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Arizona's First University.

**School Psychology Practicum:  
A Handbook for Program Students**

Department of Disability and Psychoeducational Studies  
The University of Arizona  
Tucson, Arizona

SERP 694B-Section 001-Ph.D. Students

SERP 694B-Section 002-Ed.S. Students

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## PREFACE

The University of Arizona School Psychology Program prepares students to assume leadership roles in scholarship and practice that contributes to the advancement of the profession of school psychology. The objective is to educate psychologists whose central concern is the application of psychological science to the assessment, diagnosis, treatment and education of children and adolescents. In working within the context of the Scientist-practitioner and/or scholar-practitioner orientation, the University's School Psychology Program trains Educational Specialists (Ed.S.) and doctoral (Ph.D.) students in a variety of skills, including assessment, intervention, and consultation within a context that reflects sensitivity to issues involving cultural and individual diversity.

Students are also encouraged to take courses and be exposed to experiences outside of school psychology, including special education, rehabilitation, psychopharmacology, speech pathology, sociology, anthropology, and public policy. The training program requires that school psychologists acquire skills in synthesizing knowledge and practice of school psychology. The Program also offers a variety of supervised field experiences designed to promote the development and application of sound psychological principle/knowledge in solving academic, behavioral, and emotional problems of children, youth, and families. Supervised experiences are included in course-related field activities, and in the Practicum and Internship specific courses.

Although some overlap is inevitable between this Handbook, the *Handbook for Program Students*, and the Graduate Catalog, students are responsible for being aware of policies, procedures and requirements contained in both Handbooks and the Graduate Catalog. While faculty and staff are willing to assist students to the greatest extent possible, each student must assume the primary responsibility for completing their graduation program in a smooth and timely fashion.

This Handbook is intended to familiarize students with the Practicum in School Psychology at the University of Arizona. Each student is responsible for standards and policies set forth in the University of Arizona Graduate Catalog in addition to the materials contained in this *Practicum Handbook*. A copy of a current Graduate Catalog may be obtained from the Graduate Admissions Office, Administration Building - Room 322, 1401 East University Blvd., University of Arizona, Tucson, AZ 85721.

# PRACTICUM WORK IN SCHOOL PSYCHOLOGY

## Introduction and Overview

Field experience in School Psychology leads to the achievement of the final goal of becoming a school psychologist. Field experiences organized through the University of Arizona School Psychology Program are carefully integrated into the training program and serve the functions of (a) extending and refining previous field experiences obtained in applied courses in school psychology, (b) extending the formal academic component by combining student skills with further application, (c) allowing more detailed observations of individuals in the professional practice of psychology, and (d) providing feedback to the student and faculty regarding professional competencies and skills in School Psychology.

Students are required to be involved in practicum experiences from very early in their programs and to continue such experiences until they enroll in internship. The sequence of experiences has been carefully designed to provide a systematic orientation to the practice of school psychology. Specific practicum activities may take place in public schools and other settings away from the university. Practicum sites are chosen by the course faculty and/or practicum coordinator in conjunction with suggestions and monitoring by the School Psychology Core Committee. All practicum experiences are under the supervision of university faculty, practicum supervisors, and professional psychologists who are adjunct faculty.

In this section, course-related practicum component and the specific practicum/internship courses are described. These experiences are integrated into the program of study only after the student has met a series of specified criteria (**see Appendix A**). In addition, these experiences are expected to be consistent with the Scientist-practitioner (Ph. D.) and/or Scholar-practitioner (Ed. S.) orientation of the School Psychology Program at The University of Arizona. Finally, all field experiences are consistent with the established ethical standards and accreditation guidelines of the American Psychological Association (APA) and by the National Association of School Psychologists (NASP).

Students in the Educational Specialist (Ed. S.) and/or doctoral (Ph. D.) degree program in School Psychology must complete a minimum of one semester of SERP 694B, Practicum in School Psychology, plus other organized supervised experience connected with specific courses. The practicum is designed to give students practical experience with assessment instruments, intervention, consultation services, and other aspects of school psychology practice including further exposure to the infrastructure of the school system and its political climate.

In addition, these experiences emphasize recognizing and dealing with individual differences with respect to culture, gender, and other factors, as well as disabling conditions. Requirements for completion of SERP 694B include a minimum one semester of SERP 694B include a minimum of 160 hours direct service for Ed.S. students and 225 hours direct service for Ph.D. students over the course of the semester, plus attendance at a weekly supervisory seminar conducted by a member of the program faculty on campus. Students also receive individual supervision their field supervisor, typically two hours per week, and the University practicum supervisor provides individual supervision on request.

Students in the School Psychology Program are required to complete four credit hours of field-based practicum (usually across one semester) either concurrently with or, preferably, following completion of required coursework and practicum in assessment, intervention and consultation strategies relevant to the practice of school psychology. Students are required to attend weekly seminars and staffings planned by the associate director and the supervisors. The weekly meetings allow for specific coverage of relevant topics as well as a forum for students to share and discuss their various experiences. Students who have officially completed practicum are encouraged to attend these seminars during their on-campus residency. Staffings allow for feedback and assistance with ongoing cases.

The close working relationship between program faculty and students in field practicum is maintained through the weekly supervision seminar, where students are responsible for presenting cases and recent journal articles relevant to topics germane to school psychology, describing daily functioning through maintenance of a log (see **Appendix D**), and raising issues of appropriate professional practice as well as questions related to legal and ethical issues, conflicts with field supervisors or other district personnel, etc. In addition, school administrators and a representative sample of professional staff who have had contact with the student may contribute to the evaluation of the student's performance through formal and informal contact with the university supervisor.

Evaluation of students in practicum is accomplished through a combination of supervisory reports, student reaction papers, seminar performance, and site observation. Each practicum student must submit a statement of specific goals and objectives at the beginning of each semester, then maintain and periodically submit for review a daily log and, finally, submit a self-evaluation report describing his/her personal view of the goals he/she has accomplished. In addition, each field supervisor submits a final evaluation report for each practicum student - evaluating their progress toward meeting her or his stated goals (see **Appendix E**).

The practicum settings in which students are placed are selected because of the availability of direct supervision by a certified school psychologist. In addition, practicum settings are selected on the basis of evidence that the school/agency and field supervisor will include the following as practicum goals: a) knowledge of and commitment to high standards of professional and social responsibility as evidenced by adoption of APA and NASP Codes of Ethics; b) evidence of good professional practice in the use of sound and current assessment, intervention, and consultation skills as well as a willingness to explore better methods of practice and new psychological knowledge; and c) development of positive working relationships with all facets of the school community as well as the larger professional community. Practicum students are placed only with field supervisors who have been employed in their current positions at least two years and have appropriate certification for their positions.

Practicum experiences are designed to coincide with overall development in other curricular areas. Learners are encouraged to re-evaluate their individual philosophies of education and attitudes toward and expectations of school psychology throughout their graduate careers. Although students start practicum at various levels of development, continuous progress is expected and evaluation checkpoints are necessary.

Faculty in School Psychology at the University of Arizona acknowledge the need for each learner to have practicum experiences that are individualized and continually revised to meet the needs of the learner as well as to reflect continuing changes in role expectations for school psychologists. The University's School Psychology Program views on-campus training and field placements as complementary experiences. Practicum Components and Formal Practicum Experiences for course work are described first. **Students must have successfully completed practicum requirements before advancing to internship.** An exit interview with a Practicum Coordinator and recommendation that the student is ready for internship are required.

