



TEXAS TECH UNIVERSITY™

**Educational Psychology
Program**

School Psychology

2019-2020 FIELD PLACEMENT HANDBOOK

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Introduction

The practice of school psychology requires the application of psychological theory and principles to comprehensively assess children’s school successes and difficulties; develop, implement, and measure the effectiveness of interventions; and meaningfully consult with families and educators to support the educational process. These applications are complex and require not only a strong foundation of knowledge and skill but also analytical thinking and reflective evaluation. Although coursework and classroom training can provide foundations and skill development using designed contexts to provide opportunities for analytical thinking and evaluation, School Psychology candidates require field-based practice to fully develop as effective practitioners and applied researchers. In practice, school psychologists must work with a variety of individuals—professionals, families, and children—from diverse backgrounds and fields; prioritize referrals and requests; and organize a demanding schedule that requires flexibility to accommodate frequently shifting priorities. Thus, field placements offer opportunities to develop both skills and a professional demeanor appropriate for school psychologists.

Philosophy, Goals, and Objectives of the Practicum and Internship

Scientist-Practitioner Model

School Psychology Track candidates complete coursework and mentoring in research methods, including single-subject as well as group designs to provide them with the tools to address questions that arise in their school and clinical practice. To prepare scientist-practitioners, the School Psychology Track does not separate research from practice and candidates engage in mentored, applied research activities that investigate all aspects of practice throughout their field-based placements. At each phase of field training, candidates engage in an applied research project mentored by clinical and field-based faculty. In the first phase, candidates investigate questions related to assessment; in the second phase, questions related to behavioral, social, emotional, and/or academic interventions; and in the third phase, questions related to behavioral implementation across students and contexts. Thus, as candidates draw from the research literature base to develop evidence-based practice, they also learn to apply research skills to address the questions and challenges that emerge from this practice in order to advance not only the effectiveness of their work but also the effectiveness of the field.

Field Training Overview

School Psychology field experiences are carefully designed to incrementally expose candidates to school and clinical experiences that allow practice and development of specific skills and culminate in the integration of knowledge, skills, and analytical processes for practice. Due to the increasing demands for skill integration and autonomy as candidates advance through field placements, candidates must successfully complete related coursework and the prior practicum before moving to the next phase of practice. Table 1 provides an overview of field experiences. Doctoral candidates complete four semesters of practicum, which incrementally introduce them to School Psychology through 1000 hours of practice and supervision. Doctoral field placements conclude with a 1500-hour internship. Master's candidates complete two semesters of practicum and a 1200-hour internship.

Table 1
Overview of Field Experiences

Field Experience	Semester(s)/Total Hours	Goal	Skills
Practicum I (Phase I)	Year 1, Fall and Spring/ 200 Hours	Introducing practice, planning and conducting meaningful assessment	Case conceptualization; Selection, administration, scoring, and interpretation of psychological/educational tests and use of related techniques; functional behavior assessment
Practicum II and III (Phase II)	Year 2, Fall and Spring/400 Hours	Developing, implementing, and monitoring behavioral and counseling interventions	Functional behavior analysis; single subject design; fidelity assessment; counseling
Practicum III and IV (Phase III)	Year 3, Fall and Spring/ 400 Hours	Conducting assessment, developing and implementing interventions, and consulting across educational contexts to improve student outcomes	Consultation models; self-appraisal
Internship	Year 4, Fall and Spring/ 1500 Hours	Practicing school psychology across educational settings to improve student outcomes	Cumulative use of skills; self-evaluation

Goals and Objectives

Practicum

1. Evidence-based interventions and strategies provide the basis for daily practice.

Objective 1: Candidates will select and implement interventions and strategies with cultural sensitivity to promote students' academic achievement.

Objective 2: Candidates will select and implement interventions and strategies with cultural sensitivity to improve students' social and life skills.

Objective 3: Candidates will select and implement interventions and strategies with cultural sensitivity to address crisis situations.

Objective 4: Candidates will effectively consult with diverse educators verbally and through nonverbal methods (e.g., modeling, consultation models) how to apply interventions and strategies across educational settings.

Objective 5: Candidates will effectively consult with diverse parents verbally and through nonverbal methods (e.g., modeling, consultation models) how to apply interventions and strategies across educational situations in the home.

Objective 6: Candidates will meaningfully participate as a member of a multidisciplinary team (i.e., contribute relevant information within their domain of expertise in a timely manner).

2. Educational decision-making is based on data collected from appropriate methodology and measures associated with valid and reliable scores.

Objective 7: Candidates will select, with cultural sensitivity, assessment measures that were designed for use in educational settings and for the purpose identified through the referral question.

Objective 8: Candidates will correctly administer and score measures.

Objective 9: Candidates will conduct observations across educational settings, and conduct interviews of educators, parents, and students.

Objective 10: Candidates will interpret data with cultural sensitivity and within the context of the parameters of the measures/techniques used.

Objective 11: Candidates will generate written reports describing the referral question, measure/technique selection, administration and scoring, interpretation of findings, summary and conclusions, and recommendations in a manner sensitive to the student's culture and that emphasizes "need to know" for educational purposes.

Objective 12: Candidates will prepare written and verbal reports to educators, parents, and students that can be reasonably understood.

3. The practice of psychology in the schools follows school district regulations and

legal requirements as well as ethical standards.

Objective 13: Candidates will follow school district protocols for locating and contacting parents, students, and educators and adjust appropriately for differences between campuses.

Objective 14: Candidates will complete tasks within the timelines specified by IDEA and other relevant legislation.

Objective 15: Candidates will develop, generate, and maintain records in the manner set forth by legislation (e.g., IDEA, FERPA, etc.).

Objective 16: Candidates will use technology, such as electronic communication and computerized records, in a manner that limits breaches in confidentiality.

Internship

1. Evidence-based interventions and strategies provide the basis for daily practice.

Objective 1: Candidates will select/develop and implement interventions and strategies with cultural sensitivity to promote students' academic achievement.

Objective 2: Candidates will select/develop and implement interventions and strategies with cultural sensitivity to improve students' social and life skills.

Objective 3: Candidates will select/develop and implement interventions and strategies with cultural sensitivity to address crisis situations.

Objective 4: Candidates will effectively consult with diverse educators verbally and through nonverbal methods (e.g., modeling, consultation models) how to apply interventions and strategies across educational settings.

Objective 5: Candidates will effectively consult with diverse parents verbally and through nonverbal methods (e.g., modeling, consultation models) how to apply interventions and strategies across educational situations in the home.

Objective 6: Candidates will meaningfully participate as a member of multidisciplinary teams (i.e., contribute relevant information within their domain of expertise in a timely manner).

2. Educational decision-making is based on data collected from appropriate methodology and measures associated with valid and reliable scores.

Objective 7: Candidates will select, with cultural sensitivity, assessment measures that were designed for use in educational settings and for the purpose identified through the referral question.

Objective 8: Candidates will correctly administer and score measures.

Objective 9: Candidates will conduct observations across educational settings, and conduct interviews of educators, parents, and students.

Objective 10: Candidates will interpret and integrate data with cultural sensitivity and within the context of the parameters of the measures/techniques used.

Objective 11: Candidates will generate written reports describing the referral question, measure/technique selection, administration and scoring, interpretation of findings, summary and conclusions, and recommendations in a manner sensitive to the student's culture and that emphasizes "need to know" for educational purposes.

Objective 12: Candidates will prepare written and verbal reports to educators, parents, and students that can be reasonably understood.

Objective 13: Candidates will collect and analyze data for the purpose of self-monitoring as well as make adjustments and modifications to their practice as indicated.

Objective 14: Candidates will evaluate the effectiveness of interventions and prevention practices as well as make adjustments and modifications to practice as indicated.

3. The practice of psychology in the schools follows school district regulations and legal requirements as well as ethical standards.

