

**Stephen F. Austin State University
Human Services**

**EPS 695 School Psychology Internship
Fall 2019-Spring 2020**

Instructor: Frankie Clark

Offices: HSTC 231 and JPECRC 209R

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Other Contact Information: N/A

Course Time & Location: N/A

Office Hours: M-TH 8-12(JPECRC);
(HSTC); T-F 1-5

Credits:3 credit

Email: clarkfj@sfasu.edu

Prerequisites: N/A

I. Course Description:

Graduate Bulletin Description: Six semester hours. A post-practicum field placement requiring a minimum of 1,750 to 2,000 hours of supervised exposure to best practices in settings providing psychological services.

Internship is post-practicum and all course work must be completed with the exception of dissertation credits. Students must have earned a passing score on the doctoral comprehensive exams in order to be eligible for internship. Internship hours are supervised by a licensed psychologist, who is employed full time in the agency in which the internship occurs. EPS 695 is a two-course, post-practicum field placement that requires either full-time (minimum of 35 hours/week) for one calendar year (10 months if in a school setting) or (12 months if in a non-school setting) or part time (20 hours/week) for 24 months. Placements may include public or private schools, or non-school settings such as agencies or institutional settings. Interns will engage in a range of supervised activities as is appropriate to the particular setting in which they intern. Field-based internship supervisors provide 2 hours per week of individual supervision by a licensed psychologist, 2 hours per week of additional group activities (e.g., staffing, case conferences, seminars, supervision, and trainings) and 2 hours of group supervision by an appropriately credentialed mental health professional. University internship supervisors maintain contact with student interns and supervisors. Internship agencies must meet guidelines put forth by National Association of School Psychologist (NASP), American Psychological Association (APA), Texas State Board of Examiners in Psychology (TSBEP), and the Council for Directors of School Psychology Programs (CDSPP). Internship agencies that are not APA approved must be approved by the SFASU school psychology program faculty in order for a student to complete their internship at that agency. The doctoral intern performance evaluations in this course are used as a key assessment in the accreditation process of the SFA school psychology doctoral program.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The School/Health Service Psychology Internship is a highly supervised experiential learning opportunity in which students from diverse backgrounds will develop qualities consistent with the James I. Perkins College of Education mission. These qualities include, but are not limited to: enthusiastic, competent, caring, and responsible service providers. Furthermore, students will continue their professional and intellectual development through guided learning experiences, supervision and didactics in an institution (i.e., a local school system, agency, clinic, etc.) that is interconnected in our global society.

Through weekly group and individual supervision by an appropriately licensed individual, as well as weekly trainings on a variety of topics, students will have the opportunity to engage in a program that is based upon sound pedagogical and clinical practice. The school/health service psychology doctoral internship collaborates with external partners, such as public and private schools, local agencies, and clinics for settings in which the students can complete their internship. Training within these environments allows for enhanced student knowledge, skills, and dispositions to influence the ongoing exchange of ideas for mutual benefit. Furthermore, the students are able to address specific needs in the broader community through their role as Doctoral Intern in School/Health Service Psychology. This course also provides students the opportunity to enhance their learning in that they

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will be able apply their current skill set to help remediate challenges in the surrounding community, as well as develop new skills under the guidance of other professionals in the community.

The school psychology/health service internship also reflects the following core values of the College of Education: academic excellence through critical, reflective, and creative thinking; life-long learning; collaboration and shared decision-making; openness to new ideas, to culturally diverse people, and to innovation and change; integrity, responsibility, diligence, and ethical behavior; and service that enriches the community. Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Assigned experiences, papers, presentation, and participation are designed to foster these core values.

Program Learning Outcomes:

1. Practical Knowledge: The student will demonstrate a comprehensive knowledge of theory, practice, research, and assessment.
2. Content Knowledge: The student will demonstrate basic knowledge of the school psychology profession, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, and ethical and legal considerations.
3. Behavior Assessment: The student will identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.
4. Pedagogical and Professional Knowledge, Skills, and Dispositions: The student will demonstrate knowledge, skills, and professional work characteristics/dispositions and effectively apply them in practice.
5. Application of Principles and Procedures: The student will demonstrate and effectively apply knowledge, skills, and dispositions in practice.

National Association of School Psychologists (NASP) domains addressed by this course:

Domain 1: Data-Based Decision Making and Accountability: Interns will develop knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services, and programs, and measuring progress and outcomes. Data-based decision making permeates every aspect of the interns' professional practice.

