at the beginning of the experience and as needed during the practicum or internship period. This includes:
 - a. Regular review of casework through direct observation and/or video or audio tapes;
 - b. At least weekly review of the Log of Professional Experience, verifying experience by signature, and countersigning any written records.
4. Provide the practicum student/intern with as broad a range of professional experiences as possible based on the Contract goals, individual discussion and the practicum and internship guidelines:
5. Participate in and complete two formal evaluations of the student's progress: the Mid-point and End-point Formal Evaluations. Discuss progress with the University Supervisor as needed.

Specific Objectives of Field Supervisors

Objectives for the field supervisor may be summarized as follows:

1. To provide a broad overview of school organization, including school policies, and the various specialties employed by schools.
2. To provide orientation to the variety of school services subsumed under departments such as Special Education Services, Pupil Personnel Services, Child Study Services, as these services relate to school organization and to the community at large.
3. To provide understanding of special school, agency, and community services.
4. To foster the student's skills in working with school staff.

5. To foster the student's sensitivity to multicultural and individual differences and knowledge of classroom interaction and other factors which influence overall school mental health.
6. To facilitate the student's understanding of their role as a school psychologist.
7. To provide an opportunity for the student to refine skills in psychoeducational/behavioral assessment within a multidisciplinary context.
8. To provide an opportunity for the student to enhance their skills in the delivery of direct and/or indirect intervention services to students, parents, and school personnel.
9. To enhance report writing skills, including creation of meaningful recommendations, effective educational plans, and effective follow-up procedures.
10. To encourage the student in the use of a team approach when working with parents and school personnel.
11. To foster the student's awareness of opportunities for research and program evaluation in the schools
12. To model and encourage professional ethics in the conduct and practice of school psychology.
13. To foster the student's understanding of district procedures, department practices, time management, and timeliness in meeting deadlines.

V. Student Responsibilities

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

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

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

1. Intellectual functioning
2. Academic skills
3. Psychomotor developmental patterns and skills

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4. Social/emotional functioning
5. Direct observations of behavior
6. Behaviors
7. Adaptive behaviors
8. Developmental levels
9. Cultural and ethnic diversity

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

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

Student Activities

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

A. Orientation to the School Setting: General Overview

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

B. Orientation to Other Child Care Services

1. Informal interview with special educators, principals, reading specialists, teachers, nurses, social workers, counselors, speech therapists, guidance personnel, and other specialists.
2. Visits to special agencies/services (State Employment Service, Child Protective Services, emergency detention facilities, juvenile courts, alternative schools, pregnant and parenting teen programs, etc.).

3. Visits to relevant area professional and parent group organizations (Association for Retarded Children, Association for Children with Learning Disabilities, CHADD, etc.).

C. Diverse Referral Concerns

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

D. Orientation to Classroom/School Operation

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

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

1. Data gathering interviews with students, parents, and teachers.
2. Provide students, parents, and teachers' feedback regarding evaluation, programming, placement, behavioral interventions and/or recommendations.
3. Involvement in formal and informal teacher and parent consultation.
4. Supervised individual and group counseling of students.
5. Development of effective and consistent follow-up activities related to consultations.
6. Involvement in preparation of proposals for special education programs, mental health activities in the schools, in-service training programs, etc.
7. Review of findings at pre-referral meetings, IEP/ARD meetings, and case conferences.

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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.

VI. Formal Evaluation

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

VII. Contracts: Practicum/Intern Contract, Field Supervisor Contract, School/Agency/Institution Site Contract

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

APPENDIX 7 ATTACHMENT 1



Texas Woman's University

Student Application for Practice-Based Experience

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

Office Use Only

Rec: _____ I/C

Letter: _____

Data: _____ Conf: _____

Email: _____

Please print – do not type.

Semester _____

I. STUDENT APPLICANT

Name: _____ TWU ID# _____ Male Female

Address: _____ City: _____ Zip Code: _____

Home Phone: (_____) _____ Work Phone: (_____) _____

Classification (Jr., Sr., Graduate, etc.): _____ Email: _____

Area of Certification/Field: _____ Major: Elementary Secondary All-Level Other

Course Number: _____ Professor's Name: _____

Required to complete application:

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

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

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

II. LOCATION DESIRED

1st Choice District: _____ School: _____

2nd Choice District: _____ School: _____

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

Secondary: MS (6-8th) HS Subject: 1st choice _____ 2nd choice _____

III. PRACTICE-BASED EXPERIENCE

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

Total number of hours for assignment: _____ Available: M T W TH F - am pm

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

School Name: _____ Website: _____

Address: _____ City: _____

Placement/Teacher's Name: _____ Grade/Subject: _____

Placement's Phone: (_____) _____ Email: _____

Criminal Background Check Approved: Yes No

District Representative (Signature): _____ Date: _____

Appendices

V. TWU AUTHORIZATION/APPROVAL SIGNATURES

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

Student: _____ Date: _____

Professor: _____ Date: _____

VI. DISTRIBUTION

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

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

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

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

APPENDIX 7 ATTACHMENT 2

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

Course: Choose an item.