#### A. The Practicum in School Psychology

The Practicum in School Psychology provides students with experiences designed to develop skills necessary for the practice of School Psychology. The practicum serves as training as opposed to service function and is limited in its scope. Practicum is a prerequisite to internship. Specifically, the following criteria are used for the practicum experience:

- The Practicum Course SERP 694B is separate from the Internship Course SERP 693B and has a specifically developed list of competencies that needs to be acquired (**see Appendix B**).
- The practicum experience occurs at a time appropriate to the specific training objectives of the program. It is required immediately after a series of academic and applied skills are mastered in basic courses thereby relating previous learning to current practices in the field.
- A minimum of 225 hours for Ph.D. students and a minimum of 160 hours for Ed.S. students of supervised School Psychology field experience is required in addition to previous course-related practicum experiences. The Program requires a full semester of supervised practicum experience, and the Practicum is a prerequisite for Internship.
- The practical experience occurs under conditions appropriate to the specific learning objectives of the program, including settings, tasks, and participants. Students complete the practicum under the supervision of the University of Arizona faculty and a certified School Psychologist. The practicum experience is expected to be consistent with the academic philosophy of the training program. The practicum is to take place in a public school setting.
- The practicum experience occurs under conditions of supervision appropriate to the objectives of the program. The Program requires two supervisors for each student involved in practicum work. The University supervisor is the coordinator of Practicum and the second supervisor is a certified School Psychologist in one of the state's local education agency (LEA). The site supervisor is offered adjunct faculty status for the year of their supervision. The site supervisor for practicum students is a certified psychologist; may be a national or state certified school psychologist for Ed.S. students, and additionally, a licensed psychologist for Ph.D. students.

- The field supervisor (s) must be licensed or certified as a school psychologist, possess a doctoral degree, and have a minimum of two years of experience as a school psychologist. The Program requires a minimum of two hours per week of supervision, but three to four hours are preferred. A written plan must be filed with the Coordinator of Practicum before the practicum may be taken. In addition, a new sponsoring agency will be provided forms documenting their agreement to supervise a practicum (or internship) student-forms which involve the supervising agency include placement, time logs, evaluations, and all the elements of the supervised experience (see **Appendices C through H**).
- Direct supervision of practicum students by full-time or adjunct faculty is required. Therefore, site supervisors are required to meet with all practicum students for at least two hours (preferably 4-5 hours) per week. In addition, the university primary or adjunct faculty should visit the practicum setting of each student during the term.
- A student's practicum experience is evaluated in a manner consistent with the specific training objectives of the Program. A specific set of objectives has been prepared for skill development for practicum students (see **Appendix B**). The evaluation of these skills is both a process and outcome evaluation. Both the University and Adjunct Site Supervisors use a written evaluation form at the end of the semester to evaluate students throughout the practicum experience and at then end of the semester (see **Appendices E, F, G, and H**). The evaluation process is two fold, evaluating both the student's progress and the suitability of the experience. This allows for future planning in terms of student needs for the Internship or another practicum experience.
- The practicum experience is conducted in a manner consistent with the current legal/ethical guidelines of the profession. The University of Arizona School Psychology Program follows ethical and other professional guidelines for psychologists established by the American Psychological Association (APA) (see *Ethical Principles of Psychologists and Code of Conduct*, 2002; *Accreditation Handbook*, 2002; *Ethical Principles in the Conduct of Research with Human Participants*, 1982), the National Association of School Psychologists (NASP, 2000), and the State of Arizona. Also, the guidelines prepared by the American Educational Research Association (AERA) and the National Council for Measurement in Education (NCME) for educational and psychological tests and manuals are adhered to. Finally, case study and other records are collected, maintained, and disseminated according to state and federal regulations. **It is each practicum student's responsibility to obtain copies of all relevant APA and NASP ethical guidelines and to read them. The guidelines are available from the Program Director and in the Ethics Course (SERP 696C).**
- The final evaluation includes a recommendation for enrollment in SERP 693b-Internship and should include **Appendix I**, Practicum Completion Letter.

## B. Course-Related Practicum Components and Formal Practicum Experiences in School Psychology

Coursework is provided to prepare students to become Scientist-practitioners and/or scholar-practitioners in School Psychology. Integrated into the sequence of coursework in the School

Psychology Program are a series of practicum experiences during the first two years of courses. Each course-related practicum activity is designed to provide graduate students with applied experiences relevant to the courses they are taking. These experiences are designed as the first step in the acquisition of an integrated sequence of skills related to the practice of School Psychology, culminating in the internship.

In addition to course-related practicum experiences, students must be enrolled in a one semester School Psychology Practicum (SERP 694B). This practicum (SERP 694B) is taken during the Spring semester of the students' third year of course work. Listed below are descriptions of the course-related practicum and field experiences. One credit of each course (i.e., 3 hours per week for 15 weeks) is set aside for contact with clients, classroom projects, and/or professionals in the field.

SERP 517 Behavior Modifications & Theory in Schools (3)

The practicum experience in this course is designed to foster the development of skills in behavior modification, classroom management, and related intervention techniques in applied settings. Students are required to implement a behavior modification program following the submission of a practicum project proposal.

SERP 549 Introduction to School Psychology (3)

The basic component of the field experience in this course involves a list of 18 objectives and/or activities such as an interview with and observation of a practicing school psychologist. This provides the student with a general orientation to the school setting and a perspective regarding the relationship of the school psychologist to other professionals operating in the schools. The course also confronts current issues in the field of School Psychology.

SERP 559 Cultural Diversity and School Psychology (3)

The practicum experience in this course is designed to sensitize students to issues of cultural diversity in the practice of School Psychology.

SERP 638 Psychological Consultation (3)

The practicum experience in this course provides the student the opportunity to practice behavioral consultation in a school setting. Students are expected to master the four-stage problem solving behavioral consultation approach.

SERP 674 Field Experience in Intellectual Assessment (3)

The field experiences related to this course involve the assessment of intelligence. Students familiarize themselves with and practice a variety of formal and informal strategies in the measurement of intelligence.

SERP 677 Personality Assessment (3)

Practicum experiences in this course provide students with the opportunity to apply directly the various techniques used for assessing personality and social behavior.

SERP 679 Educational & Psychological Assessment in Children (3)

The practicum experience in this course provides students with the opportunity to develop skills in psycho-educational assessment and implementation of academic management programs.

SERP 696C Professional Standards, Ethics, and Issues in School Psychology (3)  
Field experience in this course involves students spending 1-2 days observing meetings of the State of Arizona, Board of Psychologist Examiners to learn first hand about ethical practice issues, and the manner in which professional misconduct is adjudicated.