Domain 2: Consultation and Collaboration: Interns will continue to develop knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 3: Interventions and Instructional Support to Develop Academic Skills: Interns will continue to develop knowledge of biological, cultural, and social influences on academic skills, human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills: Interns will continue to develop knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 5: School-Wide Practices to promote Learning: Interns will continue to develop knowledge of school and school systems' structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventative and Responsive Services: Interns will continue to develop knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and community to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family-School Collaboration Services: Interns will continue to develop knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Diversity in Development and Learning: Interns will continue to develop knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to

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diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation: Interns will continue to develop knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice: Interns will continue to develop knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

The chart below indicates the core objectives addressed by this course, the assignment(s) will be used to assess the objectives in this course.

Core Objective	Definition	Course Assignment Title
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	Research Participation Doctoral Intern Performance Evaluation
Communication Skills	To include effective development, interpretation and expression of ideas through written, oral, and visual communication.	Doctoral Intern Performance Evaluation Professionalism Assessment
Empirical and Quantitative Skills	To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	Research Participation Doctoral Intern Performance Evaluation
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Professionalism Assessment Memorandum of Agreement University/Agency Agreement Professionalism Assessment
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making.	Supervision Documentation Signed Weekly Logs Documentation of hours in FEM Submission of Proof of Insurance Doctoral Intern Performance Evaluation Professionalism Assessment
Social Responsibility	To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Doctoral Intern Performance Evaluation Professionalism Assessment

Student Learning Outcomes:

Training activities to meet performance assessment measures are determined by the internship agency and approved by the SFA School Psychology Program faculty.

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Student Learning Outcome	Performance Assessment	Standards
1. The intern will demonstrate competence in conducting psychological evaluations and accurately communicate an integrated synthesis of data collected, implications of diagnoses and conclusions made, and recommendations to a multi-disciplinary team and/or other relevant stake-holders.	Doctoral Intern Performance Evaluation	PLO: 1, 2, 5 NASP: 1, 7, 8, 9, 10
2. The intern will demonstrate competence in developing and implementing empirically-supported prevention and intervention techniques	Doctoral Intern Performance Evaluation	PLO: 1, 2, 3, 5 NASP: 3, 4, 5, 6, 7, 8, 9
3. The intern will demonstrate competence in collaboration, consultation, and supervision of others in training	Doctoral Intern Performance Evaluation	PLO: 1, 2, 3, 5 NASP: 1, 2, 3, 4, 8, 9
4. The intern will demonstrate the ability to engage in scholarly activity, including involvement in research	Research Participation Doctoral Intern Performance Evaluation	PLO: 1, 5 NASP: 9
5. The intern will demonstrate knowledge, competence, and sensitivity in understanding, interacting, collaborating, evaluating, counseling, consulting, advising, and implementing interventions and programs with colleagues, students, and families from diverse backgrounds, cultures, and ethnicities, with minority populations and with clients from varying contexts.	Doctoral Intern Performance Evaluation Professionalism Assessment	PLO: 2, 4, 5 NASP: 8
6. The intern will demonstrate competence in presenting himself, or herself, as a knowledgeable psychological service professional and behave in a manner consistent with the ethical code, state laws, and federal regulations.	Professional Liability Insurance Doctoral Intern Performance Evaluation Professionalism Assessment	PLO: 4, 5 NASP 10
7. The intern will engage in 1750 to 2000 hours of supervised training that is primarily experiential in nature. The intern will experience a breadth of supervised training experience that is structured and sequential in nature.	Memorandum of Agreement University/Agency Agreement Signed Weekly Logs Documentation of Hours in FEM Documentation of Supervision	PLO: 4, 5 NASP 10

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Cumulative logs of at least 1750-2000 hours of supervised experience

[SLO: 7]:

Interns will maintain a weekly and cumulative log of all their internship activities which will be signed weekly by their individual supervisor, the intern, and the university-based supervisor. Interns are expected to engage in a total of 1750 hours for a school setting or 2000 in a clinical setting. Activities logged relate to the practice of psychology (i.e., testing, observing, interviewing, direct intervention, IEP/ARD team, parent conference, screening, education, crisis intervention, consultation, report writing, professional development, program planning/implementation, program evaluation, research, peer interaction, record review, direct supervision, group supervision, other supervision, travel, management, didactics, and other approved activities) may be logged. Twenty-five percent of logged hours will be spent in activities in which the intern provides direct psychological services.

