

UTSA

School Psychology Program

Memorandum of Agreement Between Program and Internship Site

Instructions: Please enter your information into the appropriate fields, either electronically or on a hard copy.

STUDENT INFORMATION

Student Name:

Banner ID:

Home Phone:

Cell Phone:

Email:

SITE INFORMATION

Name of Site:

Site Supervisor Name:

Title/Licensure:

Phone:

Email:

UNIVERSITY SUPERVISOR / INSTRUCTOR INFORMATION

University Supervisor Name:

Title/Licensure:

Phone:

Email:

AGREEMENT

- **Purpose** – The purpose of this agreement is to clarify the responsibilities of all parties involved in this clinical training experience. Clinical supervision assists with understanding issues associated with school psychology practice; developing new insights and perspectives; improving knowledge, skills, and competence; professional accountability; and ensuring that clients receive appropriate services. All parties should sign this form if they agree to perform the duties described below.
- **University** – The University agrees to:
 1. Notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the Internship site.
 2. Monitor and ensure that the Internship is consistent with program goals.
 3. Assign a university faculty member to facilitate communication between the university and the site.
 4. Arrange a meeting/phone conference to discuss the student's clinical training experience.
 5. Be available for consultation.
 6. Be available should any problem or change occur in relation to the student, site, or university.
 7. Be responsible for the assignment of a course grade.
- **Internship Site** – The Internship site agrees to:
 1. Assign a site supervisor who has appropriate credentials, time, and interest for training the university student. The supervisor is responsible for maintaining the integrity and quality of the Internship, and assumes responsibility for all duties performed by the student while under supervision. For school settings, the supervisor must have at least three years experience not to include the trainee year and hold a valid credential as a Licensed Specialist in School Psychology (or equivalent licensure if the Internship occurs in a state other than Texas). For nonschool settings, the supervisor must be a Licensed Psychologist with expertise and training appropriate for that setting.
 2. Make a commitment to the Internship as a learning experience, in which the student has opportunities to attain professional competencies through carefully supervised activities.
 3. Provide opportunities for the student to engage in a variety of school psychology activities (e.g., assessment, intervention, behavior management, consultation, systems-level services, program evaluation) with a range of age groups and populations, to ensure a breadth of experience and for the purpose of evaluating the student's performance.
 4. Negotiate a training plan with the student and the university supervisor which will be based on desired professional experiences (e.g., with specific populations, with specific assessment methods), the student's career goals, and the needs of the district/agency.

5. Provide a safe and secure work environment with adequate work space, telephone, office supplies, and staff support to conduct professional activities.
6. Provide appropriate supervisory contact that involves examination of student work using audio/video tapes, observation, review of case notes and psychological reports, review of test record forms, and/or live supervision. Supervision must be structured, face-to-face, and focused on helping the student attain competencies. For Internship, a minimum of two hours of supervision per week must be provided.
7. Participate in formal written evaluations of the student's progress at two points during the year, and consult with university faculty about the student's progress throughout the semester.
8. Contact the University supervisor if any significant problem occurs with the student's performance or clinical experience.
9. Encourage the student's participation in continuing professional development activities. In addition to the scheduled supervision, there is additional opportunity for learning experiences that could include case conferences, professional seminars, in-service training, and other activities approved by the field supervisor.

➤ **Student** – The university student agrees to:

1. Adhere to the administrative policies, rules, standards, and practices of the Internship site.
2. Practice in accordance with relevant ethical and legal standards, including the *Principles for Professional Ethics* (NASP, 2010) and state guidelines. Any breach of these standards or other unethical behavior will result in the student's removal from the clinical training site, a failing grade, and initiation of the Fitness to Practice process.
3. Act in a professional manner with clients, teachers, staff members, and supervisors.
4. Identify themselves appropriately to clients and others (i.e., as an Intern).
5. Keep the clinical site and university supervisors informed regarding his/her clinical training experiences.
6. Secure professional liability insurance coverage.
7. Provide own transportation to and from the clinical site.
8. Meet the minimal level of knowledge, skills, and competence to complete course requirements.

➤ **Equal Opportunity** – It is mutually agreed that no party shall discriminate on the basis of race, color, nationality, ethnicity, age, sex, or creed.

➤ **Termination** – It is understood and agreed by and between the parties involved that the agency/institution/school district has the right to terminate the clinical training experience. If, in the opinion of the site supervisor, a student's behavior is detrimental to the operation of the agency/institution/school district and/or to client care, the student's participation at the site may be terminated. Such action will not be taken until the grievance against the student has been discussed with the student and with university supervisors. The university supervisor maintains the right to terminate the Internship in consultation with all parties when deemed necessary.

➤ The Intern and administrative representative of the field-based site should negotiate a formal contract consistent with district/agency policy stipulating such details as intern responsibilities, including campus assignments and roles; provision of supervision; provision for continuing education; travel expenses; work environment, such as office space, computer access, secretarial/clerical; and contract and salary.

➤ The Internship will begin on _____ (month, day, year) and end on _____ (month, day, year), for a minimum of 1200 hours (600 hours per semester).

➤ It is understood and agreed that the parties to this arrangement may revise this *Memorandum of Agreement* or the written plan for the field experience by written amendment upon mutual agreement by all parties.

Site Supervisor's Signature

Date

Student's Signature

Date

University Supervisor's Signature

Date

UTSA

School Psychology Program Practicum and Internship Agreement: Student Form

Directions: Please complete this form and submit a copy to your University supervisor.