Semester: Fall

Year: Choose an item.

Student: Type your full name here

ID: Enter Student ID number here

I. Placement Information

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

II. Clientele

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

Number of Total Clients: List separate age for each client

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

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

Gender: Number of males, females, or transgender

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

Individual (face to face):

Group/Class/Peers:

Other:

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

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

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

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

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

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

Projective Personality Measures (Rorschach, etc)					
Neuropsychological Measures (NEPSY-II, DKEFS, Wechsler Integrated)					
Memory Measures (WRAML, CMS, etc.)					
Attention Measures (TEACH, CPT, etc.)					
Visual-Motor Measures (VMI, WRAVMA, etc.)					
Other Measures					

Legend

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

VI. Number of Reports Written

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

List Age, Gender, Ethnicity, Disability for each report

VII. Evaluation of Performance

Not Acceptable.

Acceptable.

Field Supervisor Signature _____ Date _____

Not Acceptable.

Acceptable.

University Supervisor Signature _____ Date _____

Appendices

APPENDIX 7 ATTACHMENT 3

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

TWU Department of Psychology & Philosophy GRADUATE PRACTICUM APPLICATION

Name: Insert Name Here

ID#: Insert ID Number Here

Program: Choose an item.

Practicum Experience Being Sought: Choose an item.

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

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

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

Address: Insert Full Address Here - include zip code

Proposed Graduation Date: Month/Year

Completed graduate credit hours: Insert total completed graduate hours here

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

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

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

Indicate completion date of the following course work:

The following courses must be completed prior to practicum placement for specialist students and first school based practicum for doctoral students. (*NOTE: if there are unique circumstances that you would like the School Psychology Program Committee to consider allowing you to enroll in a practicum before you have completed one or more of the required courses, you must write a letter to the committee explaining the circumstances and why you would like to be allowed to take a practicum before you have completed the required course(s). Each individual situation will be reviewed on a case-by-case basis by the School Psychology Program Committee.*)

*= Required for Specialist Students to apply for school-based practicum

© = Core course for Doctoral Students

^= Required for Doctoral Students to apply for school-based practicum

Semester/Year PSY 5803 – Introduction to School Psychology*^

Semester/Year PSY 6931 – Introduction to School Psychology Pre-practicum*^

Semester/Year PSY 5423 – Cognitive Assessment*^

Semester/Year PSY 5463 – Academic Assessment*^

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

Semester/Year PSY 6423 – Psychopathology and Exceptionalities of Childhood and Adolescence*^

Semester/Year PSY 6703 – Direct Behavior Interventions*^

Semester/Year PSY 6931 – Direct Behavior Interventions Pre-practicum*^

Semester/Year PSY 6383 – Cross Cultural Psychology* ©^

Semester/Year PSY 6444 – Theory and Practice of Counseling with Children and Adolescents*

Semester/Year PSY 5304 – Statistics I* ©^

Semester/Year PSY 5533 – Evidenced Based Interventions: Academic^

Semester/Year PSY 6613 – Advanced Developmental Psychology^

Semester/Year PSY 5353 – Research Design* ©^

Semester/Year PSY 6103 – Cognition and Emotion* ©^

Semester/Year PSY 6113 – Measurement & Psychometric Theory ©^

Semester/Year PSY 6133 – Advanced Behavioral Neuroscience* ©^

Semester/Year PSY 6633 – Philosophical and Historical Foundations of Psychology ©^

Semester/Year PSY 6774 – Foundations of Social Psychology and Personality ©^

Semester/Year PSY 6833 – Ethics in Psychology ©^

DOCTORAL STUDENTS ONLY

For the second school-based practicum:

The above listed courses requirements must be completed and:

Date Completion of written comprehensive examination process

Date Completion of oral comprehensive examination process

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For the Counseling Practicum:

The completion of the core courses listed above, and the completion of counseling sequence:

Semester/Year PSY 6423 – Psychopathology and Exceptionalities of Childhood and Adolescence

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 6693 – Advanced Therapeutic Interventions for Children and Adolescents

For the Neuropsychological Practicum:

The completion of the core courses listed above, and the completion of the assessment sequence with the neuropsychological assessment courses:

Semester/Year PSY 5423 – Cognitive Assessment

Semester/Year PSY 5463 – Academic Assessment

Semester/Year PSY 5473 – Social-Emotional Assessment

Semester/Year PSY 6523 – Neuropsychological Assessment I

Semester/Year PSY 6533 – Neuropsychological Assessment II

Preferred (but not required) completion of:

Semester/Year PSY 6583 – Neuropsychopharmacology

Semester/Year PSY 6143 – Neurodevelopmental and Genetic Disorders.