Each student is responsible for providing appropriate documentation of contact hours and supervision. The student is responsible for buying a subscription to time2track.com and maintaining accurate records of all

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activities and supervision. Failure to purchase and activate the account and/or submit the required assignment(s) within the time2track system may result in course failure. Time2track must be purchased from www.time2track.com for a fee. If an internship agency requires its interns to use an alternative tracking system, this system may be used in lieu of time2track upon approval of the university-based supervisor.

Weekly and cumulative logs signed by the primary field supervisor will be turned in (i.e., email or placed in supervisor's box) once a month to the university-based internship supervisor. Students must also log their direct hours, indirect hours, hours spent in individual supervision, and hours spent in other supervision through the Field Experience Module of LiveText.

Documentation of supervision [SLO: 7]:

Interns will spend 2 hours per week in individual supervision with a licensed psychologist and a license to practice in school settings (if in a school setting), if a separate license is required in that jurisdiction to practice psychology in the intern's internship agency. Interns will also spend 2 additional hours per week in supervision by an appropriately licensed professional. A description of activities and items discussed in group and individual supervision will be documented and signed. Care should be taken to protect client confidentiality as a copy of both individual and group supervision must be submitted to the university-based supervisor. Documentation of supervision (see attached form) that has occurred in the previous month must be signed by the appropriate supervisor and submitted to the university-based supervisor by the first of every month.

Professional liability insurance [SLO: 6]:

Proof of professional liability insurance that includes coverage for the time in which the student is enrolled in this course must be submitted to the instructor. Students must submit proof of insurance by September 4th, 2019 if not before if starting earlier. Students cannot count logged hours accrued prior to submission of professional liability insurance toward course credit until the university-based supervisor has received the intern's proof of liability insurance.

Memorandum of Agreement [SLO: 7]:

A written agreement among the internship agency, university program, and intern that includes a clear statement of the expectations and responsibilities of each member, benefits and support to be provided by the internship site, and the process by which interns are to be supervised and evaluated is submitted to the university-based supervisor prior to September 4th, 2019 or when internship starts. Students cannot begin to accrue hours toward course credit until this written agreement has been submitted and approved.

University/Agency Statement of Agreement [SLO: 7]:

If an intern from the SFA school psychology program has never completed their doctoral internship at the internship agency, an agreement among the Director of the Internship Agency and the President of SFA must be submitted prior to the beginning of the internship in order for hours accrued prior to submission of the University/Agency Agreement to count towards course credit.

Evaluations [SLO: 1, 2, 3, 4, 5, 6]:

Evaluations (Doctoral Intern Performance Evaluation and Professionalism Assessment Instrument) of students' applied skill set are to be completed by all field-based supervisors three times per year. Field supervisors' completed evaluations are due to the university based supervisor in November, February and by the last day of the internship. These evaluations are completed in the Field Experience Module within Live Text.

Many internship sites have their own policies/process regarding intern and supervisor performance problems; however, it should be noted that students in this course who demonstrate a significant skill deficit or unethical behavior and who are not responding to supervision may be put on a plan of improvement. The field supervisor(s) will work with the university-based supervisor and the program faculty in the school psychology program at SFASU to develop the plan. The plan of improvement will include specific behaviors that the intern needs to work on, a time-frame in which to demonstrate/develop those behaviors, a plan to develop the needed skills (if applicable), the way in which progress will be measured, and consequences for failure to comply/make

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progress with the plan of improvement. Students that demonstrate gross ethical misconduct or very significant skill deficits may be removed from the internship site, according to the internship agency's policies.

The university-based supervisor may visit the student on-site unannounced at any point in time.

Research Participation [SLO: 4]

Students must submit proof of engagement in Research during internship via signed/approved logs.

Every student will be expected to earn 2 research points by participating in departmental research projects. For every 30 minutes of research participation, students earn 1 research point. Students must sign up for research points through the Department of Human Services Sona Systems Software.

<https://sfasuhumanservices.sona-systems.com>

Any student with an objection to participating in research is encouraged to see the instructor as soon as possible to obtain instructions for alternative projects. Research points must be completed by the first day of dead week (the week before finals).