STUDENT INFORMATION

Student Name:

Banner ID:

Home Phone:

Cell Phone:

Email:

Check One: ☐ Practicum ☐ Internship

Name of Site:

AGREEMENT	STUDENT INITIALS
1. I hereby attest that I have read and understand the ethical codes and standards associated with my course of study, including the <i>Principles for Professional Ethics</i> (NASP, 2010) and state guidelines. I will practice school psychology in accordance with these standards. I understand that any breach of these ethical codes or unethical behavior will result in an initiation of the Fitness to Practice process and removal from Practicum/Internship, and a failing grade may result.	
2. I agree to adhere to the administrative policies, rules, standards, and practices of my Practicum/Internship site. If said policies conflict with UTSA policy, School Psychology Program policy, professional ethical codes, or legal requirements, I will immediately report these conflicts to my University supervisor/instructor.	
3. I understand that it is my responsibility to keep my Practicum/Internship supervisor(s)/instructor informed regarding my Practicum/Internship experiences.	
4. I understand that to earn a passing grade in Practicum/Internship, I must complete all course requirements and demonstrate the minimal level of knowledge, skills, and competence in all domains of school psychology.	
5. I agree not to divulge any information regarding client material, case information, identifying information, concerns, etc. to any party outside of my supervision and class meetings. Failure to adhere to Federal and/or State confidentiality guidelines/statutes will constitute a breach of ethics and unprofessional conduct.	
6. I agree to absolve UTSA/Department of Educational Psychology/School Psychology Program of any liability in the performance of my Practicum/Internship activities.	
7. I hereby attest that I have read the Fitness to Practice Policy in the School Psychology Program's Student Handbook.	
8. I have provided verification of professional liability insurance to my University supervisor/Instructor before seeing clients at my site.	
9. I agree to keep a detailed log of all activities during Practicum/Internship, using the log provided by my instructor.	
10. I agree to develop and articulate a plan for the Practicum/Internship which will include desired professional experiences (e.g., with specific populations, with specific assessment methods), and which will be based on career goals.	

Student's Signature

Date

University Supervisor's / Instructor's Signature

Date

University of Texas at San Antonio

School Psychology Program

Internship Professional Development Plan Template

Intern:

Internship Site:

Site Supervisor(s) and Licensure:

Internship Start Date:

Internship End Date:

Specific Goals for Internship:

- Please include three to five realistic and attainable goals, and incorporate activities recommended by the instructor (based, for example, on activities that the student was not able to complete during practicum) and the site supervisor.
- The goals should be as specific and quantifiable as possible (e.g., specific types of services you will provide, populations and problems you will gain expertise with, assessment instruments you will gain competence with, activities you will engage in, professional development opportunities you will attend).
- The student and site supervisor should also identify tentative dates by which each goal/activity should occur.
- The Case Study should be included with timelines for completion on the professional development plan.

School Psychology Intern

Date

Site Supervisor

Date

Internship Instructor

Date

University of Texas at San Antonio

UTSA Practicum Activities Checklist
2016-2017

Activity	Date Due	Complete
Obtain insurance and provide proof of insurance	8/26/2016	
Complete background check (clearance) and other paperwork	Determined by Site	
Complete Professional Development Plan (i.e., goals for additional Practicum experiences)	8/31/2016	
Participate in one school community event (per semester)	Identified by 9/24/2016	
Attend/observe a minimum of 1 ARD/IEP Team meeting (per semester)	Identified by 9/23/2016	
Participate in a minimum of 1 ARD/IEP Team meeting	Spring Semester	
Participate in the development of IEP goals and objectives	Spring Semester	
Attend at least 1 professional development activity (per semester)	Identified by 9/23/2016	
Conduct at least 3 classroom observations across a range of different (i.e., PPCD, Life Skills, Adaptive Behavior, Co-teach, Inclusion) classrooms using time-sampling methods fall semester (per semester)	Complete by 09/30/2016	
Assist in conducting at least 1 comprehensive psychoeducational assessment (e.g., administration and scoring, collecting observation data)	Case identified by 10/7/2016	
Prepare at least 1 draft of psychoeducational report based on assessment data	Fall Semester (no later than 12/2/16)	
Conduct at least 1 comprehensive psychoeducational evaluation, with feedback provided to parents and school staff	Spring Semester	
Assist in preparing and delivering at least one in-service and/or professional development presentation (or similar systems-level intervention; can be done individually or as a group)	Identified by 10/21/2016	
Conduct at least 1 Functional Behavior Assessment or Academic Assessment	*Case identified by 11/02	
Design at least 1 behavioral intervention or Academic Intervention	*Case identified by 11/02	
Design and implement at least 1 behavioral intervention (including monitor progress)	Spring Semester	

Conduct at least 1 Academic Assessment or Functional Behavior Assessment (whichever not completed in Fall)	Spring Semester	
Design at least 1 behavioral intervention or academic intervention (whichever not completed in Fall)	Spring Semester	
Design and implement at least 1 academic intervention (including monitor progress)	Spring Semester	
Identify individual counseling caseload of at least 1 student	11/25/2016	
Maintain individual counseling caseload of at least 1 student	Spring Semester	
Participate in RTI process (e.g., collecting data for progress monitoring, teacher consultation, attending RTI team meeting)	Complete by 11/25/2016	
Conduct needs assessment to identify topics and students for group counseling and mental health services in the schools	Complete by 11/25/2016	
<i>Recommended: Lead at least 1 counseling group based on needs assessment</i>	Spring Semester	
Complete at least 1 teacher consultation case and consultation report	Spring Semester	
Complete at least 1 parent consultation case and consultation report	Spring Semester	
Obtain site supervisor feedback and review with site supervisor	12/2/16	
Complete Case Study (Parts 1 and 2 with real data during fall; Parts 3 & 4 with proposed plan and hypothetical results in fall)	12/16/16	
Complete Case Study (Parts 1 and 2 with real data during fall; Parts 3 & 4 with real data in Spring)	Spring Semester	
Obtain university supervisor feedback and review with university supervisor	12/16/2016	
Submit Practicum Log	12/16/16	

Note: at least 1 academic and at least 1 behavior assessment should be conducted during the practicum year, with the first case identified by 11/02/16. The second case can be identified and completed during spring semester.