Objective 15: Candidates will follow school district protocols for locating and contacting parents, students, and educators and adjust appropriately for differences between campuses.

Objective 16: Candidates will complete tasks within the timelines specified by IDEA and other relevant legislation.

Objective 17: Candidates will develop, generate, and maintain records in the manner set forth by legislation (e.g., IDEA, FERPA, etc.).

Objective 18: Candidates will use technology, such as electronic communication and computerized records, in a manner that limits breaches in confidentiality.

Practicum Policies and Procedures

Doctoral candidates enroll in 12 practicum credit hours and complete four semesters of practicum, which incrementally introduce them to school psychology through 1000 hours of practice and supervision. Master's candidates enroll in 6

practicum credit hours and complete two semesters of practicum. Due to the increasing demands for skill integration and autonomy as candidates advance through field placements, candidates must successfully complete related coursework and the prior practicum before moving to the next phase of practice. Successful completion is determined from data collected from site supervisors and public school personnel, students, and families. On average, candidates spend 14 hours each week at their practicum sites, including attendance at university supervision meetings and preparation for practicum activities (e.g., written assignments, self-evaluation measures). The balance between university supervision and direct service time varies, with Practicum I and II balanced with more time toward supervision and Practicum III and IV balanced toward direct service.

Practicum Eligibility

Prior to enrolling in any practicum section, candidates disclose any prior felony convictions, sexual offenses, or crimes against minors. Failure to disclose prior convictions is cause for denial of entry to the practicum and dismissal from the program. Candidates should understand that prior conviction may result in ineligibility for employment in Texas public schools and/or licensure by the State. If a student is concerned about a prior conviction, he/she should immediately contact the School Psychology Director and/or his/her advisor.

Candidates should refer to Table 2 to review the necessary prerequisites and concurrent course requirements for each practicum. Exceptions for prerequisites or concurrent course requirements may be made at the discretion of the candidate's advisor and site supervisor. Such exceptions are rare and typically occur in the case of students who are already certified or licensed to practice as a counselor or behavior analyst. All prerequisite courses must be completed with a "B" or better.

Table 2

Prerequisites for Practicum Experiences

Practicum Experience	Prerequisites and Concurrent Course Requirements
Practicum I (Phase I Assessment)	Admission to the School Psychology Track EPSY 5390 Ethics, Standards, & Best Practices in School Psychology EPSY 5389 Individual Intelligence Testing EPSY 5356 Educational & Psychological Assessment & Decision-Making (concurrent)
Practicum II (Phase II Intervention)	Practicum I EPSY 5356 Educational & Psychological Assessment & Decision-Making EPSY 5391 Assessment & Intervention in Schools (concurrent)
Practicum III (Phase II Intervention)	Practicum II EPSY 5391 Assessment & Intervention in Schools EPSY 5395 Consultation & Supervision in Schools (concurrent)

Practicum IV (Phase III Intervention and Consultation in Context)	Practicum III EPSY 5395 Consultation & Supervision in Schools
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Once candidates' eligibility is determined, the School Psychology Director will arrange school placements. Candidates will be informed of their assignments and/or placements two weeks prior to the start of the semester.

Practicum Placements and Assignments

School Psychology practicum placements and assignments range from clinical setting assignments supervised by licensed psychologists to traditional school district placements supervised by Licensed Specialists in School Psychology. Candidates may also apply to complete practicum semesters with the School Psychology Assessment & Intervention Clinic. Participation in the School Psychology Assessment & Intervention Clinic is a requirement of all School Psychology Research Assistants. The Clinic follows mutually-developed agreements with area school districts, special education cooperatives, agencies, and clinics to not only improve community and area services but to also conduct investigations that improve those services. Candidates may request a placement and/or assignment; however, all decisions for placements and assignments are made by the Director of School Psychology. Below is a list and brief description of placements and assignments that are typically available each semester. All placements, including those made by student request, must have a formal, written agreement with the school psychology program that specifies the nature of activities, experiences, and supervision and all placements must agree to comply with the program's policies as delineated in the Field Placement Handbook and the Practicum Syllabus. Candidates may divide their 14 weekly hours across settings and may complete more hours, with Director approval, to improve their practice and exposure to the field.

Student-Arranged Site and Supervision

Clinical Private Psychological Practice

Clinical private psychological practice settings offer insight into clinical assessment of children, evidence-based interventions, and related consultation. Candidates may pursue self-arranged clinical practice placements, provided they participate in assessment, interventions, and consultation activities under the direct supervision of licensed psychologists. Practicum students at all phases may accept clinical private practice placements, as long as the site agrees to provide appropriate supervision, the range of activities for the candidate's respective phase, complies with the requirements outlined in the Field Placement Handbook and Practicum Syllabus, and acknowledges that the candidate's practical experiences and activities are being completed in order to fulfill program requirements while also meeting the site requirements. Practicum students placed in clinical private practice settings may accept additional assignments and/or placements to allow the development and practice of other assessments, interventions, and consultation with the approval of the Director.

School-based Self-Arrangements

Students concurrently employed in school settings as an educator, diagnostician, behavior specialist, counselor, etc. may pursue self-arranged, school-based placements, provided they participate in assessment, interventions, and consultation activities under the direct supervision of appropriately credentialed or licensed professionals (i.e., a person qualified

by the TSBEF to provide supervision as a licensed specialist in school psychology (LSSP) or by the BACB as a board-certified behavior analyst (BCBA)). Practicum students at all phases may accept school-based, self-arranged placements, as long as the site agrees to provide appropriate supervision, the range of activities for the candidate's respective phase, complies with the requirements outlined in the Field Placement Handbook and Practicum Syllabus, and acknowledges that the candidate's practical experiences and activities are being completed in order to fulfill program requirements while also employed by the site. Practicum students placed in school-based, self-arranged settings may accept additional assignments and/or placements to allow the development and practice of other assessments, interventions, and consultation with the approval of the Director.

Public School District

School district placements offer the breadth of psychology practice across school campuses with licensed specialists in school psychology or appropriately licensed faculty providing direct supervision. Districts may be located in Lubbock or in the surrounding area. Practicum students at all phases may be placed in a public school district.

Special Education Cooperative

Special education cooperatives represent shared service agreements between multiple school districts. Some cooperatives include as many as eight or more rural school districts. Special education cooperative placements offer the breadth of psychology practice across school districts and campuses with licensed specialists in school psychology or appropriately licensed faculty providing direct supervision. Practicum students at all phases may be placed in a special education cooperative.

The School Psychology program actively pursues meaningful partnerships and service opportunities in the community and surrounding area. Therefore, practicum experiences may be expanded to include additional services, services for new developmental levels, and/or new sites.

Practicum for Certification as a Behavior Analyst

The School Psychology Track does not provide supervision for students logging supervised hours to meet the requirements for certification as behavior analysts (BCBA). However, candidates may be able to use Phase II practicum hours and relevant Phase III hours for the BCBA requirement if the candidate has entered into a supervisory relationship with an appropriately credentialed BCBA supervisor, the supervisor provides a level of supervision that is consistent with or exceeds that required by the program, and any issues related to multiple supervisors is resolved prior to the practicum.

Responsibilities of the Candidate

- Background Check
 - Candidates comply with the practicum site requirements for background checks and fingerprinting prior to the start of the semester of practicum enrollment, which may include required fees processed through the school district, at the expense of the individual candidate. Typically, school districts require that candidates complete background checks for each academic year. Candidates should be aware that school districts comply with statutory

criminal history requirements. In the event that the candidate is unable to meet background requirements, the School Psychology program is not able to provide an alternative placement.

- **Liability Insurance**
 - Candidates are required to purchase liability insurance 3 months prior to the practicum and must provide evidence of insurance to the School Psychology Director. Candidates are strongly encouraged to become student members of the National Association of School Psychologists, which provides liability insurance discounts for students. Information concerning liability insurance can be found at <https://www.nasponline.org/membership-and-community/professional-liability-insurance>.