IV. Evaluation and Assessments (Grading):

Hours may not be logged towards course credit unless required documents are submitted prior to due dates outlined above for submission of proof of professional liability insurance, Memorandum of Agreement, and University/Agency Agreement. If required documents are submitted after the due dates, the student may not count hours toward course credit until all three documents are submitted. In order to pass this course, students must submit the following to the university-based supervisor by the last day of classes in the semester.

- Professional Liability Insurance
- Memorandum of Agreement among school psychology program, field supervisor(s), intern, and internship agency
- University/Agency Statement of Agreement
- Cumulative logs of at least 1750 hours or 2000 hours, depending on internship placement/agreements, signed by the field supervisor and intern for each week, submitted at least monthly to the university-based supervisor documented on signed logs in Time2Track or another system, if approved.
- Documentation of direct hours, indirect hours, individual supervision, and other supervision in the Field Experience Module of LiveText.
- Documentation of weekly individual supervision must be submitted at least monthly to the university-based supervisor
- Documentation of an additional 2 hours per week of individual and/or group supervision, submitted at least monthly to the university-based supervisor.
- Student Performance Evaluation from both primary and secondary supervisors
- Professionalism Assessment Instrument from both primary and secondary supervisors
- Participation in Research via SONA
- Documentation of participation in research (journal searches, dissertation, participation in research projects, etc.)
- Portfolio documenting supervision, internship goals, internship plan, internship activities, professional development, and evaluations. Submit the portfolio at the end of each semester.

Failure to submit any of the assignments listed above, including required evaluations and documentation of hours spent in direct, indirect, and supervision activities by the last day of class via live text will result in failure of the course.

V. Tentative Course Outline/Calendar:

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Students will engage in daily activities according to the internship site’s activity schedule. One on-site visit will be scheduled with the instructor of this course. Students must adhere to attendance policies according to their internship agency’s policies.

Date	Assignments Due
9/28/2019	Supervision Logs Signed Weekly Logs Memorandum of Agreement Proof of Insurance
2/4/2020	Hours documented in FEM Supervision Logs Signed Weekly Logs
3/25/2020	Hours documented in FEM Supervision Logs Signed Weekly Logs
5/6/2020	Hours documented in FEM Supervision Logs Signed Weekly Logs Submission of Internship Portfolio Proof of participation in research Proof of research participation (2 credit hours via SONA) Doctoral Intern Performance Evaluations by both Supervisors in FEM* Professionalism Assessment in FEM by both Supervisors

*Assignment related to accountability and accreditation measure.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

Field Experience Module (FEM)

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience / clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of \$20.00.

LiveText

ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

If you have any students purchasing LiveText for the first time, they need to complete the *My Cultural Awareness Profile* (MCAP) found within their LiveText account. Student should complete the MCAP within the first month of long terms and within the first week of short terms.

Recommended Readings/Resources:

Jacob, S., Decker D. M., & Hartshorne, T. S. (2011). *Ethics and law for school psychologists, Sixth Edition*. Hoboken, NJ: John Wiley and Sons, Inc.
 Jones, M. J. (Eds.). (2009). *The psychology of multiculturalism in the schools: A primer for practice, training, and research*. Bethesda, MD: National Association of School Psychologists Publications.

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- Kennedy, R. L., & Morton, J. H. (1999) *A school for healing: Alternative strategies for teaching at-risk students*. New York, NY: Peter Lang Publishing, Inc.
- Harrison, P., & Thomas, A. (Eds.). (2014). *Best Practices in School Psychology*. Bethesda, MD: National Association of School Psychologists Publications.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information:

Attendance: Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or on week of a summer term, depending on the nature of missed work. Make-up work must be completed as soon as possible after returning from an absence.

Students are expected to regularly attend their internship site and maintain hours physically at the internship site equivalent to other employees of that internship site, and as outlined in the internship site's employee handbook. Valid and accurate representation of logged hours is required. Absences may be excused according to university and/or internship site policy. If a student will be absent, he/she needs to contact his/her field supervisor and individual supervisor prior to the absence as much as possible. Other professionals may need to be notified of an intern absence, depending on the internship site. Excessive absences that interfere with the student's ability to gain valuable experience as documented by the intern's log and may result in failure of the course.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university

Student appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades: Policy 5.5

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Information regarding the iCare program is found at <https://www.sfassu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703. Interns will be provided due process according to the internship agency's policy and procedures.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

IX. Other Relevant Course Information: N/A

STATEMENT OF AGREEMENT

between

STEPHEN F. AUSTIN STATE UNIVERSITY
School Psychology Program
P. O. BOX 13019
NACOGDOCHES, TX 75962

and

(Agency Name)

Stephen F. Austin State University, hereinafter referred to as the **University**, and _____, hereinafter referred to as the **Agency**, agree to establish an affiliation for the purpose of providing a pre-doctoral internship course for selected graduate students in School Psychology from the **University**.