EDP 6943 Internship in School Psychology

Mid-Semester Conference Notes

Student: _____

Site: _____

Site Supervisor: _____

Date: _____

1. To Student: Please give me a summary description of your internship activities so far—what have you been up to?
2. (Address any issues based on this description, or based on evaluation of Internship Log. For example, if no counseling has occurred yet.)
3. To Student: What has supervision looked like? Individual, group, combination? Do you feel like you are getting adequate quantity/quality supervision?
4. To Supervisor: How would you describe Student's strengths? Can you provide an example or two?
5. To Supervisor: How would you describe any weaknesses, or areas for continued development (note we don't expect anyone to be perfect, etc.)? How can we continue to build skills in this area?
6. To Student: What are the most important things you've learned so far? Could be specific skills or more big picture "lessons".
7. To Student: Please assess your progress on your Internship Professional Development Plan.
8. To Both: What activities do you have planned for the rest of the semester?
9. To Both: Have you been satisfied with UTSA's involvement up to this point? Anything I should be doing differently? Anything you need from me?
10. Questions?
11. Thanks and reminder that I will send Intern Evaluation Form in early December.

UTSA

School Psychology Program Intern Evaluation Form

Student Intern Name _____ Date _____

Name of Supervisor _____ Phone _____

Internship Site _____

Supervisor's Mailing Address _____

Supervisor's Email Address _____

Dates of Internship _____

Semester of Evaluation: Fall Semester _____ Spring Semester _____

Total Number of Clock Hours Completed: Fall Semester _____ (600 clock hours required)

Spring Semester _____ (600 clock hours required)

Instructions for completion:

- Each item is to be marked by the site supervisor based on the rating that best describes the intern's level of performance, *when compared to other school psychology interns*.
- The intern shall be given the opportunity for a conference with the evaluator to review the contents of the completed evaluation form.
- The following definitions shall serve to clarify the terminology used in the rating form:

5. <i>Clearly outstanding</i>	Exemplary performance requiring very little improvement or growth; reflects a special degree of effort by the intern.
4. <i>Exceeds expectations</i>	Exceeds what might be regarded as adequate or minimum standards; a rating that signifies little room for improvement.
3. <i>Satisfactory</i>	A rating indicating that the intern's performance meets district / agency standards; level of competence is consistent with level of training.
2. <i>Below expectations</i>	Indicates performance that is slightly below expected competency level; intern should receive specific feedback for how to improve performance.
1. <i>Unsatisfactory</i>	A rating that signifies that minimally acceptable standards are not being met; indicates a problem area in which steps have been or are being taken to secure improvement.
NA	Not applicable / little opportunity to observe.

Domain 1: Data-Based Decision Making and Accountability

1. Demonstrates knowledge of varied methods of assessment and data collection methods for identifying strengths and needs	1	2	3	4	5	NA
2. Gathers information from multiple sources (i.e., consistent with a systems approach) as a context for assessment and intervention	1	2	3	4	5	NA
3. Demonstrates skills to administer and use varied forms of psychological and educational assessments (e.g., measures of intellectual functioning, measures of academic achievement) to understand students' problems	1	2	3	4	5	NA
4. Follows district and departmental policies regarding evaluation procedures	1	2	3	4	5	NA
5. Selects appropriate measures for each case	1	2	3	4	5	NA
6. Conducts appropriate clinical interviews (student, parent, teacher)	1	2	3	4	5	NA
7. Gathers relevant developmental history information	1	2	3	4	5	NA
8. Presents background information/developmental history appropriately in reports	1	2	3	4	5	NA
9. Conducts appropriate observations of students	1	2	3	4	5	NA
10. Interprets test results accurately	1	2	3	4	5	NA
11. Incorporates information gained from observations and other informants appropriately	1	2	3	4	5	NA
12. Communicates findings and recommendations clearly to school staff, parents, and students	1	2	3	4	5	NA
13. Develops an appropriate case conceptualization based on information from multiple sources	1	2	3	4	5	NA
14. Generates appropriate and useful recommendations based on assessment results	1	2	3	4	5	NA
15. As part of a team, conducts assessments to identify students' eligibility for special education and other educational services and demonstrates knowledge of special education eligibility criteria	1	2	3	4	5	NA
16. Based on a problem-solving framework, assists with the design and implementation of interventions to address student problems	1	2	3	4	5	NA

Domain 2: Consultation and Collaboration

17. Demonstrates knowledge of various consultation models and methods	1	2	3	4	5	NA
18. Consults and collaborates at the individual, family, group, and systems levels	1	2	3	4	5	NA
19. Provides appropriate consultation services to teachers and support staff related to academic issues, following accepted psychological practices	1	2	3	4	5	NA
20. Provides appropriate consultation services to teachers and support staff related to behavioral management issues, following accepted psychological practices	1	2	3	4	5	NA
21. Provides appropriate consultation services to teachers and support staff related to emotional / mental health issues, following accepted psychological practices	1	2	3	4	5	NA
22. Provides appropriate consultation services to parents following accepted psychological practices	1	2	3	4	5	NA
23. Monitors progress towards consultation goals and objectives	1	2	3	4	5	NA
24. Demonstrates positive impact on student outcomes through consultation services	1	2	3	4	5	NA
25. Demonstrates effective communication skills with teachers, parents, and staff	1	2	3	4	5	NA