For Specialty Practicums: Completion of relevant coursework or practicum experiences supportive of the area of specialty.

Semester/Year PSY 6253 – Autism Spectrum Disorders

Semester/Year PSY 6233 – Preschool Assessment

Semester/Year Other

Signature

Date

**APPENDIX 7
ATTACHMENT 4**

**TWU Dept. of Psychology & Philosophy
Field Supervision
Practicum or Internship (non APA/APPIC) Agreement**

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

PRACTICUM STUDENT/INTERN NAME (Please Print): _____

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

SEMESTER: Fall Spring Summer **YEAR:** _____

PRACTICUM SITE: _____

PRIMARY FIELD SUPERVISOR NAME (Please Print): _____

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

FIELD SUPERVISOR (OTHER) NAME (Please Print): _____

_____ Signature	_____ Date
_____ Address	_____ City, State, Zip

Appendices

Cell Phone

Work Phone

UNIVERSITY SUPERVISOR NAME (Please Print): _____

Signature

Date

Address

City, State, Zip

Cell Phone

Work Phone

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

Name _____ Semester/Year _____

Start Date _____ End Date _____

Days: From ____ To ____ Days: From ____ To ____

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

Appendices

Subtotal Travel/Miscell												
Daily Total												
Cumulative Total												

Student Signature: _____ Date: _____
Field Supervisor: _____ Date: _____

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

Name _____ Semester/Year _____
Start Date _____ End Date _____

Week:

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

Appendices

Cumulative Total																			
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Student Signature: _____ Date: _____
Field Supervisor: _____ Date: _____

APPENDIX 7
ATTACHMENT 6
TWU Dept. of Psychology & Philosophy
FIELD EXPERIENCE SUMMARY FORM
Practicum/Internship Summary Form

Practicum: Choose an item.

Semester: Choose an item.

Year: Choose an item.

Student: Type your full name here

III. Placement Information

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

IV. 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					

Appendices

Other: (specify)

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 interv. 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., Behavioral Assessment System for Children (BASC-2 or 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 reports based on information above

VIII. Summary Evaluation of Performance

____ Not Acceptable. Student remediation needs include: _____

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

Appendices

Practicum/Intern Signature _____ Date _____

Field Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date _____

APPENDIX 7 ATTACHMENT 7

SCHOOL PSYCHOLOGY COMPETENCIES EVALUATION PSY 6923 - PRACTICUM MID-SEMESTER PROGRESS REPORT

Type: School I School II Counseling Neuropsychology Specialty/Clinic

Academic Year: _____ *Semester:* Fall Spring Summer

Practicum Student: _____ Date: _____

Practicum Site: _____ Field Supervisor: _____

University Practicum Supervisor: _____

Rating Instructions:

Please rate each item as appropriate for the practicum site using the following criteria.

0=Not observed or Not applicable to setting.

1=Unsatisfactory: The student requires significant supervision of this activity and is not yet prepared to demonstrate this skill.

2=Developing: The student is developing this competency and still requires close supervision to be successful in this endeavor.

3=Satisfactory: The student demonstrates emerging base-line level skills in this area with a moderate level of supervision and feedback.

4=Accomplished: The student can demonstrate this skill in routine situations with minimal supervision required.

5=Exceptional: The student consistently demonstrates high skill competency requiring minimal supervision and can modify this skill across situations.

PROFESSIONAL BEHAVIOR

The student is becoming familiar with practicum responsibilities, as well as the functions and procedures of the practicum site.	0	1	2	3	4	5
The student is able to conduct them self in a professional manner (e.g. behavior and language).	0	1	2	3	4	5
Personal dress and grooming is appropriate for the practicum site.	0	1	2	3	4	5
The student is reliable, punctual, and responsible.	0	1	2	3	4	5
The student is able to establish priorities and manage time effectively. They follow through with assignments and projects.	0	1	2	3	4	5
The student is able to follow procedures and directions effectively	0	1	2	3	4	5
The student is able to take initiative and takes advantage of learning opportunities offered at the site.	0	1	2	3	4	5

Appendices

The student demonstrates conduct and behavior that shows understanding and respect for diversity, and the dignity and welfare of others. 0 1 2 3 4 5

COMMUNICATION AND INTERPERSONAL SKILLS

The student effectively communicates with supervisors and recognizes when supervision is needed. 0 1 2 3 4 5

The student is able to effectively communicate with others (parents, children, colleagues). 0 1 2 3 4 5

The student demonstrates the ability to listen attentively and respectfully to others. 0 1 2 3 4 5

The student displays a willingness to accept and integrate feedback into their performance. 0 1 2 3 4 5

The student exhibits positive decision making and problem solving skills. 0 1 2 3 4 5

The student understands the parameters of confidentiality and is able to maintain professional standards of ethical behavior. 0 1 2 3 4 5

Are there any concerns regarding this student's professional behavior, communication skills or interpersonal interactions that you think needs to be specifically addressed? Please describe.