The **University** and **Agency** agree that:

1. The purpose of field placements is to provide opportunities for teaching and learning activities that will enable the student to meet stated objectives.
2. There will be open channels of communication between the **University** and **Agency** relative to the internship through designated representatives.
3. The student will adhere to **Agency** working hours, dress codes, and procedures; however, beginning and ending dates for the internship course will be determined by the **University** after consultation with the **Agency**.
4. Either of the parties may modify or withdraw from the affiliation without penalty or liability by giving thirty (30) days-notice in writing to the other party, however any students currently serving in an internship with Agency shall be permitted to complete the current internship unless withdrawal of the student is necessary due to unsatisfactory performance or unacceptable conduct. This agreement may further be temporarily suspended in the event no students participate in the internship in a particular semester.
5. The student will adhere to professional ethics, including maintaining strict confidentiality in all client matters, and the rules and regulations of the **Agency**.
6. The number of qualified students assigned to the **Agency** will be determined by the **Agency** and program officials and shall in no instance exceed five (5) students.

7. The student will not be an employee of the **University** for any purpose pertaining to this internship and will not be entitled to any benefits from the University based on internship activities. No University retirement benefits, social security benefits, group health or life insurance, vacation and sick leave, worker's compensation and similar benefits available to University employees will accrue to the student. **Agency** will be responsible for compliance with all applicable laws, rules, and regulations involving, but not limited to, employment, labor, hours of work, working conditions, worker's compensation, payment of wages and payment of taxes, as applicable and required by law.
8. This agreement is to continue in force each year unless either party submits a written request for termination or modification as described herein.

SFA School Psychology program agrees to:

1. Assign a faculty member to serve as an internship university-based supervisor. This representative will make appropriate visits to the **Agency** during the semester and will be responsible for point 2 below. In the event that the **Agency** is located at distance exceeding 75 miles these visits may be conducted by phone [or Skype].
2. Select academically qualified students who shall be placed at the **Agency** subject to the approval of the **Agency**.
3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the **Agency**, in accordance with FERPA and other state or federal laws, prior to the student's placement.
4. Not unlawfully discriminate on the basis of race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief.
5. Because **Agency** retains responsibility for the delivery of its services, withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the **Agency**.
6. Please Note: It is absolutely essential that all internship school psychology program students wear a conspicuous identification/badge indicating that they are **Doctoral Interns in School Psychology, Doctoral Interns in School Psychology or Intern in Clinical Psychology**. Moreover, it is essential that all intern students identify themselves as such during all agency related activities.

The **Agency** agrees to:

1. Accept students for specific internships in the **Agency**, with the provision that the students may also participate in overall **Agency** programs and activities as appropriate.
2. Provide interns with opportunities to gain experience in assessment, intervention, behavior management, and consultation for children and adults representing a range of ages, populations and needs.
3. Accept clients without regard to race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief.

4. Provide appropriate instruction by a qualified **Agency** representative where required, hereafter known as the field supervisor, approved by the **University**, at a ratio of no more than two interns to one supervisor.
5. Assume responsibility for the orientation of the interns and faculty to rules, regulations, policies, and procedures of the **Agency** insofar as they pertain to the activities of the students while participating in the internship.
7. Inform the **University** of changes in **Agency** policy, accreditation, procedures, and staffing that affect the internship.
8. Withdrawal of the student by the **University** when the placement fails to be in the best interest of the **Agency**, student, or **University**.
9. Professional field supervision of each intern is provided by an individual that is both a licensed specialist in school psychology and a licensed psychologist if in a school setting or, in a non-school setting, by a psychologist credentialed for that setting. Field supervision may be shared with other appropriately credentialed personnel in the unit, but the credentialed psychologists provide the preponderance of direct supervision and assume full responsibility for the supervision provided.
10. The intern field supervisor has at least 3 years of full-time experience as a licensed specialist in school psychology if in a school setting or is a licensed psychologist if not a school setting and is employed as an employee or consultant by the district or agency.
11. Unless supervisors have been assigned a significant portion of their time to devote to supervising interns, each supervisor is assigned to no more than two interns at any one time. Intern supervision is taken into account when determining supervisor workload.
12. The internship includes an average of at least 2 hours of individual, face-to-face supervision per full-time week, with 2 hours of group supervision and with structured mentoring and evaluation that focus on development of the intern's competencies. Supervision time may be adjusted proportionately for less than a full-time week or schedule.
13. Please Note: It is absolutely essential that all internship psychology program students wear a conspicuous identification/badge indicating that they are **Psychology Interns**. Moreover, it is essential that all interns identify themselves as such in during all agency related activities. **The Agency agrees that intern students will wear this form of identification at all times if on a public school campus or if not in the school in the clinical setting.**