26. Facilitates communication and collaboration among diverse school personnel and families	1	2	3	4	5	NA
27. Is responsive to the needs of teachers, parents, and staff	1	2	3	4	5	NA
28. Participates appropriately in team meetings (IEP committee meetings, 504 meetings, staffings) and attends staff, professional, and interagency meetings as requested	1	2	3	4	5	NA

Domain 3: Interventions and Instructional Support to Develop Academic Skills

29. Demonstrates knowledge of biological, cultural, and other influences (e.g., cognition) on academic skills	1	2	3	4	5	NA
30. Demonstrates knowledge of evidence-based instructional / academic interventions	1	2	3	4	5	NA
31. Implements effective instructional / academic interventions	1	2	3	4	5	NA
32. Works with other school personnel to develop and implement effective interventions	1	2	3	4	5	NA
33. Shares information about academic performance with educators and parents	1	2	3	4	5	NA
34. Demonstrates knowledge of psychological learning theories	1	2	3	4	5	NA
35. Applies knowledge of learning theories to develop instructional strategies to promote student learning	1	2	3	4	5	NA
36. Uses assessment data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs	1	2	3	4	5	NA
37. Monitors progress towards goals and objectives and evaluates instructional interventions	1	2	3	4	5	NA
38. Demonstrates positive impact on student outcomes through instructional interventions	1	2	3	4	5	NA

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

39. Demonstrates knowledge of biological, cultural, and social influences on behavior and mental health	1	2	3	4	5	NA
40. Demonstrates knowledge of evidence-based strategies to promote social-emotional functioning and mental health	1	2	3	4	5	NA
41. Uses assessment data to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs	1	2	3	4	5	NA
42. Develops and implements programs at individual, group, classroom, and school-wide levels that demonstrate appropriate psychological and behavioral approaches	1	2	3	4	5	NA
43. Conducts Functional Behavior Assessments effectively	1	2	3	4	5	NA
44. Designs effective Behavior Intervention Plans	1	2	3	4	5	NA
45. Establishes effective relationships with students as part of counseling relationships	1	2	3	4	5	NA
46. Develops appropriate goals and objectives for counseling	1	2	3	4	5	NA
47. Considers both individual and group needs in providing counseling services	1	2	3	4	5	NA
48. Implements appropriate strategies and activities based on goals and objectives	1	2	3	4	5	NA
49. Bases clinical decisions on a theoretically sound rationale	1	2	3	4	5	NA

50. Monitors progress towards behavioral intervention and counseling goals and objectives	1	2	3	4	5	NA
51. Demonstrates positive impact on student outcomes through behavioral interventions and counseling services	1	2	3	4	5	NA

Domain 5: School-Wide Practices to Promote Learning

52. Demonstrates knowledge of school and systems structure and organization	1	2	3	4	5	NA
53. Demonstrates knowledge of evidence-based school practices that promote learning and mental health	1	2	3	4	5	NA
54. Demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others	1	2	3	4	5	NA
55. Demonstrates appropriate knowledge and use of technology to enhance service delivery	1	2	3	4	5	NA
56. Demonstrates knowledge of the general education system and procedures (e.g., organization of schools, roles of staff members such as school counselors)	1	2	3	4	5	NA
57. Demonstrates knowledge of the special education system and procedures (e.g., referral and assessment process, ARD meetings)	1	2	3	4	5	NA
58. Works collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support students	1	2	3	4	5	NA
59. Assists in promoting a respectful and supportive atmosphere for decision making and collaboration	1	2	3	4	5	NA

Domain 6: Preventive and Responsive Services

60. Demonstrates theoretical understanding of child and adolescent development and psychopathology	1	2	3	4	5	NA
61. Demonstrates knowledge of risk and protective factors vital to understanding systemic problems (e.g., bullying)	1	2	3	4	5	NA
62. Assists school staff in the event of a student crisis and follows up appropriately on crisis cases	1	2	3	4	5	NA
63. Notifies and seeks appropriate supervision from the site supervisor or other staff during a crisis situation	1	2	3	4	5	NA
64. Demonstrates knowledge of effective crisis intervention strategies	1	2	3	4	5	NA
65. Utilizes referral resources and collaborates with others when appropriate	1	2	3	4	5	NA
66. Provides direct counseling, behavioral coaching, and other interventions through consultation for students exhibiting mental health problems	1	2	3	4	5	NA
67. Demonstrates knowledge of risk factors and prevention services	1	2	3	4	5	NA
68. Participates in the design and delivery of prevention programs	1	2	3	4	5	NA
69. Creates and maintains effective and supportive learning environments for children	1	2	3	4	5	NA

Domain 7: Family–School Collaboration Services

70. Demonstrates knowledge of strategies to develop collaboration between families and schools	1	2	3	4	5	NA
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71. Develops collaborative relationships between families and schools	1	2	3	4	5	NA
72. Establishes effective relationships with families	1	2	3	4	5	NA
73. Demonstrates knowledge of family systems and family-based interventions	1	2	3	4	5	NA
74. Demonstrates positive impact on student outcomes through family-school collaboration	1	2	3	4	5	NA
75. Advocates for families and supports parents in their involvement in school activities and with school personnel	1	2	3	4	5	NA
76. Consults with personnel in private practice, community health and social welfare agencies, private and public psychiatric hospitals, and other social service systems when appropriate	1	2	3	4	5	NA
77. Identifies diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and addresses those factors when developing and providing services for families	1	2	3	4	5	NA