### C. Eligibility for Enrollment in the School Psychology Practicum Course

The necessary prerequisites for a student to enroll in the School Psychology Practicum (SERP 694B) are the following (**see Appendix A**):

- The student has been accepted by the Department of Disability and Psychoeducational Studies into the Educational Specialist (Ed. S.) or Doctoral (Ph. D.) degree Program in School Psychology.
- The student has successfully completed the following courses (*incompletes are not acceptable*):

SERP 517 Behavior Modification and Theory in Schools  
SERP 549 Introduction to School Psychology  
SERP 559 Cultural Diversity and School Psychology  
SERP 638 Psychological Consultation  
SERP 673 Theoretical Foundations of Intelligence  
SERP 674B Field Experience in Intellectual Assessment in Education  
SERP 677 Personality Assessment  
SERP 679 Educational and Psychological Assessment of Children  
SERP 685 Child Behavior Disorders and Adjustment  
SERP 686 Child Psychotherapy (recommended, but not required for Practicum)  
SERP 696C Professional Standards, Ethics and Issues in School Psychology

Furthermore, in order for program students to enroll in SERP 694B, they are required to:

- Get written approval for the practicum from the Practicum Site Supervisor
- Be recommended for the practicum by the Practicum Coordinator
- Have completed a formal interview by the prospective Site Supervisor as documented on the Placement form (**see Appendix C**).
- Have submitted a Practicum Plan detailing the training objectives for the practicum. The basic plan, and any changes or modifications, must be cleared through the University of Arizona's School of Psychology Practicum Supervisor.
- Have obtained professional insurance (required). You may apply for this on-line and/or download the necessary forms by visiting the following website:  
<http://www.apait.org/>
- Have obtained fingerprint clearance card.

#### D. Practicum Settings

Practicum students are provided with a variety of experiences. Placements in field-based settings (local and schools) are available. Depending on the individual needs of each student, their placements can be in a school setting, in the clinic, or in both.

**ALL STUDENTS ARE REQUIRED TO ATTEND BI-WEEKLY PRACTICUM SEMINARS AND STAFFINGS AS PART OF THEIR PRACTICUM EXPERIENCE.**

#### E. Background Check

In accordance with state law, all practicum students who are working in a school setting are required to provide a copy of a criminal history, provided by the Arizona Department of Public Safety. In order to request a background check, students can pick up the appropriate form from the Student Advising Services Office, the Tucson Police Department, the Sheriffs Department, or the University of Arizona, Police Department. The cost for the background check is \$7.00, and it can take between 4-6 weeks to receive a copy. Once a practicum student receives their copy, they must bring it to the clinic, where a copy will be kept on file.

**Students are expected to complete all practicum experiences in a manner consistent with legal and ethical standards of the appropriate agencies. The clinic directors and supervisors closely monitor adherence to these policies. In addition, all university faculty and supervisors are expected to adhere to these standards and to provide role modeling which is above reproach from ethical concerns. This includes strict adherence to guidelines concerning dual relationships.**

#### F. Goals and Objectives for School Psychology Practicum

For a complete list of goals and objectives, **see Appendix B**. The successful completion of the School Psychology Practicum experiences are briefly summarized below:

- Orientation of Public School Organization – to develop a broad understanding of the organizational framework of the public schools.
- Community Resources – to acquaint the student with community resources, which may support psychological services.
- Orientation to the Role Function of Different School Personnel and Services—(1) to provide a general orientation to administration policies and personnel practices in the public schools; (2) to thoroughly acquaint the student with the role and function of the various specialists on the school staff; and (3) to become familiar with the office and clerical procedures involved in the organization of psychological services in the schools.
- Problem Identification—to develop proficiency in the identification of learning and adjustment problems in children and youth from diverse cultural backgrounds.
- Problem Analysis and Intervention Planning (Natural Environment Assessment)—to develop proficiency in the observation, recording and changing of behaviors in the natural environment.
- Assessment – (1) to develop proficiency in the administration,

scoring, and interpretation of comprehensive intellectual assessment devices; (2) to develop proficiency in the individual assessment of reading skills; (3) to develop proficiency in the individual assessment and reporting of math skills; and (4) to develop proficiency in collection data in a testing setting concerning an individual social-emotional development. Cultural diversity issues are included.

- Written Communication Skills – to develop proficiency in writing psycho-educational reports.
- Research – to develop skills in the identification of research problems in the school.
- Data Collection – to develop skills in all aspects (assessment, baseline, treatment) of data collection for interventions.

#### G. Basic Course Requirements:

##### ***Weekly Practicum Seminar***

Formal weekly sessions led by program faculty and guest speakers. Practicum Students are also expected to develop and conduct empirically-based intervention presentations during one semester.

##### ***Case Staffings***

Opportunities exist for students to discuss cases. Students are required to attend and participate in case staffing each week. Additionally, students are required to meet with their supervisors a minimum of one hour per week for individual supervision.

##### ***Readings/Research***

Text and article readings will be assigned. Students are required to familiarize themselves with these readings, as well as appropriate procedures and techniques on a continual basis. Additional readings and research pertinent to individual cases should be expected.

##### ***Participation in School-Based Activities***

Classroom observations, review of school procedures, participation in staff and special education meetings, etc.

##### ***Direct Service***

Provision of direct services to clients, parents, teachers, etc. Time reported includes: intakes/interviews, review of school/other records, assessments, report writing, feedback, and other associated services. See **Appendix D** for appropriate forms and guidelines.

##### ***- School Cases/Evaluations, Intervention Plans***

Practicum students are encouraged to complete at least one case in each of the following:

1. Behavioral/Social-emotional
2. Early Childhood
3. Learning/academic
4. LD
5. ADHD/Attention
6. Gifted
7. College Age

“Cases” may or may not include standardized assessment instruments. The number of cases a student is required to complete will be determined by the supervisor and the practicum coordinator (s). This determination will be based on the student’s level of competence in skills required for entry into internship experiences. Students will be given student cases from diverse cultural backgrounds.

**- Intervention**

Students are expected to provide concrete recommendations for any evaluations that are completed. In addition, formal intervention plans must be written and implemented for at least two cases. These must provide for evaluation of their effectiveness and are to be documented through use of a single case study design approach. Intervention may also include conducting Parent-Child Interaction Therapy.

**- Counseling Therapy**

Students participate according to their skills level.

**Consultation**

The purpose of this experience is to provide an opportunity for students to participate in a collaborative problem solving process in which two or more persons (consultants and consultees) engage in efforts to benefit a student for whom they both have some level of responsibility.

**Portfolio**

Each student will compile a portfolio that showcases the practicum experience (see below under record keeping for more details). This portfolio is to include, among other contents, reflective writings that provide a rationale for inclusion of certain materials as well as copies of all e-log sheets. See **Appendix B and D** for more details. Ph.D. students will write up at least two case studies and two evaluations. Background literature will be part of their write-up.

**Involvement with Professional Organizations**

Students are encouraged to attend one national, state, regional, or local meeting or conference.

**Exit Interview**

When a student and his/her supervisor have determined that he/she has completed all practicum requirements and has met competency levels, he/she should present himself/herself to a practicum coordinator for an exit interview. This presentation will take the form of a completed portfolio and must be made at least one week prior to the actual interview appointment. The interview appointment should be scheduled no later than two weeks prior to the end of the semester.

H. Supervision

Practicum students are assigned to a clinic supervisor who in conjunction with the clinic directors will monitor and approve all phases of practicum requirements. Learners are asked to review their schedules and experiences with the practicum coordinator on a regular basis throughout practica experiences. **Supervision is an ongoing relationship involving mutual**

**responsibility.** Supervision is provided by School Psychology faculty, faculty supervisors in other clinics, and school-based professionals, and clinic supervisors. Peer observation and consultation is also strongly encouraged.