In order to clarify the joint and separate responsibilities for the faithful performance of the terms of this Agreement, the parties, hereto in their capacity as stated, affix their signatures and declare their intentions effective the _____ day of _____, 20 ____.

Agency Name

Stephen F. Austin State University
University, School Psychology Program

Agency Head

President

RECORD OF SCHOOL PSYCHOLOGY
DOCTORAL INTERN SUPERVISION

DATE: _____

AMOUNT OF TIME: _____

TYPE OF SUPERVISION

Individual _____

Group _____

Signature of Supervisor _____

Signature of Supervisee _____

Summary Notes

RECORD OF SCHOOL PSYCHOLOGY
DOCTORAL INTERN SUPERVISION

DATE: _____

AMOUNT OF TIME: _____

TYPE OF SUPERVISION

Individual _____

Group _____

Signature of Supervisor _____

Signature of Supervisee _____

Summary Notes

MEMORANDUM OF AGREEMENT

between

**Stephen F. Austin State University,
Internship Agency, and Student**

It is mutually agreed by Stephen F. Austin State University School Psychology Program, hereinafter called "the University," acting by and through the Department of Human Services School Psychology Program Director, and _____, hereinafter called "Internship Agency" acting by and through the primary School/Health Service Psychologist Supervisor that a doctoral internship program in school/health service psychology will be provided at the Internship Agency. The intern shall be provided with assignments, supervision, and learning activities for the integration of science and practice. The training activities will further broaden and deepen competencies acquired during doctoral training and assist the intern in gaining the experience needed to provide psychological services to children and adults, particularly those from diverse backgrounds.

I.

The Internship Agency agrees and promises to:

A. Provide to the intern the opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance competencies in comprehensive assessment, intervention, evaluation of services provided, and professional practice. Level I and Level II objectives can be found in Appendix A; however, the internship agency may provide its own sequence of structured experiences and training goals that may be used upon approval of the University. If the training sequence and structure is approved by the American Psychological Association (APA), the program's goals, objectives and competencies will automatically be approved.

B. Provide a training experience of a minimum of 1750 supervised hours if in a school setting, or 2000 hours if in a clinical setting of which 25% are spent in providing direct (face-to-face) psychological services to clients, patients or consultees.

C. Provide appropriate support for the internship experience to include:

1. A written contractual agreement specifying the intern as a full-time employee for a term of 10 months or 12 months beginning

_____ and that the intern is limited to the contract work for the period of appointment of 1750 hours 2000 hours, is not guaranteed employment beyond that period, nor is required to stay in the employment of the Internship Agency beyond that period.

2. Any compensation to be determined by separate contract.

3. Benefits consistent with those of other school/health service psychologists including:

- a. Sick leave.
 - b. School holidays and non-contract days based on at least a 10-month or a 12-month contract approved calendar and at least 35 hours per week.
 - c. Any expense reimbursement according to schedule for job-related travel will be stated on separate contract.
 - d. Provision for participation in continuing professional development activities on a reimbursable and/or release-time basis.
 - e. A safe and appropriate work environment including adequate equipment, materials, secretarial services, and office facilities.
 - f. An orientation of the facility and intern duties.
 - g. Internship Agency due process procedures.
4. Employ a clearly designated doctoral-level, actively licensed psychologist AND licensed specialist in school psychology (LSSP) if in a school setting who is responsible for the integrity and quality of the internship program. (Provide license numbers).