Domain 8: Diversity in Development and Learning

78. Demonstrates sensitivity to cultural, family, and environmental issues	1	2	3	4	5	NA
79. Demonstrates knowledge of the potential influences of biological, environmental, cultural, socioeconomic, and linguistic factors in children's learning and development	1	2	3	4	5	NA
80. Demonstrates knowledge of the potential impact of individual differences, abilities, disabilities, and other diverse characteristics on children's development and learning	1	2	3	4	5	NA
81. Considers individual differences in the design and implementation of services	1	2	3	4	5	NA
82. Provides services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts	1	2	3	4	5	NA
83. Utilizes a problem solving framework for addressing the needs of diverse learners	1	2	3	4	5	NA
84. Provides culturally competent and effective practices in all areas of service delivery	1	2	3	4	5	NA

Domain 9: Research and Program Evaluation

85. Demonstrates knowledge of research design, statistics, measurement, data collection and analysis, and program evaluation methods	1	2	3	4	5	NA
86. Evaluates and synthesizes research findings as a foundation for effective service delivery, including assessment and intervention	1	2	3	4	5	NA
87. Demonstrates the ability to apply these concepts in order to monitor progress towards goals	1	2	3	4	5	NA
88. Demonstrates the ability to apply these concepts in order to evaluate outcomes of interventions	1	2	3	4	5	NA
89. Provides support for school personnel in collecting and analyzing progress monitoring data	1	2	3	4	5	NA
90. Incorporates various techniques for data collection, measurement, and evaluation to support effective practices	1	2	3	4	5	NA

Domain 10: Legal, Ethical, and Professional Practice

91. Demonstrates knowledge of state and national ethical standards and recognizes relevant ethical issues/dilemmas as they arise in practice	1	2	3	4	5	NA
92. Demonstrates behavior that is consistent with these standards	1	2	3	4	5	NA
93. Demonstrates knowledge of relevant legal standards (e.g., IDEA, state law)	1	2	3	4	5	NA
94. Upholds and adheres to administrative and school board policies and procedures (e.g., follows district / agency policies regarding limits of confidentiality with students, follows policies and procedures for record keeping)	1	2	3	4	5	NA
95. Maintains accurate and up-to-date records	1	2	3	4	5	NA
96. Consults with site supervisor and others when necessary and appropriate (e.g., when faced with ethical dilemmas)	1	2	3	4	5	NA
97. Shows promptness and punctuality in completing responsibilities and maintains an organized style that permits timely, careful completion of assigned tasks	1	2	3	4	5	NA
98. Works cooperatively with teachers, administrators, and other district personnel	1	2	3	4	5	NA
99. Maintains scheduled appointments for supervision and comes prepared for supervision	1	2	3	4	5	NA
100. Accepts constructive supervisory feedback in a mature, professional manner and uses feedback from supervision appropriately	1	2	3	4	5	NA
101. Functions in a generally independent, self-regulated, mature, and professional manner in all settings	1	2	3	4	5	NA
102. Recognizes areas of professional strength and weakness	1	2	3	4	5	NA

SUMMATIVE EVALUATION OF PROFESSIONAL WORK CHARACTERISTICS:

Consistent with the NASP expectations for recent graduates, please use the same 5-point scale to evaluate the intern on the following characteristics, *when compared to other school psychology interns*:

Communication skills	1	2	3	4	5
Adaptability	1	2	3	4	5
Effective interpersonal skills	1	2	3	4	5
Initiative and dependability	1	2	3	4	5
Ethical responsibility	1	2	3	4	5
Respect for human diversity	1	2	3	4	5

OPEN-ENDED QUESTIONS:

Please provide a brief summary of the intern's strengths:

Please provide a brief summary of areas in which improvement is needed:

Other comments:

Site Supervisor's Signature	Date
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Intern's Signature	Date
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University Supervisor's Signature	Date
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UTSA

School Psychology Program Internship Site Feedback Form

Instructions: Please enter your information into the appropriate fields. Once you have entered your information, you may save the data so it will appear the next time you open the form. Choose File > Save As... Create a new name for your copy and save it on your computer.

Directions: Please indicate your level of agreement with each of the following statements regarding the internship site's capabilities/performance by circling one of the following numbers:

- 1 = very poor performance
- 2 = poor performance
- 3 = adequate or average performance
- 4 = good performance
- 5 = excellent performance
- NA = not applicable or not observed

Students should complete this form at the end of each internship experience and submit to their university supervisor.

STUDENT INFORMATION

Student Name: _____ Banner ID: _____
Street Address: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Email: _____
Evaluation Period: _____

CLINICAL SITE INFORMATION

Internship Site Name: _____ Zip Code: _____
City: _____ State: _____ Specialization: _____
Phone: _____ Fax: _____
Website Address: _____

SITE SUPERVISOR INFORMATION

Site Supervisor Name: _____ Title: _____
Phone: _____
Email: _____

UNIVERSITY SUPERVISOR INFORMATION

University Supervisor Name: _____ Title: _____
Phone: _____
Email: _____

ORGANIZATIONAL EVALUATION

Evaluation Statement

Rating

1. Relevance of experience to career goals	1	2	3	4	5	NA
2. Site provided clear communication about site goals	1	2	3	4	5	NA
3. Site provided clear communication of site policies/regulations/procedures	1	2	3	4	5	NA
4. Exposure to professional roles and functions within the setting	1	2	3	4	5	NA
5. Exposure to information about community resources	1	2	3	4	5	NA