What are this student's strengths? Areas for improvement?

What kinds of practicum activities has this student had the opportunity to complete at the practicum site thus far? (Shadowing, passive or active observation, record reviews, consultation, assessment {individual instrument or comprehensive}, report writing, oral reporting, attending RtI, ARD/IEP and other types of meetings, FBA, Interventions {behavioral, academic, social skills, individual counseling, group counseling, family counseling, parenting classes, etc.}). Do you have any concerns about any of their skills in the tasks that they are conducting at the practicum site?

This evaluation is based in part on direct observation of the practicum student's performance and skill competency.

Practicum Supervisor Signature

Date

I have read and discussed this evaluation with my supervisor. I have been given the opportunity to ask questions or discuss relevant areas to my professional development.

Student's Signature

Date

Date of University Supervisor Contact: _____

In person visit to site **OR** Telephone contact

University Supervisor Notes:

I have reviewed this evaluation.

University Supervisor

Date

Appendices

SCHOOL PSYCHOLOGY COMPETENCIES EVALUATION PSY 6923 - PRACTICUM PROGRESS REPORT End of Semester Review

Type: School I School II Counseling Neuropsychology Specialty

Academic Year: _____ *Semester:* Fall _____ Spring _____ Summer _____

Practicum Student: _____ **Practicum Site:** _____

Field Supervisor(s): _____

University Supervisor: _____

Rating Instructions:

Please rate each item as appropriate for the practicum site using the following criteria. Please rate appropriate addendum if practicum is specified as counseling or neuropsychological.

0=Not observed or Not applicable to setting.

1=Unsatisfactory: The student requires significant supervision of this activity and is not yet prepared to demonstrate this skill.

2=Developing: The student is developing this competency and still requires close supervision to be successful in this endeavor.

3=Satisfactory: The student demonstrates emerging base-line level skills in this area with a moderate level of supervision and feedback.

4=Accomplished: The student can demonstrate this skill in routine situations with minimal supervision required.

5=Exceptional: The student consistently demonstrates high skill competency requiring minimal supervision and can modify this skill across situations.

Foundational Knowledge (Discipline Specific Knowledge; Competencies 1 and 2)

1. Student displays an understanding of psychology as a science and is able to use critical scientific-oriented thinking and application of scientific methods to their psychological practice.	0	1	2	3	4	5
2. Student demonstrates knowledge of theories and methods of assessment and data collection to identify client strengths or needs, and to develop effective services and/or measure outcomes.	0	1	2	3	4	5
3. Student demonstrates knowledge, understanding, and application of the concepts of evidenced-based practice.	0	1	2	3	4	5
4. Student displays knowledge of biological, cultural, developmental, and social influences on academic skills, behavior, mental health and other relevant areas of psychological practice.	0	1	2	3	4	5
5. Student demonstrates knowledge of consultation/ collaboration and communication theories/models and demonstrates skills in consultation design and implementation with individuals, families, groups, and systems.	0	1	2	3	4	5

FOUNDATIONAL KNOWLEDGE MEAN: _____

Assessment Skills (Profession Wide Competency VI; Competencies 1, 2, 3, 4, 5, and 6)

1. Student can formulate and conduct psychological assessments that are technically adequate, accurate, and relevant to client problems and issues, and useful for decision making and intervention planning purposes.	0	1	2	3	4	5
2. Student demonstrates knowledge and skill in the administration, scoring, and interpretation of <i>(Check all that apply to your setting and rate overall level of competency)</i> :	0	1	2	3	4	5
___ Cognitive measures						
___ Achievement measures						
___ Curriculum-based (RtI) measures						
___ Adaptive measures						
___ Behavioral measures						
___ Social-Emotional-Personality measures						
___ Neuropsychological measures						
3. Student demonstrates effective interviewing, observation, and data gathering skills.	0	1	2	3	4	5
4. Student is able to systematically collect data from multiple sources as a foundation for effective decision making/problem solving and is able to accurately and cogently interpret data to draw appropriate conclusions.	0	1	2	3	4	5
5. Student is able to disseminate results of assessments in appropriate and understandable ways (orally and written reports) with students, parents, clients, and other stakeholders.	0	1	2	3	4	5
6. The student's reports are complete, precise, and integrated, and written for teachers, parents, or client's level of understanding.	0	1	2	3	4	5
7. Student is able to provide explicit recommendations that match problems, are practical/realistic, and are linked to assessment data.	0	1	2	3	4	5
8. The student can apply available technologies to analyze, organize, and integrate assessment results where and when appropriate.	0	1	2	3	4	5
9. The student is able to modify assessments and testing conditions to promote reliable and valid assessment of children and youth from diverse backgrounds and with diverse needs.	0	1	2	3	4	5