Internship Director: _____

Licensed Psychologist #: _____

Licensed Specialist in School Psychology#: _____

Provide the availability of at least two individuals, one of which can be the individual described above, that serve as primary supervisors, who are both a licensed psychologist and licensed specialist in school psychology if in a school setting. (Provide license numbers)

Primary Supervisor: _____

Licensed Psychologist #: _____

Licensed Specialist in School Psychology #: _____

Second Available Licensed Psychologist: _____

Licensed Psychologist #: _____

Licensed Specialist in School Psychology #: _____

An additional supervisor is also needed in addition to the primary supervisor. The second supervisor can be a doctoral level licensed specialist in school psychology, or other appropriately credentialed service provider. This individual may be the same as a person listed above.

Secondary Supervisor: _____

Licensed Psychologist #: _____

Licensed Specialist in School Psychology #: _____

Other License/Credential: _____

5. Provide intern supervision that is regularly scheduled and sufficient relative to the intern's responsibility assuring, at a minimum, that the intern receives four (4) hours a week of supervision, at least two (2) of which include individual supervision by an individual that is both a licensed psychologist and a qualified licensed specialist in school psychology supervisor (if in a school setting). The primary supervisor maintains primary clinical professional responsibility for the cases on which he/she provides supervision and responsibility for all supervision, including the oversight and integration of supervision provided by other mental health professionals. The individual supervision is regularly scheduled, formal, and face-to-face with the specific intent of dealing with the psychological services rendered directly by the intern.

The other two (2) hours can be either group or individual supervision conducted by an appropriately credentialed professional. An additional two hours may include some type of didactic learning including but not limited to treatment team meetings, in-service meetings, or formal university course time.

6. Provide socialization opportunities for the intern with other doctoral-level psychology interns by having regularly scheduled and documented training activities with psychology interns employed by the Internship Agency or other field sites in the immediate geographic areas.

7. Provide, in collaboration with the training program and the intern, a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of the experiences offered in Psychological Services and for the quantity and quality of the work. (See Appendix A)

8. Designation of the trainee status of the intern by the title of "psychological intern" or "LSSP and psychological intern", or "Doctoral Intern in School Psychology" or "Intern in Clinical Psychology", whichever is most appropriate. The intern and supervisor must clearly inform those receiving psychological services as to the supervisory status of the intern and how the client can contact the supervising psychologist directly.

9. Assure that reports by the intern to consumers, other agency or school personnel, or other relevant audiences are co-signed by the licensed psychologist responsible for the intern's delivery of psychological services (i.e., primary supervisor).

10. Provide at a minimum an evaluation provided by the University of the intern's experience consistent with specific training objectives the end of each semester. Additional evaluations may be used in conjunction with university-based evaluations.

11. Certify the internship requirements have been met and provide appropriate

recognition of the intern's successful completion of the internship with an award of a certificate. The certificate may be issued in conjunction with the University or solely by the Internship Agency.

12. Inform the University of changes in Internship Agency policy, procedures and staffing that might affect the internship experience.

13. Inform the university-based program director if due process procedures are initiated related to intern behaviors, intern activities, or internship conditions.

II.

The University agrees and promises to:

A. Certify at the time of arrival of the intern:

1. Completion of pre-requisite coursework in scientific, applied and specialty areas, including formal assessment/diagnosis and intervention/treatment.

2. Completion of a formal introduction to ethical and professional standards.

B. Notify the Internship Supervisor of any change in the student's status prior to internship.

C. Provide an internship supervisor who shall maintain an ongoing relationship with the Primary Internship Supervisor and who shall provide at least one field-based contact during the semester with the intern.

D. On request of the Internship Agency, withdraw from employment any intern whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the Internship Agency. The University may reassign or withdraw an intern in placement after consultation with appropriate Internship Agency representatives if such alteration is in the best interest of the student, the Internship Agency, or the University. The University agrees to hold harmless the Internship Agency for any causes of action resulting from reassignment, withdrawal, or expulsion.

III.

The student agrees and promises to:

A. Review with the primary and secondary supervisor the conditions specified in the Memorandum of Agreement, course syllabus and employment contract. Both parties must have a clear understanding of intern duties, supervision, work hours, assigned office space, secretarial support, provision of materials, calendar of continuing education opportunities and staff meetings, etc.

B. Review the goals and objectives of the internship agency's training program with the internship director, primary supervisor, and secondary supervisor and jointly develop an internship plan that specifies activities and duties that are consistent with the program's goals and objectives.