6. Access to professional materials (e.g., tests, books, scoring software)	1	2	3	4	5	NA
7. Administrative support for interns	1	2	3	4	5	NA
8. Appropriate office space and working conditions	1	2	3	4	5	NA
9. Site was committed to the internship as a learning experience	1	2	3	4	5	NA

SUPERVISION EVALUATION

Evaluation Statement	Rating					
10. Amount of on-site supervision	1	2	3	4	5	NA
11. Quality of on-site supervision	1	2	3	4	5	NA
12. Supervisor gave me useful feedback when I did something wrong	1	2	3	4	5	NA
13. Supervisor gave me useful feedback when I did something well	1	2	3	4	5	NA
14. Supervisor provided suggestions for developing my knowledge and skills	1	2	3	4	5	NA
15. Supervisor encouraged me to use new and different techniques when appropriate	1	2	3	4	5	NA
16. Supervisor allowed me to discuss problems I encountered in my internship setting	1	2	3	4	5	NA
17. Supervisor helped me define and achieve specific concrete goals for myself during my internship experience	1	2	3	4	5	NA
18. Supervisor helped me define and maintain ethical and professional behavior in service delivery	1	2	3	4	5	NA
19. Supervisor helped me develop increased insight into the impact of my behavior on clients	1	2	3	4	5	NA
20. Supervisor encouraged self-evaluation	1	2	3	4	5	NA
21. Supervisor explained evaluation criteria and evaluated my performance fairly	1	2	3	4	5	NA

PROFESSIONAL OPPORTUNITIES EVALUATION

Site offers opportunities in:	Rating					
22. Administration and scoring of psychoeducational tests	1	2	3	4	5	NA
23. Interpretation of psychoeducational test results	1	2	3	4	5	NA
24. Report writing	1	2	3	4	5	NA
25. Classroom observations	1	2	3	4	5	NA
26. Interviewing students	1	2	3	4	5	NA
27. Interviewing parents and teachers	1	2	3	4	5	NA
28. Individual counseling	1	2	3	4	5	NA
29. Group counseling	1	2	3	4	5	NA

30. Consultation with parents and teachers	1	2	3	4	5	NA
31. Collaboration with other professionals within the school system/agency	1	2	3	4	5	NA
32. Collaboration with other professionals outside of the school system/ agency	1	2	3	4	5	NA
33. Crisis intervention	1	2	3	4	5	NA
34. Response to Intervention activities	1	2	3	4	5	NA
35. Attending ARDs/pre-referral meetings	1	2	3	4	5	NA
36. Development of academic goals and interventions for students	1	2	3	4	5	NA
37. Implementation of academic interventions	1	2	3	4	5	NA
38. Development of behavioral and social-emotional goals and interventions for students	1	2	3	4	5	NA
39. Implementation of behavioral and social-emotional interventions	1	2	3	4	5	NA
40. Exposure to a wide range of professional activities and experiences	1	2	3	4	5	NA
41. Exposure to a wide range of clients and presenting issues	1	2	3	4	5	NA
42. Participation in prevention activities	1	2	3	4	5	NA
43. Participation in the delivery of systems-level services (e.g., parent workshops, teacher in-services)	1	2	3	4	5	NA
44. Professional development opportunities (e.g., attending in-services, workshops)	1	2	3	4	5	NA
45. Program evaluation	1	2	3	4	5	NA

OPEN-ENDED QUESTIONS:

1. What were the most positive aspects of your internship?
2. What were the most frustrating or challenging aspects of your internship? Or, what changes would you suggest, to make the experience more effective?
3. What knowledge or skills from your coursework at UTSA were especially helpful or important for you during your internship?

4. What knowledge or skills do you wish you had attained prior to the internship?
5. What knowledge or skills do you feel you still need?
6. How would you describe your experience with supervisors / supervision during internship?
7. Was UTSA's involvement helpful? Is there anything more the UTSA program could have provided?
8. Would you recommend this site to future students?
9. Other comments:

Intern's Signature

Date

School Psychology Program: Fitness to Practice Policy

This Fitness to Practice Policy applies to all students upon enrollment in the School Psychology Program, and remains in effect until completion of the Program. It is important to note that satisfying the curricular requirements is not sufficient for completion of the School Psychology Program. In addition to satisfactory completion of the academic requirements and standards of the UTSA Graduate School (delineated in the Graduate Catalog), all candidates are expected to demonstrate skills sufficient to provide psychological and educational services to children, families, and schools. Progress in the Program is a result of successful completion of university coursework *and* the demonstration of important characteristics and dispositions identified below as Fitness to Practice Standards. These Standards are guided by the School Psychology Program Principles, which are based on the profession's values and reflect goals for those graduating from the Program. The Fitness to Practice Standards are especially critical given the nature of the services provided by school psychologists, and program faculty reserve the right to recommend or not recommend students' continuation in the Program on the basis of whether students demonstrate Fitness to Practice as outlined below.

School Psychology Program Principles

Three principles represent core values demonstrated across all levels of school psychology, and guide every aspect of the UTSA School Psychology Program. Implied with each is the expectation that students will embrace a rigorous and closely monitored academic plan necessary to acquire requisite skills that will be used in providing professional services to diverse schools, communities, individuals, and families. The values of human rights, respect, dignity, and integrity are clearly mandated by all those associated with this program.