ASSESSMENT SKILLS MEAN: _____

Comments: _____

Interventions (Primarily School Based; Profession Wide Competency VII; Competencies 1, 2 & 3)

1. The student possesses knowledge of evidenced-based academic/behavioral interventions (such as curricula, instructional strategies, or target specific interventions), general and special education services, technology resources, and evidenced-based school practices that promote learning and mental health for diverse groups.	0	1	2	3	4	5
2. The student is able to define and clarify problems, with consideration of problem background and context; consider the range of alternatives that may be used in problem solution; then select and implement methods based on sound research based evidence.	0	1	2	3	4	5
3. The student is able to analyze multiple sources of qualitative and quantitative data across domains to inform decision making and design/implement services. Additionally, the student can use data to monitor client progress and to evaluate the effectiveness of services and programs.	0	1	2	3	4	5
4. The student is able to use systematic decision-making to consider antecedents, consequences, functions, and potential causes of behavioral or academic difficulties that may impede learning and socialization.	0	1	2	3	4	5
5. The student is able to select, develop, implement, and evaluate interventions (academic or behavioral) that are relevant to the client, problem and context, and that are empirically supported.	0	1	2	3	4	5

Appendices

6. The student can facilitate the design and delivery of programs (e.g. curricula, IBP, social skills groups) to help students develop effective behaviors (such as self-regulation, empathy) and academic skills.	0	1	2	3	4	5
7. The student can develop and implement behavior change programs (individual, group, classroom, or school-wide) that demonstrate the use of appropriate behavioral or ecological approaches (e.g. positive reinforcement) to student discipline and classroom management.	0	1	2	3	4	5
8. The student displays application of evidenced-based practices to implement and evaluate student instruction/intervention that supports cognitive and academic skills.	0	1	2	3	4	5
9. The student can apply evidenced-based practices to implement and evaluate interventions supporting socialization and mental health. The student is able to evaluate treatment progress and modify treatment planning as needed.	0	1	2	3	4	5
10. The student demonstrates basic skills in the delivery and implementation of evidenced-based counseling interventions within the school setting to address social-emotional, and psychopathological issues of diverse student populations.	0	1	2	3	4	5
11. The student provides useful guidance, advice, and technical assistance to teachers, administrators, parents, and other stakeholders in defining educational, social, emotional or behavioral problems and needs of students, and in determining viable ways for those problems and needs to be addressed appropriately.	0	1	2	3	4	5

INTERVENTIONS MEAN: _____

Comments: _____

Legal and Ethical Knowledge and Practice (Profession Wide Competency II; Competencies 1 and 2)

1. Student possesses and displays knowledge of legal, ethical (APA and NASP codes of ethics), and professional standards, and uses responsive ethical and professional decision-making.	0	1	2	3	4	5
2. Student is knowledgeable of, and complies with, national and State laws, district/agency policies, and professional standards.	0	1	2	3	4	5
3. Student conforms to ethical standards in all areas of practice (e.g. assessment, intervention, and consultation) and maintains confidentiality in all professional practices.	0	1	2	3	4	5
4. The student recognizes situations that challenge adherence to professional values and practices in ways that are consistent with ethical, professional, and legal standards/regulations.	0	1	2	3	4	5

LEGAL AND ETHICAL KNOWLEDGE MEAN: _____

Knowledge of Diversity and Application to Practice (Profession Wide Competency III; Competencies 1 and 2)

1. Student demonstrates knowledge of individual differences, abilities/disabilities and other diversity factors for individuals, families, groups, and systems. The student recognizes the way diversity shapes identity and behavior.	0	1	2	3	4	5
2. Student demonstrates awareness, understanding, and respect for diversity (e.g. in practice areas such as assessment and intervention). The student displays an understanding of their own diverse identity and personal attitudes toward others.	0	1	2	3	4	5
3. Student demonstrates skills in providing effective professional services for individuals, families, and schools/agencies with diverse characteristics, cultures, and backgrounds.	0	1	2	3	4	5

4. The student incorporates the relevance of culture, ethnicity, and other dimensions of diversity in designing, implementing, and evaluating practices of assessment, intervention, and consultation. 0 1 2 3 4 5