- **Professional Appearance and Disposition**
 - Candidates are required to present themselves in a professional manner through their physical appearance.
 - School districts develop and maintain their own dress codes for educators and district professionals. Candidates should become familiar with the dress code of their practicum site and comply with all areas.
 - Candidates are expected to not only meet their practicum site's expectations for dress and appearance but also exceed it. Even though school districts may allow some casual clothing (e.g., jeans, flip-flops, t-shirts, etc.) either weekly or on special occasions, School Psychology candidates are expected to forgo such opportunities for relaxed dress and maintain professional attire.
 - Professional attire includes slacks, skirts, collared shirts, and ties. Flip-flops, shorts, short skirts, bare midriffs, excessive body piercing, bare shoulders, unnatural hair color, and visible tattoos are often not considered professional attire by area school districts.
 - Candidates who fail to comply with school district dress codes and, as a result, lose access to their practicum site placements may be unable to successfully complete the School Psychology program.
 - Candidates are required to present themselves in a professional manner through their interactions and dispositions.
 - Candidates clearly indicate their status as a practicum student in all communications.
 - Candidate behavior is governed by general expectations of professionalism and civility.
 - Candidates avoid profanity, confrontational language, and/or excessively negative language.
 - Candidates actively monitor their social media activity accounts to ensure privacy and discretion.
 - Candidates who do not demonstrate professional, civil behavior in their interactions with students, parents/guardians, support staff, teachers, and administrators and, as a result, lose access to their

practicum site placements may be unable to successfully complete the School Psychology program.

- **Travel**
 - Practicum sites may be located within a 60-mile radius of Texas Tech University. Candidates' ability to travel may be considered by the School Psychology Director when assigning practicum sites. Candidates who anticipate difficulties with travel should contact the Director with this information at the time of their practicum application.
 - The School Psychology program is not responsible for providing or funding candidates travel to or between practicum site placements.

- **Communication**
 - Candidates communicate with their site and university supervisors on a regular basis to successfully accomplish assigned tasks and practicum requirements.
 - Candidates communicate any concerns, personal difficulties, professional issues in a timely manner to their site and/or university supervisor. At times, candidates might find a task to be beyond their competency, experience difficulty completing a task due to personal issues, or experience difficulty working with another professional. Handled in a timely fashion and in an appropriate manner, such situations offer opportunities for personal growth and development.
 - Candidates are responsible for providing current contact numbers and addresses. Should contact numbers/addresses change, the candidate should immediately provide all supervisors with alternative numbers/addresses. University supervisors will use a candidate's university-provided email address as the primary method of communication.
 - Candidates communicate absences immediately (preferably in advance) to the site and university supervisors.

- **Required Clock Hours and Attendance**
 - Candidates spend 14 hours each week engaged in practicum activities while enrolled in the Fall and Spring semesters.
 - Candidates prepare for practicum activities outside of direct service time. This may entail preparing written assignments, completing self-evaluation measures, etc.
 - Candidates maintain a practicum site schedule that is prearranged with the site and university supervisors. Consistency in attendance is expected and conveys a professional orientation to the practicum. Candidates who are not reliable may be dismissed by their practicum placement as lack of follow through can be potentially harmful to therapeutic relationships with students and professional relationships with parents/guardians, teachers, and administrators. Candidates who do not complete the practicum may not be provided with alternative practicum placements, which would prevent the candidate from completing the School Psychology program.

- A grade of “incomplete” is assigned to the practicum only in cases when a catastrophic situation or event has occurred.
- Record Keeping and Documentation
 - Candidates complete daily logs of activities, supervision meetings, and personal reflections on relevant issues.
 - Candidates understand the practicum site’s requirements for record keeping and documentation and comply fully.
- Self-Regulation
 - Candidates are expected to understand the self-regulation model of practice and follow the process. Candidates will document this process through documentation of time spent researching evidence-based methods and assessments, task analysis, goals for specific tasks, self-observations, time spent in consultation, adjustments and modification of strategies, information evaluation of effectiveness, and self-efficacy.
 - Research questions that arise from the self-regulation process may lead to the dissertation. Using inspired research for the dissertation is desirable.

Responsibilities of the Site Supervisor

Unlike relationships in consultation and counseling, the supervision relationship indicates a definite hierarchy. Candidates should clearly understand that their site supervisor has evaluative power. Although practicum site supervisors work to increasingly support candidate’s autonomy, times may arise when the supervisor must unilaterally reject a candidate’s solution or when the supervisor must redirect the candidate without prior discussion.

- Supervisor Qualifications
 - Preference is given to school district practicum site supervisors licensed as a specialist in school psychology by the Texas State Board of Examiners of Psychologists with at least three years of experience practicing as an LSSP in the public schools without supervision. School districts may contract with LSSPs to provide on-site supervision for practicum students.
 - Supervisors for other practicum site experiences should possess the appropriate credentials for practice in that setting. They must also have at least two years of experience practicing in their respective fields.
- Site Supervision
 - Site supervision should include but is not limited to:
 - Orienting the practicum student to the setting through introductions, explanation of roles, identification of community resources/agencies, etc.
 - Clearly explaining relevant procedures and protocol, such as accessing student records, gaining access to a campus, processing referrals, communicating with families, engaging in crisis intervention, etc.
 - Modeling skills related to assessment, intervention, and consultation

- Observing candidates engaged across aspects of practice
 - Checking test protocols for candidate accuracy
 - Reviewing written reports for correctness and appropriateness of interpretation and recommendations
 - Co-signing written reports submitted for student or district records
 - Providing timely feedback to candidates concerning performance and areas of concern
 - Meeting one hour each week with candidates during a regularly scheduled time for structured supervision
- Assessment and Grading
 - The site supervisor evaluates the candidate at the end of each semester by completing the School Psychology Practicum Evaluation Form (see Appendix A). Although the university supervisor is responsible for course grading, information provided by the site supervisor is strongly considered in the assessment of the candidate's performance.

Responsibilities of the University Supervisor

- Supervisor Qualifications
 - University practicum supervisors must be eligible for licensure as a specialist in school psychology by the Texas State Board of Examiners of Psychologists or eligible for certification as a Nationally Certified School Psychologist by the National Association of School Psychologists. Additionally, university supervisors must have at least three years of experience practicing as an LSSP in the Texas public schools without supervision or as an appropriately credentialed school psychologist in another state.
- University Supervision
 - The university supervisor meets face-to-face with candidates at least once weekly for a minimum period of one hour.
 - The university supervisor regularly communicates with the site supervisor to coordinate supervisory experiences (e.g., discussion relevant to candidates' current cases, review of content, introduction of new tests/measures, etc.) that support the candidates' practicum work.
 - The university supervisor monitors candidates' progress through:
 - Review of the range of candidates' practicum assignments
 - Review of selected work samples
 - Review of candidates' documentation of self-evaluation
 - Discussion with candidates concerning their field experiences
 - Discussion with the site supervisor concerning candidates' professionalism and work quality
 - As appropriate, the university supervisor reads and edits written reports generated by candidates and may co-sign upon approval.
- Assessment and Grading

- The university supervisor provides candidates with formal progress assessment at midterm and end of the semester. Formal progress assessment includes a list of candidates' successfully completed practicum experiences and a rating of satisfactory or unsatisfactory proficiency demonstrated. Ratings are determined based on discussion with the site supervisor and review of submitted work samples and candidates' documentation of self-regulation. Formal progress assessment includes a plan for those who have not yet achieved a satisfactory proficiency rating.
- The university supervisor assigns candidates' grades based on a review of the semester's formal progress assessment reports. Grading for the practicum is pass/fail.