### **Rationale and Assumptions Regarding Supervision**

1. Learners are self-responsible and will attain competence at different rates.
2. The most effective learning takes place within the context of an accepting environment and a relationship of mutual respect and trust between teacher and learner.
3. Modeling is a key factor in learning. Supervisory staff endeavor to model supervisor behaviors which have been identified in the literature as facilitative of learning.
4. Ongoing evaluation is crucial in any teaching/learning endeavor. It is recognized that the learners must have input into the process to maximize its effectiveness.
5. The philosophy of supervision is endorsed based on a constructivist view of the learner *as* being an active participant in his/her own learning. However, the first responsibility of supervisor and supervisee alike is to the client. Some activities which may take *a* different form if considered from a strictly pedagogical standpoint may have to be surrendered in the best interest of those served.

***Learning involves change, which is often accompanied by some dissonance. It is expected that dissonance will occur in the learners and is recognized as part of the learning process. Students and supervisors maintain an ongoing dialogue to help resolve conflicts as they arise. Differences which cannot be resolved by the dyad are to be discussed with either the Associate Director(s) or Practicum Coordinator(s) who will act as mediators.***

#### **I. Record Keeping**

Weekly Logs: Students involved in practicum activities maintain weekly activity logs that detail the various types of experiences obtained and the time spent in these various activities. For example, students record time spent in observation, preparation, researching instruments, direct contact with client, staffing, supervision, report writing, etc. The web address for the log is provided in the Practicum Manual in **Appendix D**. At the end of the semester, the student, field supervisor, and University supervisor will sign the final summary of hours. Students make **two copies** of their practicum experiences and submit one copy **weekly** to their practicum supervisors via email no later than the beginning of the weekly meeting time. Students keep a copy of their **e-logs** in their portfolios and are advised to double-check their hours periodically to avoid any misunderstandings.

#### **J. Evaluation**

Evaluation should lead directly to planning future goals. Self and supervisor evaluations are required on a twice a semester basis. Supervisors also engage in self-evaluation and solicit feedback from learners. Finally, learners and supervisors frequently seek out and provide peer evaluation and consultation. **Appendices E through H** holds evaluation forms for evaluation

purposes. If performance is unsatisfactory based on evaluations by supervisors and/or the clinic director, a remediation plan will be implemented.

Evaluation of a student's performance will be based on such factors as: competence *in* assessment and problem solving, quality of written reports, skill in intake and feedback, skill in interviewing and consultation strategies, timely completion of procedures, and effective communication skills, especially those required for maintenance of effective working relationships. Evaluation of a student's performance is based on multiple competencies that are delineated on the *Evaluation Form*, found in **Appendices E through H**.

**Students receive a grade of I (incomplete) until all practicum requirements have been fulfilled, the portfolio has been reviewed, and the exit interview conducted.**

The following \*grading standards are expected:

<u>GRADE</u>	<u>DESCRIPTION</u>
I	The grade of <b>I</b> may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of <b>I</b> is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than <b>I</b> must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term.
S	All requirements completed at a superior level, it is expected that internship supervision can be directed at perfecting skills. (superior) grades are used in place of regular grades A and B, respectively, for courses graded S, P, C, D, E, and S, P, E, K. S and P grades are NOT included in the calculation of the GPA.
P	Basically competent, some areas need further work, needs close internship supervision, especially at first. (pass) grades are used in place of regular grades A and B, respectively, for courses graded S, P, C, D, E and S, P, E, K. S and P "grades are NOT included in the calculation of the GPA

\* Information taken from the University of Arizona's 2007-2008 **General Catalog** (section on *Academic Policies: Grades and Grading System*). For additional information visit <http://catalog.arizona.edu/2009%2D10/policies/grade.htm>

**Note: Any research that is conducted as a part of the Practicum experience must be approved by the University of Arizona – Human Subjects Committee. Research proposals that will not be implemented (i.e. no data will be collected or analyzed) do not need**

**approval.**

## **APPENDICES**

## APPENDIX A

### ELIGIBILITY CRITERIA FOR PRACTICUM

A student may enroll in the practicum in School Psychology (SERP 694B) if she/he meets ALL of the following criteria:

- a. The student has been accepted by the Department of Disability and Psychoeducational Studies into the Educational Specialist (Ed. S.) or doctoral (Ph. D.) degree program in School Psychology.
- b. The student has successfully completed the following courses (*incompletes are not acceptable*):
  - SERP 517 Behavior Modification and Theory in Schools
  - SERP 549 Introduction to School Psychology
  - SERP 559 Cultural Diversity and School Psychology
  - SERP 638 Psychological Consultation
  - SERP 673 Theoretical Foundations of Intelligence
  - SERP 674B Field Experience in Intellectual Assessment in Education
  - SERP 677 Personality Assessment
  - SERP 679 Educational and Psychological Assessment of Children
  - SERP 685 Child Behavior Disorders and Adjustment
  - SERP 686 Child Psychotherapy (recommended, but not required for Practicum)
  - SERP 696C Professional Standards, Ethics and Issues in School Psychology
- c. The student has completed a formal interview by the prospective placement supervisor or by his/her designee.
- d. The student has received the written approval for the practicum from the Site Supervisor.
- e. The student has been recommended for the practicum by his/her Academic Advisor in the School Psychology Program.
- f. The student has submitted a practicum plan to the School Psychology Program's Coordinator of Practicum and Internships detailing the agreed-upon training objectives for the practicum.
- g. The student has obtained professional insurance.
- h. The student has obtained fingerprint clearance card.

I have met the above requirements. \_\_\_\_\_

Student Signature

Date

My advisor has *recommended me/not recommended me* (Advisor: Circle One) for practicum.

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

## APPENDIX B

### **Goals and Objective for the School Psychology Program**

The following are a list of goals and objectives defining the criteria for the successful completion of the 694B practicum experience. After each objective is met, the field supervisor signs an "objectives checklist" to establish that a particular goal has been successfully accomplished (specific feedback regarding the viability of the practicum objectives will be accomplished during on-site visitation by university supervisors).

#### **I. Orientation to Public School Organization**

*Goal: To develop a broad understanding of the organizational framework of the public schools.*

Objectives: Each student will:

- \_\_\_\_\_ be assigned to either an elementary, junior or senior high school for a minimum of 10 hours/week for 15 weeks for Ed. S. and 15 hours/week for Ph.D. students.
- \_\_\_\_\_ spend a minimum of 10 hours/week either at the site or in an appropriate setting necessary for fulfilling the requirements listed in this section for Ed.S. students and 15 hours/week for Ph.D. students.

*Goal: To provide general orientation to administrative policies and personnel practices in the public schools.*

Objectives: Each student will:

- \_\_\_\_\_ attend a building principal and classroom teachers staff meeting;
- \_\_\_\_\_ attend at least three multi-disciplinary conferences for determining special education placement.

*Goal: To thoroughly acquaint the student with the role and function of the various specialists on the school staff.*

Objectives: Each student will:

- \_\_\_\_\_ spend at least three hours in a classroom for children diagnosed with moderate and/or mild mental retardation (observing and working with children);
- \_\_\_\_\_ spend at least three hours in a cross-categorical classroom observing and working with children;
- \_\_\_\_\_ spend at least three hours in a regular classroom setting;
- \_\_\_\_\_ spend at least three hours in a regular class setting observing and working with children.