Principle A: Cultural and Individual Dignity

Principle B: Commitment to Self-Reflection

Principle C: Honesty and Integrity

- **Principle A: Cultural and Individual Dignity:** Students must maintain an active cultural self-awareness in serving diverse communities and individuals. Personal self-awareness of values and beliefs is an important disposition that facilitates working with other group values, cultures, mores, and experiences. Students should be able to demonstrate appreciation and respect of persons of different cultural, racial, and/or individual differences. Student efforts to understand underrepresented communities are important components of all professional contacts.
- **Principle B: Commitment to Self-Reflection:** All students are expected to be self-regulated learners. Thus, the principle of self-reflection involves deliberate self-monitoring and self-regulatory management in order to reflect on skill development, academic progress, and professional strengths and weaknesses. Students should set personal goals on a regular basis and then monitor progress towards goal attainment so that professional behaviors can be adjusted as necessary.

- **Principle C: Honesty and Integrity:** Students will demonstrate honesty and integrity in all areas of their professional development. These behaviors will be observable in how the students prepare and complete assignments, maintain themselves in relationship to all professional and informal contacts, and how they operate in consultation settings. Students will also be expected to demonstrate how they respond to potentially challenging situations and ethical dilemmas.

Fitness to Practice Standards

In addition to all curriculum requirements (including taking advanced coursework, enrolling in practicum and internship, and applying to take the comprehensive examination) students must meet the following standards in order to progress through the School Psychology Program:

- **Academic Excellence:** Maintenance of scholastic performance meeting or exceeding UTSA and department standards.

Academic standards include:

- Attendance of all classes; preparedness and punctuality are the expected norm.
 - Completion of all course assignments in a professional and timely manner.
 - Demonstration of academic integrity (i.e., refraining from dishonest behaviors such as cheating and plagiarism).
 - Demonstration of written and oral communication skills necessary to convey their ideas within both academic (e.g., in the classroom, during supervision) and professional (e.g., with children, parents, and school personnel) contexts. Written communication includes the ability to write clearly, use correct grammar and spelling, and convey ideas to a range of audiences in a way that facilitates understanding. Oral communication includes the ability to communicate effectively with other students, faculty, staff, and professionals by expressing ideas and feelings clearly and demonstrating a willingness and an ability to listen to others. This also includes the professional level skills in spoken English required to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.
- **Acquisition and Application of Skills:** Demonstration of the acquisition of, *and ability to apply*, skills necessary to work effectively with persons and systems having diverse needs. This standard will be evaluated throughout the curriculum, but will be most directly observed in Practicum in School Psychology and Internship in School Psychology. Both university faculty and site-based supervisors will ensure that students demonstrate the skills necessary to work as practitioners of school psychology.

These skills include (but are not limited to) the following:

- Psychoeducational assessment and diagnosis

- Individual and group counseling
- Consultation with teachers, parents, and other professionals
- Crisis intervention
- Ethical decision making
- In-service training
- **Professionalism:** Demonstration of professionalism in interactions with others. This standard will be evaluated throughout the curriculum as the student's interactions with classmates, faculty, clients, and supervisors are monitored.

Students must demonstrate:

- Flexibility and openness to new perspectives and ways of thinking.
- Acceptance and openness to professional feedback and constructive coaching.
- The ability to separate personal and professional issues when working with clients and when completing coursework.
- The ability to build effective professional relationships with children and parents/families.
- The ability to work collegially and productively with classmates, university faculty and staff, and school personnel at field-based sites.
- Appropriate social skills in professional and social interactions with faculty, colleagues, and clients.
- Skills in working with culturally diverse populations.
- Behaviors that would preclude any risk of sexual harassment, verbal and physical aggression, and sexual relationships with clients, supervisors, and faculty.
- The ability to maintain a professional appearance when in professional contexts (e.g., field-based experiences).
- **Emotional and Mental Fitness:** Demonstration of emotional and mental fitness in their interactions with others, and in completing curricular requirements. This standard will be evaluated throughout the curriculum as the student's interactions with classmates, faculty, clients, and supervisors are monitored.

Student emotional and mental fitness are demonstrated through the following behaviors:

- Ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she will handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- Demonstration of the judgment, emotional health, and mental health required to function effectively as a school psychologist.
- Ability to think analytically about professional and scholarly issues.
- Ability to self-reflect on their own learning and professional practice and competence.
- **Ethical Standards:** Students will conform to the codes of ethics of relevant professional associations in psychology (e.g., National Association of School Psychologists, American Psychological Association) in addition to the ethical and legal regulations relevant to the

practice of psychology in the State of Texas (e.g., Texas Administrative Code, Rules and Regulations of the Texas State Board of Examiners of Psychologists; <http://www.tsbep.state.tx.us/>).

Examples of student ethical behaviors include the following:

- Maintenance of confidential information concerning clients unless disclosure serves professional purposes or is required by law.
- Demonstration of self-awareness and management of the limits of their own competence.
- Adherence to informed consent procedures prior to providing professional services.
- Maintenance of test security of all assessment-related materials.
- Adherence to clients' right to privacy, and requirements associated with the storage of all client records (in a secure location).
- Commitment to seek supervision when faced with ethical dilemmas or difficult situations.

It is the duty of faculty members in the School Psychology Program to evaluate all students according to these standards in all settings in which faculty members and students interact, including classes, practicum and internship sites, advising, and supervision. It is expected that students will respond to reviews, formal or informal, in appropriate ways and will attempt to conform to professional standards as explained to them.

Admission to the Program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to provide psychological services to others, that student will be removed from continuation in the program.

Fitness to Practice Review (FPR) Procedures

Faculty members, staff, advisors, and field supervisors (Evaluators) will evaluate students according to the standards outlined above. All faculty members may have some input into student performance or conduct.