DIVERSITY KNOWLEDGE AND APPLICATION MEAN: _____

Comments: _____

Professional Values and Attitudes (Profession Wide Competency IV; Competency 2)

1. Student demonstrates an awareness of their current level of competency. 0 1 2 3 4 5

2. Student understands how to conduct oneself in a professional manner across settings and situations. 0 1 2 3 4 5

3. Student demonstrates conduct and behavior that shows respect for the dignity, diversity, and welfare of others. Student understands and safeguards the welfare of others. 0 1 2 3 4 5

4. Student demonstrates accountability and personal/professional responsibility by: 0 1 2 3 4 5

(Check all that apply to your setting and rate overall level of competency):

- Demonstrating appropriate professional demeanor (including dress), language, and professionalism across different settings and contexts.
- Demonstrating honesty, even in difficult situations, and takes responsibility for own actions.
- Establishing professional priorities and managing time effectively.
- Completing work in an organized and timely manner.
- Being punctual, prepared, and organized for appointments and meetings.
- Meeting established deadlines and completing tasks thoroughly.
- Following established procedures and following through effectively.
- Demonstrating initiative, adaptability, and dependability.
- Effectively communicating with supervisors and obtaining supervision when needed.
- The student completes required paperwork for the practicum, and the practicum site, punctually and accurately.

PROFESSIONAL VALUES AND ATTITUDES MEAN: _____

Interpersonal Skills and Effective Communication (Professional Competency V; Competencies 1 and 3)

1. Student displays the ability to develop and maintain effective collaborative relationships, and the ability to communicate, with colleagues, parents, clients/students, supervisors, and other stakeholders. 0 1 2 3 4 5

(Check all that apply to your setting and rate overall level of competency):

- Is able to participate and work within an interdisciplinary team (e.g. ARD) and to form working alliances.
- Listens attentively, respectfully, and effectively to others.
- Effectively communicates information to others (clients' parents, teachers, colleagues, and other stakeholders). Communicates clearly using verbal, nonverbal, and written formats.
- Demonstrates active problem solving. Negotiates differences and handles conflicts satisfactorily.
- Demonstrates an understanding of diverse viewpoints and challenging interactions.
- Is tolerant and respectful of others.
- Behaves and treats others in a professional manner.
- Forms and maintains productive and respect relationships with clients, peers, colleagues, supervisors, and professionals from other disciplines.
- Student demonstrates cultural competent professional behavior and social competence.

INTERPERSONAL SKILLS AND EFFECTIVE COMMUNICATION MEAN: _____

Comments: _____

Appendices

Supervision (Profession Wide Competency VIII; Competencies 2 and 3)

1. The student demonstrates understanding of the expectations (purpose, roles) for supervision and their own role and responsibilities as a trainee.	0	1	2	3	4	5
2. The student is open to supervisory feedback and uses supervision to reflect on areas of strength and those needing improvement.	0	1	2	3	4	5
3. The student displays a willingness to accept and integrate feedback into performance.	0	1	2	3	4	5
4. The student demonstrates straightforward, truthful, and respectful communication in the supervisory relationship.	0	1	2	3	4	5

SUPERVISION MEAN: _____

Consultation Knowledge and Applications (Profession Wide Competency IX; Competency 1 and 2)

1. The student is able to use a consultative problem solving process as a vehicle for planning, implementing, and evaluating academic, behavioral, and mental health services.	0	1	2	3	4	5
2. The student consults and collaborates at appropriate levels (individuals, family, group, and systems) to implement effective services and programs.	0	1	2	3	4	5
3. The student assesses and understands the consultee's problem(s) and develops appropriate and practical interventions for the consultee to use.	0	1	2	3	4	5
4. The student is able to develop and maintain collaborative relationships and respect for other professionals.	0	1	2	3	4	5
5. The student is able to evaluate the effectiveness of the consultant-consultee relationships.	0	1	2	3	4	5

CONSULTATION KNOWLEDGE AND APPLICATION MEAN: _____

Comments: _____

Average hours per week: _____ Total hours of practicum completed this semester: _____ (Attach log)

This evaluation is based in part on direct observation of the practicum student's performance and skill competency.

Practicum Field Supervisor Signature

Date

I have read and discussed this evaluation with my supervisor.

Student's Signature

Date:

PSY 6923 ADDENDUM: Neuropsychology Practicum

Practicum Student Name: _____

Rating Instructions:

Please rate each item as appropriate for the practicum site using the following criteria. Please rate appropriate addendum if practicum is specified as counseling or neuropsychological.