Internship Policies and Procedures

Doctoral students complete a 1500-hour internship in school psychology and Master's students complete a 1200-hour internship, 600 of these hours must be within a school setting. Internships must be completed within 10 months and within two years if completed on a part-time basis. A school setting is one where the primary goal is the education of Pre K-12 students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Although students must be enrolled with the university during their internship, they may also be employed by a school district as a paid intern. Regardless of whether full-time or part-time, the intern must spend at least 25% of his or her time in providing direct (face-to-face) psychological services to clients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of the 1500 doctoral internship hours and 300 hours out of the Master's internship hours. The intern also engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.

All internships require at least 2 hours per week of direct (i.e., face-to-face, individualized, systematic, structured, formal) supervision by a field-based supervisor. To qualify as a field-based school setting supervisor in the State of Texas, the supervisor must be licensed as a Specialist in School Psychology with three years of experience without supervision. Field-based supervisors in settings other than schools must be licensed psychologists. The internship must include direct application of assessment, intervention, behavior management, and consultation. Additionally, the internship must include children representing a range of ages, populations, and needs.

Credit for Prior Internships

Licensed students may receive credit for prior internships if the internship is determined by the Director to have met the goals and objectives of the School Psychology program. The following conditions must also be met:

1. The internship was preceded by appropriate graduate coursework and practica and included a range of activities consistent with the School Psychology program's goals.
2. Supervision equivalent to or more stringent than those required of the School Psychology program was provided as part of the internship.
3. At least 600 hours of the total internship was completed in a school setting.
4. The candidate provides evidence to support that the candidate not only successfully completed the internship but also has continued to use the resulting knowledge and skills on a continuous basis since the time of the internship.
5. The candidate provides documentation of the internship and associated supervision.

Internships for Licensure as Psychologists

Candidates seeking licensure as psychologists in addition to credentialing and licensure as school psychologists are responsible for identifying the internship requirements of the state in which they intend to practice. Typically, internship requirements for licensed psychologists requires supervision by a licensed psychologist who is one of at least two doctoral level psychologists on staff at the internship site. Additionally, the intern must be one of at least two interns employed at the site.

Internship Eligibility

Candidates are eligible to enroll in internship hours when they have successfully completed all elements of the School Psychology program (i.e., coursework, practicum, qualifying examination, and Praxis examination) and is in good academic and professional standing. Doctoral candidates are not expected to have the dissertation completed.

Internship Placements

School Psychology faculty will offer assistance with securing an internship site. However, students are ultimately responsible for locating and securing their internships. Once the site is determined, a standardized process is used to develop a meaningful collaboration between the internship site and the School Psychology program as demonstrated by approval of the site by the Director. Although the School Psychology Director and/or advisors will assist candidates in locating an internship site, internship sites cannot be guaranteed by the program. An appropriate internship site is one that:

- Provides appropriate supervision (e.g., the intern is supervised by a Licensed Specialist in School Psychology who has been in practice for a period of 3 or more years without supervision).
- Participates in a collaborative relationship with the School Psychology program of the Educational Psychology Program at Texas Tech University to provide an effective and meaningful learning environment.
- Provides a range of activities that represent the full spectrum of practice of school psychology.
- Ensures that field-based intern supervisors have the necessary time to devote to face-to-face supervision with the intern.

- Provides opportunities for the intern to participate in the full range of organizational activities that include school psychologists and related personnel, including continuing education, staffing, conferences, supervision meetings, etc.
- Recognizes the internship as a training experience and does not exploit the services of the intern.

The process for locating, applying, and contracting with an internship site is numerated below.

1. The eligible candidate contacts his/her advisor and the School Psychology Director at least one year prior to the internship. Candidates should note that the earlier they make this contact, the more likely they will secure the placement of their choice.
2. The advisor and/or School Psychology Director contacts the identified internship sites before application is made to ensure that the sites will comply with program standards. The internship sites are provided with the Field Placement Handbook, the internship syllabus, and the Internship Agreement Form (See Appendices B and C).
3. The candidate applies to the internship sites complying with the protocol and procedures of the sites.
4. Once selected, a written contractual agreement is signed between the candidate and internship site that specifies the period of appointment and terms of compensation. The contract indicates that the primary responsibility for the intern's practice on a day-to-day basis rests directly with the appropriately credentialed school district/agency personnel. **Interns may not sign contracts with the internship site until the program has received a signed copy of the Internship Agreement Form.**

Dissertation Research

Candidates continue their practical inquiry into their effectiveness as practitioners at every stage of practice but also consider how self-evaluation can be translated into research questions that benefit the children, families, and educators with whom they work as well as the field. Candidates remember that single-subject design can be used to evaluate and monitor the effectiveness of interventions and school level data may be evaluated to understand the effectiveness of educational programs; however, the use of the collected data for research and dissemination requires approval from the Texas Tech University Protection of Human Subjects committee as well as from direct site supervisors and institutional review boards associated with the placement. Candidates should refer to the School Psychology Track Handbook for information about the dissertation.

Responsibilities of the Candidate

- Background Check
 - Candidates will comply with the internship site requirements for background checks and will do so prior to the start of the semester of internship enrollment, which may include required fees processed through the site, at the expense of the individual candidate. Typically, school districts require that candidates complete background checks for each academic year and

fingerprinting (or proof of fingerprinting) upon employment. Candidates should be aware that school districts comply with statutory criminal history requirements. In the event that the candidate is unable to meet background requirements, the School Psychology program is not able provide an alternative placement.

- Liability Insurance
 - Candidates are required to purchase liability insurance 3 months prior to the internship and must provide evidence of insurance to the School Psychology Director. Candidates should maintain this liability insurance for the internship. Candidates are strongly encouraged to become student members of the National Association of School Psychologists, which provides liability insurance discounts for students. Information concerning liability insurance can be found at <https://www.nasponline.org/membership-and-community/professional-liability-insurance>.

- Professional Appearance and Disposition
 - Candidates are required to present themselves in a professional manner through their physical appearance.
 - School districts develop and maintain their own dress codes for educators and district professionals. Candidates should become familiar with the dress code of their internship site and comply with all areas.
 - Candidates are expected to not only meet their internship site's expectations for dress and appearance but also exceed it. Even though school districts may allow some casual clothing (e.g., jeans, flip-flops, t-shirts, etc.) either weekly or on special occasions, School Psychology candidates are expected to forgo such opportunities for relaxed dress and maintain professional attire. Interns are encouraged to use their judgment in specific situations when participation in casual dress is a part of school activities (e.g., pep rallies, fundraisers, etc.).
 - Professional attire includes slacks, skirts, collared shirts, and ties. Flip-flops, shorts, short skirts, bare midriffs, excessive body piercing, bare shoulders, unnatural hair color, and visible tattoos are often not considered professional attire by area school districts.
 - Candidates who fail to comply with school district dress codes and, as a result, lose access to their internship site placements may be unable to successfully complete the School Psychology program.
 - Candidates are required to present themselves in a professional manner through their interactions and dispositions.
 - Candidates clearly indicate their status as an intern in all communications.
 - Candidate behavior should be governed by general expectations of professionalism and civility.
 - Candidates should avoid profanity, confrontational language, and/or excessively negative language.

- Candidates actively monitor their social media activity and accounts to ensure privacy and discretion.
- Candidates who do not demonstrate professional, civil behavior in their interactions with students, parents/guardians, support staff, teachers, and administrators and, as a result, lose access to their internship site placements may be unable to successfully complete the School Psychology program.

- Travel
 - Internship sites may be located locally, throughout the state, or even across the country. The School Psychology program of the Educational Psychology Program at Texas Tech University is not responsible for providing or funding candidates' travel to or between internship site placements.