*Goal: To become familiar with the office and the clerical procedures involved in the psychological services in the school.*

Objectives: Each student will:

- \_\_\_\_\_ inspect and report on the record keeping system in the school;
- \_\_\_\_\_ maintain a daily log of activities (e-logs).

## **II. Community Resources**

*Goal: To acquaint the student with community resources which may support psychological services.*

Objectives: Each student will:

- \_\_\_\_\_ compile a list of both public and private facilities and professional personnel with their function and fee which are potential support facilities to the school;
- \_\_\_\_\_ Ph.D. students will collect individual lists and put together a more complete list to share with all students.

## **III. Problem Identification**

*Goal: To develop proficiency in the identification of learning and adjustment problems in children and youth from diverse cultural backgrounds.*

Objectives: Each student will:

- \_\_\_\_\_ conduct two problem identification interviews with school personnel and/or parents and record the target behaviors identified for modification at each of the following grade levels: Grades 1-3 and Grades 4-12 to the satisfaction of the supervisor;
- \_\_\_\_\_ Ph.D. students will apply relevant research to this task.

## **IV. Problem Analysis and Intervention Planning**

### **A. Natural Environment Assessment**

*Goal: To develop proficiency in the observation and recording of behaviors in the natural environment.*

Objectives: Each student will:

- \_\_\_\_\_ engage in four direct classroom observations and record data on behaviors targeted for modification to the satisfaction of the supervisor;
- \_\_\_\_\_ consult with two school personnel and/or parents for the purpose of having them collect data concerning the target behaviors identified for modification to the satisfaction of the supervisor.

B. Assessment in a Testing Setting

*Goal: To develop proficiency in the administration, scoring, and interpretation of comprehensive intellectual assessment devices with a culturally diverse group of students.*

Objectives: Each student will:

- \_\_\_\_\_ administer at least one comprehensive intellectual assessment device without error to individuals at each of the following grade levels: Preschool/Kindergarten, Grades 1-3, and Grades 4-12;
- \_\_\_\_\_ score at least two out of three consecutive intellectual assessment devices with no major errors;
- \_\_\_\_\_ interpret observations and intellectual assessment data to the satisfaction of the supervisor.
- \_\_\_\_\_ Ph.D. students will formally write up their assessment with relevant research findings included.

*Goal: To develop proficiency in the individual assessment of reading skills.*

Objectives: Each student will:

- \_\_\_\_\_ develop and report a procedure (formal and/or informal) for the assessment of reading skills;
- \_\_\_\_\_ use the procedure in the assessment of reading skills of one individual at each of the following grade levels: Preschool/Kindergarten, Grades 1-3, Grades 4-12 to the satisfaction of the supervisor
- \_\_\_\_\_ Ph.D. students will formally write up their assessment with relevant research—findings included.

*Goal: To develop proficiency in the individual assessment and reporting of math skills.*

Objectives: Each student will:

- \_\_\_\_\_ develop and report a procedure (formal and/or informal) for the assessment of math skills;
- \_\_\_\_\_ use the procedure in the assessment of math skills of at least one individual at each of the following grade levels: Preschool/Kindergarten, Grades 1-3, and Grades 4-12.
- \_\_\_\_\_ Ph.D. students will formally write up their assessment with relevant research—findings included.

*Goal: To develop proficiency in collection data in a testing setting concerning an individual social-emotional development.*

Objectives: Each student will:

- \_\_\_\_\_ develop and report a procedure (formal and/or informal) for the assessment of social-emotional development;
- \_\_\_\_\_ use the procedure in the assessment of social-emotional development of at least one individual at each of the following grade levels: Preschool/Kindergarten, Grades 1-3, and Grades 4-12.
- \_\_\_\_\_ Ph.D. students will include research information about their cases

## **V. Written Communication**

*Goal: To develop proficiency in writing psycho education report.*

Objectives: Each student will:

- \_\_\_\_\_ submit and have approved by a supervisor at least three psycho-educational reports.
- \_\_\_\_\_ Ph.D. students will submit these for their DPS portfolios.

## **VI. Research**

*Goal: To develop skills of research problems in the school.*

Objectives: Each student will:

- \_\_\_\_\_ write a research proposal to investigate a problem in the school (follow APA writing format).
- \_\_\_\_\_ Ph.D. students will submit this (including literature review) for their DPS portfolio.

## **VII. Data Collection**

*Goal: To develop skills in all aspects (assessment, baseline, treatment) of data Collection for interventions.*

Objectives: Each student will:

- \_\_\_\_\_ follow a case study or assessment through all aspects of data collection for interventions.
- \_\_\_\_\_ follow an IEP or 504 plan with data collection to evaluate the effects of the intervention.

## APPENDIX C

**PRACTICUM-PLACEMENT FORM  
SCHOOL PSYCHOLOGY PROGRAM**

**STUDENT INFORMATION**

Student's Name: \_\_\_\_\_ Formal Interview Date: \_\_\_\_\_

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

Telephone: \_\_\_\_\_  
Home
Work
Cell

Student's Degree: Ed.S. \_\_\_\_\_ Ph.D. \_\_\_\_\_

E-mail Address: \_\_\_\_\_@\_\_\_\_\_

**AGENCY AND SITE SUPERVISOR INFORMATION**

Name of Facility/Agency: \_\_\_\_\_ School District \_\_\_\_\_

Supervisor: \_\_\_\_\_ Degree: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

Supervisor's Credentials:      AZ School Psych. Y N      NCSP Y N

Licensed (#): \_\_\_\_\_

Site Supervisor E-mail Address: \_\_\_\_\_@\_\_\_\_\_

Starting Date \_\_\_\_/\_\_\_\_/\_\_\_\_      Ending Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**TENTATIVE SCHEDULE**

	MON	TUE	WED	THUR	FRI
Days and hours (to be spent on site)					
Supervision *tentative day					

\*Indicate hours to be supervised—a minimum of two (2) is required; 3—4 hours is recommended.

\_\_\_\_\_  
Signature of Agency Supervisor

\_\_\_\_\_  
Signature of University of Arizona Supervisor

**APPENDIX D**

PRACTICUM ACTIVITY LOG (sample) or APIC Log  
SCHOOL PSYCHOLOGY PROGRAM

Student's Name \_\_\_\_\_

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

Week of \_\_\_\_\_ through \_\_\_\_\_

Weekly Hours \_\_\_\_\_

Cumulative Hours \_\_\_\_\_

\_\_\_\_\_  
Student/Date

\_\_\_\_\_  
Field Supervisor/Date

\_\_\_\_\_  
University Faculty/Date

## APPENDIX E

### EVALUATION OF COMPETENCY DEVELOPMENT

School Psychology Program

University of Arizona

This form requires the evaluation of the University of Arizona's trainee/student by the field-based supervisor.

#### Instructions

- Provide your evaluation of practicum student's competency development.
- Provide comments in support of your evaluation, especially if you have concerns or recommendations, or if your evaluation differs from the trainee's self-evaluation.