0=Not observed or Not applicable to setting.
1=Unsatisfactory: The student requires significant supervision of this activity and is not yet prepared to demonstrate this skill.
2=Developing: The student is developing this competency and still requires close supervision to be successful in this endeavor.
3=Satisfactory: The student demonstrates emerging base-line level skills in this area with a moderate level of supervision and feedback.
4=Accomplished: The student can demonstrate this skill in routine situations with minimal supervision required.
5=Exceptional: The student consistently demonstrates high skill competency requiring minimal supervision and can modify this skill across situations.

Foundational Knowledge

1. Student demonstrates foundational knowledge of neuroanatomy, neurophysiology, neuropsychological functioning, and neurodevelopment appropriate for beginning a practicum focused on neuropsychological practice.	0	1	2	3	4	5
2. Student is able to apply a brain-based understanding of human functioning and development in assessment, intervention, and consultation contexts with the practicum setting.	0	1	2	3	4	5
3. Student demonstrates knowledge of neurodevelopmental and genetic disorders common to pediatric populations, and neuropathology and neurological conditions commonly seen in neuropsychological practice.	0	1	2	3	4	5
4. Student demonstrates a basic understanding of neuropsychopharmacology and its relationship to neuropsychological practice.	0	1	2	3	4	5
5. The student displays familiarity with DSM 5 and ICD 10 (or other medical) diagnostic criteria.	0	1	2	3	4	5
6. Student is able to articulate an understanding of the way in which culture and context, and legal or ethical issues are relevant to the practice of neuropsychology.	0	1	2	3	4	5

FOUNDATIONAL KNOWLEDGE MEAN: _____

Neuropsychology Application and Skills

1. Student demonstrates knowledge and skills in the administration, scoring and interpretation of various neuropsychological measures needed to effectively conduct a	0	1	2	3	4	5
---	---	---	---	---	---	---

Appendices

neuropsychological evaluations. Please list measures student has had exposure to at your site:

2. Student is able to conceptualize referrals, assessments, and reports from a neuropsychological perspective. Student demonstrates a reflective and planned approach to neuropsychological practice. 0 1 2 3 4 5

3. Student demonstrates basic understanding of record keeping, models of reporting and progress notes utilized in the setting, and is able to successfully manage notes and files. 0 1 2 3 4 5

NEUROPSYCHOLOGY APPLICATION AND SKILLS MEAN: _____

Comments: _____

PSY 6923 ADDENDUM: Counseling Practicum

Practicum Student Name: _____

Rating Instructions:

Please rate each item as appropriate for the practicum site using the following criteria. Please rate appropriate addendum if practicum is specified as counseling or neuropsychological.

0=Not observed or Not applicable to setting.

1=Unsatisfactory: The student requires significant supervision of this activity and is not yet prepared to demonstrate this skill.

2=Developing: The student is developing this competency and still requires close supervision to be successful in this endeavor.

3=Satisfactory: The student demonstrates emerging base-line level skills in this area with a moderate level of supervision and feedback.

4=Accomplished: The student can demonstrate this skill in routine situations with minimal supervision required.

5=Exceptional: The student consistently demonstrates high skill competency requiring minimal supervision and can modify this skill across situations.

Foundational Knowledge (Discipline Specific Knowledge; Competencies 1 and 2)

1. Student is knowledgeable of biological, cultural, developmental, and social influences on behavior and mental health.	0	1	2	3	4	5
2. Student is knowledgeable about counseling theories, psychotherapeutic theories and approaches, and helping skills necessary for effective therapeutic intervention; and is able to apply models of counseling and helping skills that are appropriate for a wide range of clientele.	0	1	2	3	4	5
3. Student is knowledgeable of principles and research related to resilience and risk factors in mental health as well as crisis preparation, response, and recovery.	0	1	2	3	4	5
4. Student is knowledgeable of psychopathology and displays familiarity with DSM 5 and ICD 10 diagnostic criteria.	0	1	2	3	4	5

FOUNDATIONAL KNOWLEDGE MEAN: _____

Counseling Application and Skills (Profession Wide Competency VII, Competency 1 and 2)

1. Student is able to apply ___ emerging, ___ basic, ___ proficient (<i>Please select one</i>) counseling skills to:	0	1	2	3	4	5
___ Individual Counseling						
___ Group Counseling						
___ Family Counseling						
___ Social Skills/Psychoeducational/Parent Training						
2. Student displays basic helping skills, active listening, and empathetic understanding in counseling sessions. (<i>Check all that apply to your setting and rate overall level of competency</i>):	0	1	2	3	4	5
___ Student conveys an atmosphere of trust and safety (able to develop rapport).						