- Communication
 - Candidates communicate with their site and university supervisors on a regular basis to successfully accomplish assigned tasks and internship requirements.
 - Candidates communicate any concerns, personal difficulties, professional issues in a timely manner to their site and/or university supervisor. At times, candidates might find a task to be beyond their competency, experience difficulty completing a task due to personal issues, or experience difficulty working with another professional. Handled in a timely fashion and in an appropriate manner, such situations offer opportunities for personal growth and development.
 - Candidates are responsible for providing current contact numbers and addresses. Should contact numbers/addresses change, the candidate should immediately provide all supervisors with alternative numbers/addresses.
 - University supervisors communicate primarily with candidates using the candidate's university-supplied email address.
 - Candidates should communicate absences immediately (preferably in advance) to their site supervisors.

- Required Clock Hours and Attendance
 - Doctoral candidates complete 1500 clock hours, with a minimum of 600 hours of the internship completed in a school setting.
 - Master's candidates complete 1200 clock hours, with a minimum of 600 hours of the internship completed in a school setting.
 - Candidates must spend at least one academic year engaged in the internship, which must be completed over one year if the candidate is working full time. Candidates working on a half-time basis must complete the internship within two consecutive years.
 - In addition to direct service time, candidates will schedule regular meetings with their university supervisor.
 - Candidates who have relocated for the internship may join supervision meetings electronically and in real time. Candidates in this situation should

make arrangements to have the necessary software and Internet connection to join the supervision and to participate meaningfully (i.e., limited dropped connections, reasonable audio and video, etc.).

- Candidates continue to enroll in internship hours until they have reached the required hours for completion. A grade of “CR” or credit will be assigned until the final semester when a grade will be recorded.
- Record Keeping and Documentation
 - Candidates complete daily logs of activities, supervision meetings, and personal reflections on relevant issues.
 - Candidates understand the internship site’s requirements for record keeping and documentation and comply fully.

Responsibilities of the Site Supervisor

Unlike relationships in consultation and counseling, the supervision relationship indicates a definite hierarchy. Candidates should clearly understand that their site supervisor has evaluative power. Times may arise when the supervisor must unilaterally reject a candidate’s solution or when the supervisor must redirect the candidate without prior discussion. Candidates recognize that the site supervisor is not a counselor and although the expression of personal concerns and challenges may be appropriate, such disclosure is made in the context of ensuring quality, ethical service for students, teachers, and parents/guardians, not to secure personal assistance. If site supervisors identify concerns about their interns, these should be communicated to the university supervisor.

- Supervisor Qualifications
 - School district internship site supervisors must be licensed as a specialist in school psychology by the Texas State Board of Examiners of Psychologists. Additionally, site supervisors must have at least three years of experience practicing as an LSSP in the public schools without supervision.
 - Supervisors of candidates seeking licensure as psychologists must be one of two licensed, Ph.D.-level psychologists at a site that includes at least two interns.
 - Supervisors for other internship site experiences should possess the appropriate credentials for practice in that setting. They must also have at least two years of experience practicing in their respective fields.
- Internship Site Orientation
 - The site supervisor orients the intern to the setting through introductions, explanation of roles, identification of community resources/agencies, etc.
 - The site supervisor clearly explains relevant procedures and protocol, such as accessing student records, gaining access to a campus, processing referrals, communicating with families, engaging in crisis intervention, etc.
 - The site supervisor provides interns with an organization chart or written description of the organizational and administrative structure of the internship setting. Relevant local and policies pertaining to the setting should also be provided.

- Breadth of Internship Experiences
 - The site supervisor ensures that the candidate has the opportunity to practice across the full range of domains of school psychology.
 - Prior to placement, the site supervisor must confirm that the site's goals and objectives of the site emphasize human diversity and the provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or consumers (see Appendix C Internship Agreement).

- Site Supervision
 - Site supervisors provide at least two hours on average each week of direct supervision for each intern, with at least half of the supervision scheduled regularly. In addition to feedback provided during formal supervision time, site supervisors are encouraged to look for opportunities to provide feedback during regular daily practice.
 - Site supervisors use a variety of methods of intern supervision. Although direct observation of interns' work and critique of written documents are appropriate, site supervisors are encouraged to work collaboratively with interns to accomplish specific tasks (e.g., co-lead group counseling) and to model new skills and strategies for interns. Such methods allow interns to more easily engage in the self-regulation process.
 - Site supervisors are encouraged to assist interns through review of interns' documentation of self-evaluation and discussion of specific aspects of the process (e.g., goal setting, effectiveness, etc.).
 - Site supervisors assist interns in identifying areas of interest or expertise that the intern would like to develop and organize the implementation of activities to focus on these areas to a reasonable extent.
 - Site supervisors review and co-sign written reports submitted for student or district records.

- Assessment and Grading
 - The site supervisor will evaluate the candidate at the end of each semester by completing the School Psychology Internship Evaluation Form (see Appendix B). Although the university supervisor is responsible for course grading, information provided by the site supervisor is strongly considered in the assessment of the candidate's performance.

Responsibilities of the University Supervisor

- Supervisor Qualifications
 - University internship supervisors must be eligible for licensure as a specialist in school psychology by the Texas State Board of Examiners of Psychologists or as a Nationally Certified School Psychologist by the National Association of School Psychologists. Additionally, university supervisors must have at least three years of experience practicing as an LSSP in the Texas public schools

without supervision or as an appropriately credentialed school psychologist in another state.

- University Supervision
 - The university supervisor schedules face-to-face or electronic meetings with candidates to discuss submitted work samples and progress.
 - The university supervisor regularly communicates with the site supervisor to monitor interns' progress.
 - The university supervisor monitors candidates' progress through:
 - Review of the range of candidates' internship assignments
 - Review of candidates' documentation of self-regulation
 - Discussion with candidates concerning their field experiences
 - Discussion with the site supervisor concerning candidates' professionalism and work quality
- Assessment and Grading
 - The university supervisor provides candidates with formal progress assessment at the end of each university semester. Ratings are determined based on discussion with the site supervisor and review of submitted work samples and candidates' documentation of self-evaluation.
 - The university supervisor assigns credit based on university supervision experiences and reports from the site supervisor. A grade of "CR" or credit will be assigned until the final semester when a grade will be recorded. Unsatisfactory performance will be awarded no credit.

Ethics, Standards, and Law

School Psychology students enrolled in practicum and internship experiences provide services consistent with ethical and professional standards in school psychology as well as work within the parameters set by legal standards and regulations relevant to the school setting. When discrepancies exist between ethics/professional standards and legal standards/regulations, candidates are expected to engage in a formal decision making process to generate a resolution. This resolution may include working with the university supervisor and School Psychology Director to identify and secure another practicum or internship site. Candidates work collaboratively with educators, families, and community professionals to advocate for the educational needs of children. To accomplish their work, candidates respect human diversity and social justice through their cultural sensitivity.

Candidates should use the following four broad ethical principles (Jacob, Decker, & Hartshorne, 2011) to guide their work.

1. Respect for the dignity of persons
2. Responsible caring (professional competence and responsibility)
3. Honesty and integrity in professional relationships
4. Responsibility to schools, families, communities, the profession, and society

Telepsychology and Telesupervision

Telepsychology is the use of telecommunication technologies to provide psychological services and telesupervision is its use to provide supervision. Telepsychology may be used to provide services to children and families, and telesupervision may be utilized to ensure timely and continuous supervision. Candidates as well as site supervisors are aware of the School Psychology program's policies and procedures related to telepsychology and telesupervision.

Telepsychology

Candidates are aware of school district policies for the use of telepsychology, including but not limited to the video recording of students, use of email and text messaging to communicate with families and teachers, and the use of testing procedures that are completed/scored/or stored online. Candidates are aware that school district and agency policies may not meet the ethical and legal requirements of school psychologists and use the following as a guide to their practice. When conflict is present between school district or agencies and ethical/legal guidelines for school psychologists, the candidate works to resolve the issue through discussion with the site and university supervisors.