*We recognize that professional competencies are developed over time and across multiple settings. Therefore, we ask you to provide two types of ratings for each competency area:*

#### I. Level of Competency Development

Rating	Descriptor	Definition
1	Not seen	No opportunity or not yet demonstrated/observed in this setting
2	Marginal	Beginning to show this knowledge/skill
3	Established/good	Basic knowledge/skills attained and demonstrated routinely to start Internship
4	Integrated/excellent	Uses knowledge/skills flexibly as part of an overall repertoire (not expected prior to the culminating internship)

#### II. Over-all Competency Level in this Area for Student

Rating	Descriptor	Definition
1	Needs Remediation	Stronger development expected; focus for further development
2	Satisfactory/good	Development consistent with expectations at this stage, ready for Internship
3	Commendable	Above and beyond expectations at this stage

**NOTE: These written evaluations are extremely important and must be submitted prior to obtaining a grade for the field experience component of this semester**

**APPENDIX E**

**EVALUATION OF COMPETENCY DEVELOPMENT**

School Psychology Program  
University of Arizona

(to be completed by Field-based Supervisor)

**Demographics**

Practicum Student's Name: \_\_\_\_\_ Gender [ ] Female [ ] Male  
Field Supervisor's Name: \_\_\_\_\_ Gender [ ] Female [ ] Male  
School: \_\_\_\_\_ Date: \_\_\_\_\_

**I. PROFESSIONAL SCHOOL PSYCHOLOGY**

Briefly Summary Field Placement Activities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Competencies</b>	<b>Level of Competency</b>			
Professional awareness and identity	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Critically analyzes service delivery models for diverse schools	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Practices consistent with standards, laws, and ethics	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Personal and interpersonal effectiveness	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Inclusion of published literature information (Ph.D. only)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Overall Competency Level in this area (Please, circle one)

1) Needs Remediation                      2) Satisfactory/Good                      3) Commendable

Additional Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## II. RESEARCH & PROGRAM EVALUATION

Briefly Summary Field Placement Activities:

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<b>Competencies</b>	<b>Level of Competency</b>			
Uses systematic hypothesis-generation-testing approach practice	1	2	3	4
Uses research to guide/inform service delivery and case studies	1	2	3	4
Reads and shares current research	1	2	3	4
Conducts program evaluation and/or applied research in school setting	1	2	3	4
Uses literature research (Ph.D. only)	1	2	3	4

Overall Competency Level in this area (Please, circle one)

- 1) Needs Remediation      2) Satisfactory/Good      3) Commendable

Additional Comments:

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## III. SOCIAL & CULTURAL FOUNDATIONS

Briefly Summary Field Placement Activities:

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<b>Competencies</b>	<b>Level of Competency</b>			
Understands influence of own culture, values, belief systems	1	2	3	4
Has breadth of knowledge of ethnic group cultural themes	1	2	3	4
Has depth of knowledge in at least one culture different from own	1	2	3	4
Recognizes limits of own cultural and linguistic competencies	1	2	3	4
Understands influence of social, cultural, and societal factors	1	2	3	4
Use of literature (Ph.D. only)	1	2	3	4

Overall Competency Level in this area (Please, circle one)

1) Needs Remediation

2) Satisfactory/Good

3) Commendable

Additional Comments:

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<b>IV. EDUCATIONAL FOUNDATIONS</b>
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Brief Summary Field Placement Activities:

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**Competencies**

**Level of Competency**

Understands the school as a system and culture	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knows legal and educational bases for special education programs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knows legal and education bases for bilingual educational programs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Aware of curricular match with student needs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Aware of elements of effective teaching/schools	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Awareness of published research in areas (Ph.D. only)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Overall Competency Level in area (Please, circle one)

1) Needs Remediation

2) Satisfactory/Good

3) Commendable

Additional Comments:

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<b>V. PSYCHOLOGICAL FOUNDATIONS</b>
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Briefly Summary Field Placement Activities:

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<b>Competencies</b>	<b>Level of Competency</b>			
Applies principles of human development in service delivery	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Applies biological bases of behavior to service delivery	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Applies principles of learning and cognition to service delivery	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Applies knowledge of individual differences (human exceptionalities and cultural diversity)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Inclusion research literature findings (Ph.D. only)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Overall Competency Level in this area (Please, circle one)

- 1) Needs Remediation                      2) Satisfactory/Good                      3) Commendable

Additional Comments:

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<b>VI. ASSESSMENT-FOR-INTERVENTION</b>
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Briefly Summary Field Placement Activities:

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<b>Competencies</b>	<b>Level of Competency</b>			
Assesses situations to inform inventions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills to select/apply appropriate tools	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills in authentic assessment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills in behavioral assessment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills in developmental assessment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Knowledge/skills in dynamic assessment of cognitive functions	1	2	3	4
Knowledge/skills in psycho-educational special education evaluations	1	2	3	4
Knowledge/skills in applying cultural diversity aspects	1	2	3	4
Effective oral communication of assessment/evaluation results	1	2	3	4
Effective written communication of assessment/evaluation results	1	2	3	4
Uses results to collaborate with others in developing interventions	1	2	3	4
Inclusion of up to date researched best practices (Ph.D. only)	1	2	3	4

Overall Competency Level in this area (Please, circle one)

1) Needs Remediation

2) Satisfactory/Good

3) Commendable

Additional Comments:

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<b>VII. INTERVENTIONS</b>
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Briefly Summary Field Placement Activities:

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<b>Competencies</b>	<b>Level of Competency</b>			
	1	2	3	4
Plans interventions on the basis of assessment findings	1	2	3	4
Articulates theoretical underpinnings of interventions	1	2	3	4
Articulates cultural factors influencing intervention design	1	2	3	4
Delineates clear goals for interventions	1	2	3	4
Systematically implements and monitors interventions	1	2	3	4
Systematically evaluates effectiveness of interventions and outcomes	1	2	3	4
Effectively communicates outcomes of interventions	1	2	3	4
Individual counseling skills	1	2	3	4
Group counseling skills	1	2	3	4
Collaboration and teaming skills	1	2	3	4
Consultation skills	1	2	3	4
Program development skills (e.g., school-wide programs)	1	2	3	4
Staff development skills (e.g., in-service workshops)	1	2	3	4
Skills in working with parents and families	1	2	3	4

Skills in networking/liaison with communities, agencies, services, etc.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Integration of existing research support (Ph.D. only)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Overall Competency Level in this area (Please, circle one)

1) Needs Remediation      2) Satisfactory/Good      3) Commendable

Additional Comments:

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<b>SUMMARY: OVERALL DEVELOPMENT</b>
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**Field-based Supervisor's Evaluation**

**Areas of Strength**

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**Areas to Target for Growth**

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**Field-based Supervisor: Please indicate your recommendation for this individual.**

**For Fall Semester:**

[ ] advance to the next phase of field experience as planned – SERP 693b (Internship)—All skills good or commendable.

[ ] needs to continue Practicum (SERP 694b) placement to further competencies/skills in the following areas needing remediation: \_\_\_\_\_

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I have read the above evaluation and agree with the field-based supervisor's recommendation.

\_\_\_\_\_  
Trainee's/Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field-based Supervisor's Signature

\_\_\_\_\_  
Date

**APPENDIX F**

**PRACTICUM STUDENT PERFORMANCE EVALUATION FORM**  
**University of Arizona School Psychology Program**  
**(To be completed by University Supervisor)**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_  
Program: EdS \_\_\_\_\_ PhD \_\_\_\_\_ Semester \_\_\_\_\_  
School/Agency \_\_\_\_\_ Supervisor \_\_\_\_\_  
Credentials: AZ School Psych \_\_\_\_\_ NCSP \_\_\_\_\_ Licensed: \_\_\_\_\_ Degree: \_\_\_\_\_

**A. Please describe your contact with the student over the past semester.**

Did you have regularly scheduled supervision time: [ ] Yes [ ] No  
Frequency of supervision [ ] Daily [ ] Weekly  
Duration of supervision sessions [ ] 1 hour/week [ ] 2 or more hours/week

**B. Please circle the response that best represents the student’s ability (compared to other ED.S. or Ph.D. students you have supervised) in the areas listed below. Please comment on the student’s strengths and challenges in teach area.**

1. Demonstrates sound diagnostic reasoning and decision-making skills based on the formulation and testing of preliminary hypotheses with appropriate procedures, and data-based decision making.