Appendices

_____ Student demonstrates an acceptance of the client and expresses warmth and caring.

_____ Student is able to accurately and effectively reflect feelings.

_____ Student paraphrases, summarizes, and clarifies client statements.

_____ Student uses appropriate open ended questions and facilitative comments.

_____ Student handles silence and uses it effectively in treatment.

3. Student demonstrates the ability to build rapport, form, and maintain relationships in counseling settings. 0 1 2 3 4 5

4. Student can articulate a beginning understanding of the way in which culture and context are a consideration in the therapeutic relationship. 0 1 2 3 4 5

5. Student can implement effective therapeutic interventions, and can use the therapeutic process effectively. *(Check all that apply to your setting and rate overall level of competency):* 0 1 2 3 4 5

_____ Student communicates clearly with clientele (ideas, feelings, information) using verbal and nonverbal skills.

_____ Student is able to exercise therapeutic control in sessions.

_____ Student is able to maintain effective equilibrium and focus on therapeutic tasks in face of client distress.

_____ Student is able to evaluate therapeutic progress and modify treatment planning as needed.

_____ Student recognizes client resistance and handles it appropriately and effectively.

_____ Student is able to maintain appropriate therapist-client boundaries.

_____ Student is capable of managing silence within the therapeutic relationship effectively.

_____ Student is able to formulate and conceptualize cases, and plan interventions using a consistent theoretical orientation and an evidence-based perspective.

_____ Student is able to conceptualize the issue of concern, establish appropriate treatment goals, and formulate diagnostic impressions.

6. Student demonstrates a reflective and planned approach to counseling. 0 1 2 3 4 5

7. Student demonstrates a basic knowledge of models of reporting and progress notes, and is able to successfully manage case notes and files. 0 1 2 3 4 5

8. Student identifies potential ethical and legal issues and incorporates into treatment planning. 0 1 2 3 4 5

COUNSELING APPLICATION AND SKILLS: _____

Comments: _____

**APPENDIX 7
ATTACHMENT 8**

<p>For SPPC Use Only: Date Received: _____ Approve: _____ Deny: _____ Remediation Plan: _____ Date Student Notified: _____</p>
--

**TWU Department of Psychology & Philosophy
INTERNSHIP APPLICATION**

Name: Insert Name Here

ID#: Insert ID Number Here

Program: Choose an item.

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

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

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

APPIC/APA Match: Choose an item.

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

Address: Insert Full Address Here - include zip code

Proposed Graduation Date: Month/Year

Completed graduate credit hours: Insert total completed graduate hours here

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

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

Appendices

Indicate completion date of the following course work:

All coursework must be completed prior to internship placement.

Course Work

*= Required for Specialist Students

= Required for Doctoral Students

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

Semester/Year PSY 5353 – Research Design^
Semester/Year PSY 6204 – Statistics II^
Semester/Year PSY 6961 – Research Team^
Semester/Year PSY 6613 – Advanced Developmental Psychology^
Semester/Year PSY 6113 – Measurement & Psychometric Theory ^
Semester/Year PSY 6633 – Philosophical and Historical Foundations of Psychology ^
Semester/Year PSY 6774 – Foundations of Social Psychology and Personality^
Semester/Year PSY 6833 – Ethics in Psychology ^
Semester/Year PSY 6693 – Advanced Therapeutic Interventions for Children and Adolescents^
Semester/Year PSY 6143 – Neurodevelopmental and Genetic Disorders of Children^
Semester/Year PSY 6583 – Neuropsychopharmacology^
Semester/Year PSY 6523 – Neuropsychological Assessment I^
Semester/Year PSY 6533 – Neuropsychological Assessment II^

Practicum

Semester/Year PSY 5923 Practicum: School I*

Semester/Year PSY 5923 Practicum: School II*

Semester/Year PSY 6923 Practicum: School I^

Semester/Year PSY 6923 Practicum: School II^

Semester/Year PSY 6923 Practicum: Counseling^

Semester/Year PSY 6923 Practicum: Neuropsychology^

Comprehensive Exams

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

Date Completion of written/oral comprehensive examination process^

Date Completion of Clinical Skills Review (Specialist and Doctoral)*^

Other Program Requirements

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

Date Completion of CEU requirements (36 for specialist)* (75 for doctoral) ^

Date Completion of scholarly activity ^

Date Dissertation Proposal ^

Date Dissertation Defense ^

Signature

Date

Appendices

APPENDIX 8 School Psychology Doctoral Dissertation Committee Form

Name: _____

Date: _____

Anticipated Title of Dissertation: _____

Brief Summary of Dissertation Topic:

Estimated Timeline:

Proposal Date: _____

Defense Date: _____

**Reminder: Your proposal date and your defense date cannot be in the same semester.*

NAME (please print

SIGNATURE

1. _____ (Chair)

2. _____

3. _____ (Outside
Program)

4. _____ (Optional)

***This form needs to be turned in to the doctoral program director.*