The benefits of telepsychology include more frequent communication and possibly longer exchanges between the school psychologist and educators that serves to inform the assessment and to facilitate the implementation of related recommendations. Internet video conferencing and related software may be used to interview students' teachers and to participate in team meetings from a distance when approved by the school district/agency. However, candidates always attempt to meet face-to-face first. Candidates always communicate with students in face-to-face sessions, and observations are conducted on the school campus. Site supervisors and/or school districts and agencies provide training to candidates on all Internet video conferencing, software, and platforms that are used by the placement.

The disadvantages of telepsychology include inadvertent breaches to confidentiality. Candidates use a secure video conferencing site approved by the school district/agency and use teleconferencing from a secure, confidential location (e.g., the school/agency office rather than public location), and candidates acknowledge that they cannot guarantee who is present at the distant location. Candidates always ask who is in the presence of the teacher and/or ARD committee at the start of each video conference session and request that the session be terminated if individuals who do not "need to know" are deemed present.

Telesupervision

Supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical location as the candidate; however, telesupervision may not account for more than one hour or 50% of the minimum required two weekly hours of individual supervision. Telesupervision occurs only when rapport between candidates and supervisors has been established. The appropriateness of the regular use of telesupervision is discussed by the university and site supervisor prior to placements.

The benefits of telesupervision include more frequent communication and the immediate availability of site supervisors in situations involving crisis or emergency. Candidates always first attempt to communicate with supervisors in face-to-face sessions to address crisis situations. Telesupervision occurs if this is the only means available to communicate with the supervisor.

The disadvantages of telesupervision include inadvertent breaches to confidentiality. Candidates use a secure video conferencing site approved by the school district/agency and use teleconferencing from a secure, confidential location (e.g., the school/agency office rather than public location), and candidates acknowledge that they cannot guarantee who is present at the distant location. Candidates always ask who is in the presence of the supervisor at the start of each video conference session and request that the session be terminated if individuals who do not “need to know” are deemed present. Site supervisors and/or their school districts and agencies provide training on all electronic means used for supervision.

In addition to concerns for privacy and confidentiality, candidates and supervisors recognize that regular, unscheduled consultation may be encouraged by the availability of electronic communication. Lack of preparation and self-evaluation as well as the failure to develop autonomy are potential problems associated with unscheduled consultation sessions. Unscheduled consultation should not be confused with supervision. Site supervisors discuss with candidates what constitutes appropriate, unscheduled electronic consultation.

Probation and Dismissal from the School Psychology Program

The introduction to new knowledge and related decision making processes can result in errors in contextual applications. Errors are expected in the graduate training process and will be met with corrective feedback that generates corrective actions. However, errors can be indicative of more serious problems that require direct advisor and even program involvement. In such cases the major advisor will meet with the student and the Director to document the situation, propose corrective action, and develop a specific timeline for completion of the corrective action. Upon completion of the corrective action, the student will again meet with the advisor and Director to review the student’s progress, discuss future training needs, and document that the issue has been successfully resolved. The following are examples of incidents that might lead to advisor and program involvement.

1. Failure to comply with site supervisor request and direction
2. Unprofessional behavior (e.g., arriving late to a public school classroom observation, failing to complete evaluations within federal timelines)

Students working through corrective action are considered to be on “probation.”

The lack of resolution of probationary issues through corrective action suggests the need for dismissal. Additionally, certain behavior demands immediate dismissal from the

program. Because dismissal is a serious event, due process procedure is warranted to ensure that dismissal is, in fact, necessary to protect the interests of students and the integrity of the Track and program. The following are examples of situations/incidents that would possibly lead to dismissal.

1. Failure to report suspected child abuse
2. Failure to take reasonable steps to address suicidal behavior in a student, including but not limited to immediately reporting the issue to the direct supervisor
3. Unethical or ongoing unprofessional behavior
4. Lack of resolution of probationary issues

The steps below detail the dismissal process and protections.

Step 1—A site supervisor or site administrator submits a written complaint to the School Psychology Director and faculty. The complaint will state the concern and recommendation for program dismissal. The complaint will only be shared with the School Psychology Director and faculty.

Step 2—The Director will meet with the candidate's advisor and the candidate (preferably face-to-face) to investigate the accuracy of concerns. If the candidate's advisor, the Director, or both are substantively involved in the complaint, the Director will appoint a faculty member(s) to replace the invested individual(s). The Director will generate a written summary of the findings and, if supported, a proposal for dismissal. If the complaint is not substantiated, then a corrective action plan will be developed by the Director, the candidate's advisor, and the candidate's site supervisor. The summary of findings will be shared with the program faculty. If corrective action is not deemed to be successfully completed, then the candidate's advisor will return to Step 1 with a written complaint. If the complaint is substantiated all documentation will be submitted to the School Psychology program faculty.

Step 3—School Psychology program faculty will determine if the complaint is substantively supported by the evidence presented at a specially called meeting. If he/she chooses, the candidate can attend to explain the situation. Upon considering all the information, the program faculty will vote on the proposal to dismiss the candidate. If the majority agrees, then the information will be submitted to the Department Chair of Educational Psychology and Leadership for review and action.

Step 4—Upon review of the documentation, the Department Chair of Educational Psychology and Leadership may find evidence to dismiss the complaint, send the complaint back to Step 2 for the development of corrective action, or may indicate agreement with the program decision.

Appeal and Grievance Procedures

Graduate student appeals/grievances originating within the College of Education are handled first within the specific program area, and if unresolved, appeals/grievances will be handled at the division and college level. If the issue is still unresolved, the student may file an appeal at the office of the Dean of the Graduate School. Formal appeals/grievances may be made only when alleged prejudice, arbitrary, or capricious action is involved. In all appeals/grievances, the burden of proof of unfair action rests with the student.

Licensing, Certification, and Professional Organizations

Because the School Psychology Track is not accredited or approved by the National Association of School Psychologists, students must apply for licensure and certification rather than receive acceptance upon completion of their degree. Although school psychology faculty will assist students in this process, students cannot be guaranteed that their applications will be accepted. The [Texas State Board of Examiners of Psychologists](http://www.tsbep.state.tx.us/licensed.html) governs the licensure as a Specialist in School Psychology. The [National Association of School Psychologists](http://www.nasponline.org/certification/becoming_NCSP.aspx) issues national certification as a School Psychologists. Graduates of the School Psychology Track are eligible to apply for both.

All students are encouraged to join the [National Association of School Psychologists](http://www.nasponline.org) (<http://www.nasponline.org>), the Texas Association of School Psychologists (<http://www.txasp.org>) and Division 16 of the [American Psychological Association](http://www.apa.org/) (<http://www.apa.org/>). Students can benefit from the education provided by these organizations as well as opportunities for reduced rates for liability insurance, continuing education, and conference attendance.

Appendix A

Practicum Agreement 2019-20

The individuals who sign the Practicum Agreement agree to the following by signing below.

- The practicum experience consists of 14 direct service hours weekly in the schools.
- Site supervision will include, in addition to responsibilities outlined in the TTU School Psychology Field Placement Handbook, one meeting hour each week with the student during a regularly scheduled time.
- University supervision will include, in addition to responsibilities outlined in the TTU School Psychology Field Placement Handbook, a minimum of one meeting hour each week with the student during a regularly scheduled time.
- The Practicum Evaluation Form will be completed by the student and site supervisor at the midterm and end of the semester.
- They have read the TTU School Psychology Field Placement Handbook and will comply with all delineated requirements and responsibilities.
- They will comply with standards for practice provided by the Texas State Board of Examiners of Psychologists as well as NASP Practicum and Internship Regulations.