Poor Fair Good Strong Excellent No Opportunity No Opportunity  
1 2 3 4 5 to Observe to Practice

**a. Observation Skills**

Poor Fair Good Strong Excellent No Opportunity No Opportunity  
1 2 3 4 5 to Observe to Practice

**b. Interviewing Skills**

Poor Fair Good Strong Excellent No Opportunity No Opportunity  
1 2 3 4 5 to Observe to Practice

2. Develops a broadly conceived plan of assessment, to include important contextual factors and selection of most appropriate evaluation methods for gathering relevant data.

Poor Fair Good Strong Excellent No Opportunity No Opportunity  
1 2 3 4 5 to Observe to Practice

**a. Testing Skills**

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

**b. Report Writing Skills**

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

3. Develops and implements interventions that are consistent with and grounded in a diagnostic problem-solving and assessment process.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

**a. Therapy/Counseling Techniques and Skills**

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

**b. Consultation Skills**

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

4. Demonstrates ability to interpret assessment and intervention results to clients, colleagues, and/or parents at ARC meetings, parent and teacher conferences, etc.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

5. Demonstrates effective interpersonal skills with clients and colleagues, appropriate to functioning as a professional school psychologist.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

6. Knows limits of personal and professional competencies and responds accordingly through process of supervision.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

7. Is sensitive to cultural differences, diversity of values, and community standards.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

8. Identifies and applies relevant legal standards.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

9. Identifies and applies relevant ethical considerations and standards.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

10. Demonstrates knowledge of school policies and procedures.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

11. Shows evidence of professional growth during practicum.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

12. Shows familiarity and competency in using technology (scoring software, assistive technology, etc.) in delivering school psychology services.

Poor	Fair	Good	Strong	Excellent	No Opportunity	No Opportunity
1	2	3	4	5	to Observe	to Practice

**Overall Strengths and Challenges**

Overall Strengths:

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Recommendation for Improvement:

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**Overall Evaluation** (circle one)

FAIL            NEEDS IMPROVEMENT            PASS            PASS (SUPERIOR)

Supervisor: Please indicate your recommendation for this individual.

**Spring Semester** [for Fall]

ready to advance to full-time internship

Other \_\_\_\_\_

-----  
I certify that I have read the above evaluation and agree with the recommendation(s) a by the University Supervisor.

\_\_\_\_\_  
Practicum Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field-based Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor's Signature

\_\_\_\_\_  
Date

## APPENDIX G

### SELF-EVALUATION OF COMPETENCY DEVELOPMENT

School Psychology Program

University of Arizona

This form requires the self-evaluation of the University of Arizona trainee or intern.

#### Trainee/Intern Instructions

- Provide a brief summary of this semester's activities in each of the program areas.
- Provide a self-evaluation of your competency development in each area, with commentary
- Make copies for yourself, your field supervisor, and your university supervisor who will place it in your cumulative file

*We recognize that professional competencies are developed over time and across multiple settings. Therefore, we ask you to provide ratings for each competency area:*

#### I. Degree of Competency Development

Rating	Descriptor	Definition
1	Not seen	No opportunity or not yet demonstrated/observed in this setting
2	Emerging	Beginning to show this knowledge/skill
3	Established	Basic knowledge/skills attained and demonstrated routinely
4	Integrated	Uses knowledge/skill flexibly as part of an overall repertoire (not expected prior to the culminating internship)

**NOTE: These written evaluations are extremely important and must be submitted prior to obtaining a grade for the filed experience component of this semester.**

**SELF-EVALUATION OF COMPETENCY DEVELOPMENT**

School Psychology Program  
University of Arizona

(To be completed by the Students)

**Demographics**

Trainee/Intern's Name: \_\_\_\_\_ Gender [ ] Female [ ] Male  
Field Supervisor's Name: \_\_\_\_\_ Gender [ ] Female [ ] Male  
School: \_\_\_\_\_ Date: \_\_\_\_\_

**I. PROFESSIONAL SCHOOL PSYCHOLOGY**

Briefly Summary Field Placement Activities:

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<b>Competencies</b>	<b>Level of Competency</b>			
Professional awareness and identity	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Critically analyzes service delivery models for diverse schools	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Practices consistent with standards, laws, and ethics	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Personal and interpersonal effectiveness	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Member of professional group(s)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Updated on published information (Ph.D. only)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Trainee/Intern Comments:

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**II. RESEARCH & PROGRAM EVALUATION**

Briefly Summary Field Placement Activities:

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**Competencies****Level of Competency**

Uses systematic hypothesis-generation-testing to approach practice	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Uses research to guide/inform service delivery and case studies	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Reads and shares current research	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Conducts program evaluation and/or applied research in school setting	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Includes published research in evaluation (Ph.D. only)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Trainee/Intern Comments:

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<b>III. SOCIAL &amp; CULTURAL FOUNDATIONS</b>
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Briefly Summary Field Placement Activities:

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**Competencies****Level of Competency**

Understands influence of own culture, values, belief systems	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Has breadth of knowledge of ethnic group cultural themes	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Has depth of knowledge in at least one culture different from own	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Recognizes limits of own cultural and linguistic competencies	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understands influence of social, cultural, and societal factors	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Updated literature information (Ph.D. only)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>IV. EDUCATIONAL FOUNDATIONS</b>
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Briefly Summary Field Placement Activities:

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**Competencies**

**Level of Competency**

Understands the school as a system and culture	1	2	3	4
Knows legal and educational bases for special education programs	1	2	3	4
Knows legal and educational bases for bilingual educational programs	1	2	3	4
Aware of curricular match with student needs	1	2	3	4
Aware of elements of effective teaching/schools	1	2	3	4
Incorporates a variety of research resources (Ph.D. only)	1	2	3	4

Trainee/Intern Comments:

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**V. PSYCHOLOGICAL FOUNDATIONS**

Briefly Summary Field Placement Activities:

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**Competencies**

**Level of Competency**

Applies principles of human development in service delivery	1	2	3	4
Applies biological bases of behavior to service delivery	1	2	3	4
Applies principles of learning and cognition to service delivery	1	2	3	4
Applies knowledge of individual differences (human exceptionalities and cultural diversity)	1	2	3	4
Incorporates updated literature (Ph.D. only)	1	2	3	4

Trainee/Intern Comments:

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## VI. ASSESSMENT-FOR-INTERVENTIONS

Briefly Summary Field Placement Activities:

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<b>Competencies</b>	<b>Level of Competency</b>			
Assesses situations to inform interventions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills to select/apply appropriate tools	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills in authentic assessment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills in behavioral assessment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills in developmental assessment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills in dynamic assessment of cognitive functions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills in psycho-educational special education evaluations	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge/skills in applying cultural diversity aspects	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Effective oral communication of assessment/evaluation results	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Effective written communication of assessment/evaluation results	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Uses results to collaborate with others in developing interventions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Incorporates current literature (Ph.D. only)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Trainee/Intern Comments:

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## VII. INTERVENTIONS

Briefly Summary Field Placement Activities:

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<b>Competencies</b>	<b>Level of Competency</b>			
Plans interventions on the basis of assessment findings	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Articulates theoretical underpinnings of interventions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Articulates cultural factors influencing intervention designs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Delineates clear goals for interventions	1	2	3	4
Systematically implements and monitors interventions	1	2	3	4
Systematically evaluates effectiveness of interventions and outcomes	1	2	3	4
Effectively communicates outcomes of interventions	1	2	3	4
Individual counseling skills	1	2	3	4
Group counseling skills	1	2	3	4
Collaboration and teaming skills	1	2	3	4
Consultation skills	1	2	3	4
Program development skills (e.g., school-wide programs)	1	2	3	4
Staff development skills (e.g., in-service workshops)	1	2	3	4
Skills in working with parents and families	1	2	3	4
Sills in networking/liaison with communities, agencies, services, etc.	1	2	3	4
Incorporates new literature findings (Ph.D. only)	1	2	3	4

Trainee/Intern Comments:

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<b>SUMMARY: OVERALL DEVELOPMENT</b>
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**Trainee/Intern Self-Evaluation**

**Areas of Strength**

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**Areas to Target for Growth**

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Trainee's/Student Signature

\_\_\_\_\_  
Date

**APPENDIX H**

**FIELD EXPERIENCE – SUPERVISOR EVALUATION FORM**

School Psychology Program  
University of Arizona

(To be completed by the Students)

Directions: Please complete the following form to rate your perceptions of the quality of supervision that were provided to you by your field-based supervisor.

**I. Demographics**

Name of Practicum/Internship Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Name of Supervisor: \_\_\_\_\_ Gender [ ] Female [ ] Male  
Education Level: \_\_\_\_\_  
NCSP Certified [ ] Yes [ ] No  
Licensed [ ] Yes [ ] No

**II. Field Course Evaluated (Check One)**

[ ] Practicum in School Psychology (SERP 694b)  
School Name: \_\_\_\_\_ School District: \_\_\_\_\_

[ ] Internship in School Psychology (SERP 693b)  
[ ] **First Semester** **Type of Placement (Check one)**  
[ ] School/Agency Name \_\_\_\_\_  
[ ] Other \_\_\_\_\_  
Population Served \_\_\_\_\_

[ ] **Second Semester** **Type of Placement (Check one)**  
[ ] School/Agency Name \_\_\_\_\_  
[ ] Other \_\_\_\_\_  
Population Served \_\_\_\_\_

**III. Supervisor’s Rating – General Directions**

For each category, please rate the degree to which your supervisor was able to provide:  
(a) *administrative supervision*; (i.e. arrange exposure/opportunities to practice)  
(b) *model practice* in the area; or  
(c) *clinical supervision* (e.g. time spent reviewing cases in detail)

- A. Professional School Psychology – include legal and ethical mandates; ongoing involvement with professional development, such as workshops, conferences, in-service trainings; leadership; comprehensive service delivery model.

	Poor		Average		Strength
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

- B. Research and Program Evaluation – includes evaluating and using research, design and analysis of service delivery, and research with diverse populations.

	Poor		Average		Strength
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

- C. Social and Cultural Sensitivity and Advocacy – includes understanding own and others' cultures; issues with social or cultural bases which influence the delivery of school services; cross-cultural transactions; general attention to this arena in interactions and service.

	Poor		Average		Strength
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

D. Assessment for Intervention – includes orientation to the assessment process as driving interventions; experience with broad range of culturally appropriate tools of assessment.

	Poor		Average		Strength
	1	2	3	4	5
Administrative supervision					
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

E. Interventions – includes a broad range of interventions from systemic (dealing with change of a larger unit, such as class, school, and family) to individual, and knowing when to target each.

	Poor		Average		Strength
	1	2	3	4	5
Administrative supervision					
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

**N. Please rate your experience with your field-based supervisor on the following:**

	Strongly Disagree				Strongly Agree	
	1	2	3	4	5	
1. I felt free to discuss my fieldwork/practicum/internship concerns with my supervisor.						
2. My supervisor contributed to my knowledge and competence.	1	2	3	4	5	
3. My supervisor communicated ideas clearly and effectively.	1	2	3	4	5	
4. My supervisor gave me frank and constructive feedback.	1	2	3	4	5	
5. My supervisor recognized and affirmed my success in the field.	1	2	3	4	5	
6. My supervisor tried to understand my particular issues as a trainee/intern.	1	2	3	4	5	

	Strongly Disagree			Strongly Agree	
7. My supervisor recognized my individuality and encouraged me to try my ideas.	1	2	3	4	5
8. My supervisor was responsive to and considerate of me as a person.	1	2	3	4	5
9. My supervisor was an effective link between me and my field site.	1	2	3	4	5
10. My supervisor was accessible to me (on phone, via email, in person) when needed in addition to scheduled times.	1	2	3	4	5
11. My supervisor was approachable (easy to talk with, treated me with respect, listened to concerns).	1	2	3	4	5
12. My opinion, suggestions, and contributions were valued and given serious consideration by my supervisor.	1	2	3	4	5
13. My supervisor was responsive to my needs for assistance and guidance.	1	2	3	4	5
14. Time spent in supervision helped me increase my knowledge and skills concerning the delivery of school psychological services to children, youth and parents.	1	2	3	4	5
15. My supervisor made attempts to seek me out and offered needed help and guidance.	1	2	3	4	5
16. My supervisor reviewed and provided timely feedback on fieldwork samples such as psychological reports, consultation with teachers and parents, and assessment.	1	2	3	4	5
17. There was on-going feedback on my knowledge and skills development.	1	2	3	4	5
18. My supervisor provided me with guidelines for fieldwork which clearly articulated requirements and performance standards.	1	2	3	4	5
19. Review of time logs and input regarding critical field experiences was timely provided to me.	1	2	3	4	5
20. Required "in person" weekly supervision was provided.	1	2	3	4	5
21. Overall quality of supervision by the university/field-based supervisor was high and timely.	1	2	3	4	5

**Comments and Suggestions:**

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Student's Signature

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Date

## APPENDIX I

### PRACTICUM COMPLETION LETTER

\_\_\_\_\_ has successfully completed all of the requirements of the School Psychology practicum experience (SERP 694b) at: \_\_\_\_\_ under the supervision of \_\_\_\_\_, a Licensed Psychologist and/or Certified School Psychologist (circle each that applies), in partial fulfillment of the requirements of the School Psychology Program. The Practicum requirement was completed during the Spring 2010 semester.

\_\_\_\_\_  
David B. Federhar, Ph.D. Date  
Licensed Psychologist (AZ Lic. #721)  
Field Supervisor and Adjunct Assistant Professor  
School Psychology Program  
Department of Disability and Psychoeducational Studies  
University of Arizona  
Telephone: (520) 626-3795

\_\_\_\_\_  
Richard J. Morris, Ph.D. Date  
Licensed Psychologist (AZ Lic. #164)  
Professor and Director, School Psychology Program  
Department of Disability and Psychoeducational Studies  
University of Arizona  
Telephone: (520) 621-3086