Students may be evaluated using the Fitness to Practice Review Form at any time during their program if and when, in the opinion of one or more Evaluators, significant deviations from the Standards have occurred. All students referred for review are expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on factors such as the nature, severity, and frequency of the incident or concern. For example, repeated violations may result in immediate Formal Level 2 Review. Violations of the UTSA or field-based site's code of conduct will result in immediate Formal Level 2 Review.

Levels of Review

1. Informal Review

An informal review involves a faculty member and a student. When a faculty member has concerns about a student meeting any of the Fitness to Practice criteria, the faculty member may take any or all of the following steps as necessary:

- a. Discuss the concerns directly with the student and seek to work with the student to resolve the difficulties.
- b. Advise the Department Chair and the student's Advisor of the concern(s) in order to identify potential patterns and issues related to the student.
- c. Document dates and content of meetings with students using the Fitness to Practice Review Form, and provide a copy of the signed form to the Graduate Advisor of Record for documentation purposes.
- d. If a problem arises at a field-based site, the site supervisor may discuss concerns directly with the UTSA faculty member. The student may also be included in this meeting.

2. Formal Review: Level 1

When a faculty member or supervisor is sufficiently concerned about a student's Fitness to Practice, he or she will fill out the Fitness to Practice Review Form. These forms are to be turned in to the student's Advisor, the Graduate Advisor of Record, and the Department Chair.

A conference will then be scheduled with the instructor/supervisor, the student, the student's Advisor, the Graduate Advisor of Record, and the Department Chair. When possible, the conference will be mediated by a departmental faculty member who has not had the student in class. During this conference, a plan for remediation will be developed. The nature and content of the plan will depend on the specific situation. The remediation plan will include a reasonable timeline for the student to demonstrate adequate progress, and will be signed by all parties involved. The remediation plan may continue for more than one semester, depending on the individual circumstances. If the student fails to implement the remediation plan(s) satisfactorily, he/she will be placed on Formal Level 2 Review.

The Associate Dean of Graduate Studies for the COEHD will be informed of all Level 1 reviews.

3. Formal Review: Level 2

If a second incident or concern is reported on the same student, the student has failed a remediation plan during the Level 1 Review, or the seriousness of the incident or concern warrants it, the Fitness to Practice Committee will be convened. This group (made up of at least one School Psychology faculty member, at least one additional faculty member from the Department of Educational Psychology, the Graduate Advisor of Record, and chaired by the Department Chair) will meet to:

- a. Review the paperwork,
- b. Interview the faculty members who have instructed the student,
- c. Interview the student, and

- d. Make a determination regarding the student's suitability to continue in the program.

The Associate Dean of Graduate Studies for the COEHD (or the Associate Dean's designee) will attend the Fitness to Practice Committee meeting in order to review the case and participate in the decision-making process.

Appeals and Procedures Subsequent to Request for Withdrawal

Following the review of information at the Fitness to Practice Committee meeting, the Committee must make a decision and report to the student, the Graduate Advisor of Record, and the Associate Dean for Graduate Studies that the student: (1) should be allowed to remain in the program with conditions/without conditions or (2) should be removed from the program, immediately dropped from enrollment in current courses, and prevented from enrolling in subsequent courses.

If the decision is to allow the student to remain in the program, the Committee may place remedial conditions (a corrective plan) on the student's continuing in the program, may set time limits for meeting the conditions, or may make other recommendations.

If the student is dissatisfied with the decision of the Fitness to Practice Committee, he or she may appeal to the Office of the Dean of the COEHD by submitting a written appeal to the Dean's office. This appeal must be submitted within 10 working days after receiving the decision from the Fitness to Practice Committee. The Dean (or Dean's designee) will consider the matter, and based on information submitted by the Fitness to Practice Committee, the Dean (or Dean's designee) may meet with the Fitness to Practice Committee and/or with the student. After gathering and reviewing all information, the Dean (or Dean's designee) will communicate his/her decision to the student in writing. The final decision will be either continuation in the program (with conditions) or dismissal from the program. The decision of the Dean (or Dean's designee) will be final.

School Psychology Program: Fitness to Practice Review Form

Student's name: _____ ID#: @ _____

Check one: _____ Informal Review _____ Formal Level I Review _____ Formal Level II Review

This concern is related to the following Fitness to Practice Standard(s) (Check all that apply):

- ____ Academic Excellence
- ____ Acquisition and Application of Skills
- ____ Professionalism
- ____ Emotional and Mental Fitness
- ____ Ethical Standards

Directions:

1. If this is an Informal Review, please describe the specific behavior, situation, or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Also, summarize the discussion with the student about the concern (and possible solutions) including the dates of the discussions.
2. If this is a Formal Review, please describe the specific behavior, situation, or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Also, include any contextual information that is important in understanding this review (e.g., previous Informal Reviews, patterns of behavior, severity of behavior).
3. Please use the back of this sheet if necessary, and attach any additional relevant documentation.

Student signature indicates notification regarding concern(s) and is not an indication of agreement.

Student Signature: _____ Date: _____

Faculty signature indicates that the student has been informed in writing of the concern(s) and of the formal Fitness to Practice review (when applicable).

Faculty Name (please print): _____ Department: _____

Faculty Signature: _____ Date: _____

Course title: _____

*If this is an Informal Review, please provide this signed form to the Graduate Advisor of Record for documentation purposes.
If this is a Formal Review, please provide this signed form to the student's Advisor, the Graduate Advisor of Record, and the Department Chair.*