Practicum Student

Date

Site Supervisor

Date

University Supervisor

Date

School District/Educational Cooperative

Appendix B

Practicum and Internship Evaluation (Available online)

Objectives	Related Practical Activities	Site Supervisor Rating	University Supervisor Rating
Select and implement interventions and strategies with cultural sensitivity to promote students' academic achievement.	Practicality	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Relevant to context and culture	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriateness to problem	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Specificity of recommendations	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Implementation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Assessment of effectiveness (individual level)	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Assessment of effectiveness (group or system level)	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Select and implement interventions and strategies with cultural sensitivity to improve students' social and life skills.	Follow-up	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriate modification (if warranted)	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Practicality	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Relevant to context and culture	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriateness to problem	1 2 3 4 5 N/O	1 2 3 4 5 N/O

	Specificity of recommendations	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Implementation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Assessment of effectiveness (individual level)	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Assessment of effectiveness (group or system level)	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Follow-up	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriate modification (if warranted)	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Select and implement interventions and strategies with cultural sensitivity to address crisis situations.	Practicality	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Relevant to context and culture	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriateness to problem	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Specificity of recommendations	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Implementation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Assessment of effectiveness	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Follow-up	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriate modification (if warranted)	1 2 3 4 5 N/O	1 2 3 4 5 N/O

Effectively consult with diverse educators verbally and through nonverbal methods (e.g., modeling, consultation models) how to apply interventions and strategies across educational settings.	Problem Identification/Definition	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Problem analysis	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Plan formulation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Implementation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Assessment of effectiveness	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Follow-up	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriate modification (if warranted)	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Effectively consult with diverse parents verbally and through nonverbal methods (e.g., modeling, consultation models) how to apply interventions and strategies across educational situations in the home.	Problem Identification/Definition	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Problem analysis	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Culturally sensitive plan formulation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Implementation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Assessment of effectiveness	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Follow-up	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriate modification (if warranted)	1 2 3 4 5 N/O	1 2 3 4 5 N/O

Meaningfully participate as a member of a multidisciplinary team (i.e., contribute relevant information within their domain of expertise in a timely manner).	Preparedness	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Inclusion of parents/family	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Interpersonal communication across members (e.g., teachers, administrators, parents, etc.)	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Understandable communication of assessment findings	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Understandable communication of research findings	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Collaboration	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Flexibility	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Select, with cultural sensitivity, assessment measures that were designed for use in educational settings and for the purpose(s) identified through the referral question.	Cognitive	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Personality/Social Emotional	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Autism measures	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	FBA	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Other	1 2 3 4 5 N/O	1 2 3 4 5 N/O

Correctly administer and score psychological and psycho-educational measures.	Cognitive	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Personality/Social Emotional	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Autism measures	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	FBA	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Other	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Conduct observations across educational settings, and conduct interviews of educators, parents, and students.	Appropriate observation selected	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriate interview selected	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Documentation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Interpret data with cultural sensitivity and within the context of the parameters of the measures/techniques used.	Integration of collected data	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Consideration of relevant research base	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Appropriate interpretation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Generate written reports describing the referral questions; measure/technique selection and description; administration and scoring, interpretation of findings, summary and conclusions; and recommendations in a manner sensitive to the student’s culture and that emphasizes “need to know” information for educational purposes.	Prompt completion	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Written communication	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Relevant areas addressed	1 2 3 4 5 N/O	1 2 3 4 5 N/O

	Information is “need to know”	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Cultural sensitivity	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Prepare written and verbal reports to educators, parents, and students that can be easily understood.	Prompt completion	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Oral communication	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Written communication	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Follow school district protocols for locating and contacting parents, students, and educators and adjust appropriately for differences between campuses.	Compliance	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Dependability	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Complete tasks within the timelines specified by IDEIA and other relevant legislation.	Prompt completion of work	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Compliance with federal timelines	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Develop, generate, and maintain records in the manner set forth by legislation (e.g., IDEIA, FERPA, etc.) and benefitting research methodology to support a foundation for service delivery and effective practices.	Informed consent	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Counseling documentation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Assessment documentation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Intervention documentation	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Miscellaneous documentation (e.g., parent	1 2 3 4 5 N/O	1 2 3 4 5 N/O

contact attempts)

Use technology, such as electronic communication and computerized records, in a manner that limits breaches in confidentiality.	Telephone	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Text messaging	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Email	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Skype, Face Time, Lync, etc.	1 2 3 4 5 N/O	1 2 3 4 5 N/O
Use self-assessment to evaluate the ethical elements (defined by NASP and APA principles) of their decision making across practice domains as well as their well-being.	Preparation for supervision	1 2 3 4 5 N/O	1 2 3 4 5 N/O
	Use of 8 step decision making process	1 2 3 4 5 N/O	1 2 3 4 5 N/O

Appendix C Internship Agreement

AFFILIATION AGREEMENT

BETWEEN

TEXAS TECH UNIVERSITY
College of Education
Department of Educational Psychology & Leadership
School Psychology Track

AND

NAME OF ISD

THIS AGREEMENT is effective as of the 1st day of August, 20__ ("the Effective Date"), by and between the Texas Tech University doctoral program in School Psychology ("UNIVERSITY"), which is a state-supported institution of higher education established pursuant to sections 111.01 et seq. of the Texas Education Code, and is located at 3008 - 18th Street, Lubbock, Texas 79409, and **NAME OF ISD** ("FACILITY"), which is located at **ADDRESS OF ISD**. UNIVERSITY and FACILITY shall be known collectively as "the Parties" and singularly as "a Party" or "the Party." This Agreement incorporates by reference the attached addendum and expressly includes any additional terms and conditions stated in such addendum as if set out herein.

The Parties seek to provide designated students ("Students") enrolled in the School Psychology Track ("the Program") at UNIVERSITY; and

It is agreed by the Parties hereto to be of mutual interest and advantage that Students be given the opportunity to utilize the FACILITY for clinical and educational experiences.

The Parties agree as follows:

ARTICLE I RESPONSIBILITIES OF UNIVERSITY

UNIVERSITY shall fulfill the following terms, obligations, and covenants:

- (1) Inform FACILITY of the name, address, and phone number of the Clinical Coordinator who will be available to assist FACILITY personnel and Students of the Program and who will be responsible for maintaining ongoing contact with FACILITY's designated representative ("Field Supervisor");
- (2) As mutually agreed by FACILITY AND UNIVERSITY, develop, organize, and assist FACILITY in implementing and operating a Program that is suitable to each Student, including those who may be disabled;
- (3) Acquaint FACILITY's designated representative with methods, objectives, goals, and specifics of the Program;
- (4) Assign to FACILITY only Students who are academically-qualified for clinical experience and provide FACILITY with information about the Student to the extent permitted by applicable law;
- (5) Assign only the number of Students mutually agreed upon by FACILITY and UNIVERSITY;

- (6) Notify FACILITY of the names and arrival dates of Students, as such dates are mutually-agreed upon by FACILITY and UNIVERSITY;
- (7) Ensure that Students who participate in the Program provide proof of insurance coverage in minimum amounts that are acceptable to FACILITY;
- (8) Require Students to provide transportation to and from FACILITY, and appropriate supplies and uniforms, as applicable;
- (9) Inform Students about their obligation to adhere strictly to all applicable administrative policies, rules, standards, schedules, and practices of FACILITY;
- (10) Inform Students and Faculty members who are supervising Students about their obligation to maintain confidentiality of all FACILITY matters, proceedings, and information, including, but not limited to client records and information. This confidentiality provision shall survive termination of this Agreement;
- (11) Upon notice to UNIVERSITY, inform FACILITY of any adverse circumstances to which FACILITY may be exposed because of the activities or health status, including the mental health status, of a Student;
- (12) Upon notice to UNIVERSITY, notify FACILITY of any complaint claim, investigation, or lawsuit involving a Student that is related to clinical and educational experiences provided under this Agreement;
- (13) Notify Students about their obligation to comply with FACILITY policies and procedures, state law, and OSHA bloodborne and tuberculosis pathogen regulations in the training, vaccination, testing, prevention, and post-exposure treatment of Students, where applicable in the performance of duties required by the Program; AND
- (14) Accept full responsibility for the training, evaluation, qualifications, and competency level of each Student.

ARTICLE II OBLIGATIONS OF FACILITY

FACILITY shall fulfill the following terms, obligations, and covenants:

- (1) Provide necessary instruction by qualified supervisory personnel for prescribed clinical and educational experiences that will allow Students to participate in overall FACILITY programs, in-services, and activities, as appropriate and as agreed upon by both Parties;
- (2) Allow the Field Supervisor time to prepare for conferences with Students; to maintain scheduled conferences with Students; and to consult with the UNIVERSITY's representative;
- (3) Provide UNIVERSITY's designee with a performance appraisal for each Student in the form prescribed by UNIVERSITY;
- (4) Report unsatisfactory conduct or performance of a Student in a form prescribed by UNIVERSITY; AND
- (5) Permit designated faculty members the right to counsel with and to observe Students at the FACILITY.

ARTICLE III OBLIGATIONS OF THE PARTIES

The Parties mutually agree to fulfill the following terms, obligations, and covenants:

- (1) Neither UNIVERSITY, Students, nor any UNIVERSITY personnel, including faculty, shall be considered employees, agents, borrowed servants, partners, or joint venturers of FACILITY, unless otherwise agreed upon by the relevant parties;
- (2) FACILITY is not responsible for wages, social security taxes, hospitalization insurance, or workers' compensation insurance for Students, unless otherwise agreed upon by the relevant parties;
- (3) Nothing in this Agreement is to be construed as transferring financial responsibility from one Party to another;
- (4) Without limitation of any provision set forth in this Agreement, the Parties expressly agree to abide by all applicable federal and/or state equal employment opportunity statutes, rules, and regulations; AND
- (5) FACILITY shall have the right to refuse to allow Students who do not have requisite skills, attitude, previous training, health status, or for any other reason to participate in the Program.

ARTICLE IV TERM AND TERMINATION

- (1) This Agreement shall remain in effect from the Effective Date of the Agreement which is set forth in the first paragraph of this Agreement, until the 30th day of June, 20__ (“the Termination Date”), and shall automatically renew for additional terms of one (1) year, unless sooner terminated in accordance with applicable provisions of this Agreement.
- (2) Any breach of the covenants stated in Article I of this Agreement by UNIVERSITY or Article II by FACILITY shall be considered a material breach of this Agreement. In the event of a material breach, FACILITY or UNIVERSITY, as applicable, shall have the right to terminate this Agreement immediately.
- (3) Notwithstanding any other provision in the Agreement, either Party shall have the right to terminate this Agreement without cause after thirty (30) calendar days written notice is given to the other Party. If either Party exercises this option, the Parties agree to make reasonable efforts so that Students already in training status will be allowed to complete the stipulated course of study.
- (4) FACILITY shall further have the right to demand immediate removal of any student from its premises, upon a determination by the administrator in charge that the Student poses a threat to the health, safety, welfare of FACILITY's patients, clients, or personnel or to the orderly business function of FACILITY or for any other reason.

ARTICLE V GENERAL PROVISIONS

- (1) The Parties agree that this Agreement will be construed by the laws of the State of Texas and venue for purposes of litigation shall be Lubbock, Lubbock County, Texas.
- (2) The terms and conditions of this Agreement may be modified upon mutual written consent of the Parties at any time.
- (3) This Agreement and all terms and conditions contained herein shall become effective as of the date noted as the Effective Date that first appears in paragraph one of this document.

- (4) Any notice required or permitted under this Agreement shall be made in writing at least 30 days in advance of request of change in this Agreement.
- (5) Neither Party may assign any rights or obligations under this Agreement without the prior written consent of the other Party.
- (6) Each individual executing this Agreement on behalf of any Party expressly represents and warrants that he/she has authority to do so, and thereby to bind the Party on behalf of which/whom he/she signs, to the terms of this Agreement.
- (7) If any part of the Agreement should be determined to be invalid, illegal, inoperative, or contrary to applicable law, statute, regulation, or UNIVERSITY or FACILITY policies, that part of the Agreement shall be reformed, after notice is given in accordance with Article V, Section 4 of this Agreement to the other Party and if such reformation is determined by the Parties to be reasonably possible, in order to comply with the applicable policies, provisions of law, statute, or regulation, and, in any event, the remaining parts of the Agreement shall be fully effective and operative insofar as reasonably possible.
- (8) A waiver by either Party or the breach or violation of any provision of the Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the Agreement.
- (9) Neither Party shall be liable nor deemed to be in default for any delay or failure in performance under the Agreement or other interruption of service deemed resulting, directly or indirectly, from acts of God, acts of public enemy, war, accidents, fires, explosions, hurricanes, floods, failure of transportation, strikes, or other work interruptions by either Party's employees, or any similar cause beyond the reasonable control of either Party.
- (10) This Agreement is entered into by and between the Parties hereto and for their benefit. Unless explicitly provided in this Agreement there is no intent by either Party to create or establish third Party beneficiary status or rights in any third party, and no such third party shall have any right to enforce any right or enjoy any benefit created or established under this Agreement.
- (11) Unless expressly provided herein, the Parties do not assume or become liable for any of the existing or future obligations, liabilities, or debt of the other.
- (12) The Parties shall comply with all applicable federal and state laws prohibiting discrimination against any person on the grounds of race, color, national origin, religion, creed, sex, age, disability, or handicap in employment or any condition of employment or in participation in the benefits of the services provided under this Agreement.
- (13) This is the entire Agreement between the Parties and supersedes all prior agreements, proposals, or understandings, whether written or oral.

IN WITNESS THEREOF, the Parties have executed this Agreement in multiple counterparts, to be effective as of the date written on page one (1) of the Agreement.

NAME OF ISD:

TEXAS TECH UNIVERSITY:

BY: _____

BY: _____

NAME: _____

NAME: _____

TITLE: _____

TITLE: School Psychology Director

DATE: _____

DATE: _____

Appendix D Letter of Supervisory Status

PERMISSION STATEMENT

Dear Parent/Guardian:

In my employment at XXXX School District, I am completing an internship as a graduate student in the School Psychology program at XXXX to fulfill requirements in order to become a Licensed Specialist in School Psychology (LSSP). I have successfully completed all of my training and coursework to be eligible to practice as an intern this school year. As a school psychology intern, I am required to be supervised by a qualified LSSP.

My supervisor, Brook Roberts, will meet with me weekly to discuss my progress and my work, which may include discussion about your child. Mr. Roberts' contact information is listed below and you may contact him if you have any questions or would like to further discuss my role as an intern. Mr. Roberts will also review any testing or intervention plans that I develop or implement, as well as the results, and will sign all educational documents I produce in accordance with the rules of the Texas State Board of Examiners of Psychologists. I am also enrolled in EPSY 5093 – Internship in Education. Dr. Tara Stevens is the professor for the course and will be reviewing some of my work products for grading. I will submit to her de-identified materials. Her contact information is also included below if you have questions or concerns with this requirement of my training.

By signing below, you are giving me permission to work with your child to conduct psychoeducational assessment or provide specialized intervention. You also acknowledge that I am in training as an intern in school psychology and am being supervised by Brook Roberts using observation and discussion, along with approval of my written work.

Sincerely,

XXXXXX, Intern in School Psychology
Supervised by Brook Roberts, MA, LSSP

Name of Child: _____

Date of Birth: _____

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Printed Name: _____

SUPERVISOR CONTACT:

Brook T. Roberts, MA, LSSP
School Psychology Clinical Coordinator
Box 41071
Lubbock, Texas 79409-1071
(806) 834-2853
brook.roberts@ttu.edu

UNIVERSITY INSTRUCTOR CONTACT:

Tara Stevens, Ed.D., LSSP
Professor & School Psychology Coordinator
Box 41071
Lubbock, Texas 79409-1071
(806) 834-2486
tara.stevens@ttu.edu