C. Log hours in the Live Text Field Experience Module and Time2Track on at least a weekly basis.

1. Have the log available for review by the primary supervisors on a weekly basis.

2. Submit completed and signed logs to the University-based supervisor by the first of every month, at a minimum.

D. Seek formal, written evaluation from the primary and secondary supervisor each semester and ensure submission of the completed Evaluation of the Quality of Professional Service by both supervisors to the University-based supervisor by the end of the semester via Live Text Field Experience Module.

E. Notify the University-based supervisor in a timely manner of any major change of assignment(s), as well as problems or difficulties.

F. Attend regularly scheduled supervision and professional development sessions.

G. Maintain a portfolio documenting supervision, internship goals, internship plan, internship activities, professional development, and evaluations. Submit the portfolio at the end of each semester.

H. Clearly inform those receiving psychological services that they are under supervision and provide direct contact information of the supervising psychologist.

I. Follow all requirements outlined in the SFASU EPS 695 course syllabus.

IV.

It is mutually agreed that:

A. The purpose of field placement is to provide opportunities for teaching and learning activities that will enable the student to meet stated objectives.

B. The intern shall function within the policies of the Internship Agency.

C. The intern shall receive due process at the same level as other Psychological Services staff consistent with Agency policy and applicable law. If the student is either expelled from the University, reassigned from the internship, or withdrawn from the internship, such action will terminate all contractual obligations to the Internship Agency.

D. The University and the Internship Agency will not discriminate on the basis of race, color, creed, age, national origin, or sex (except as provided by law), nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

V.

This agreement shall remain in effect indefinitely, but is subject to review and revision at the request of either party by August the 10th of each year. Either party may terminate this agreement by notification of intent of termination given at least three months in advance of the desired date of termination.

Signatures:

School Psychology Program Director
Stephen F. Austin State University

Date

EPS 695 Course Instructor
Stephen F. Austin State University

Date

Primary Supervisor
Internship Agency

Date

Secondary Supervisor
Internship Agency

Date

Head of
Internship Agency

Date

Psychology Intern
Stephen F. Austin State University

Date

APPENDIX A

Intern Goals and Objectives

The goals of the internship program are to train the intern so that he/she will demonstrate competency in the following:

1. Areas of assessment/evaluation
2. Providing consultative services to others
3. Implementing a range of interventions
4. Conducting research and program evaluation
5. Understanding and behaving ethically and legally
6. Demonstrating professional and interpersonal conduct
7. Appropriately supervising others
8. Promoting their own professional development
9. Developing diversity awareness

Intern Objectives

Internship objectives are arranged into two levels. Level I objectives are primarily involved with assessment and management activities. Level II objectives are activities in the areas of consultation and intervention.

Interns are actively involved in developing and evaluating their own internships. With the help of site supervisors, interns negotiate a site specific plan that lists the kind and nature of the experiences they need to receive in order to meet specified objectives. The plan is negotiated when interns commence their internship and includes the basic objectives of the University, specific objectives of the site, and objectives of the intern based on personal interests. Work samples and a log of activities are maintained in a portfolio as part of the evaluation of interns.

Internship Objectives and Competencies (Level I)

1. Screening. Assist in screening students who possibly need more comprehensive assessment, using annual and continuous screening methods. Goal 1*

2. Assessment. Utilize instruments as necessary for a comprehensive assessment, (valid data base). Possible sources of data include objective instruments, systematic observation, interviews, record review, observation of overt-covert setting event and consequence, behavioral (social) deficiencies, and ecological observations including a data based assessment on the presenting problems. Goal 1, 5, 6

3. Reports and Plans of Action. Formulate psychological and psychoeducational conclusion and recommendation consistent with assessment results and state federal guidelines in report. Goal 3, 1, 4, 5

4. Diagnosis and Recommendations. Formulate psychological and psychoeducational intervention strategies consistent with assessment data for children and youth in need of special services. Goal 3, 4, 5, 6, 1

5. Communicate Assessment Results. Communicate assessment results and recommend intervention strategies to parents, school staff and others as appropriate, and meet with student support teams to communicate recommendations and formulate plans. Goal 2, 3, 4, 5, 6

6. Establish Goals. Establish and communicate to school personnel short- and long-range goals for psychological services, including a written statement of annual objectives and scope of services. Goal 3, 4, 5, 6

7. Keep Data. Demonstrate time management skills using data on activities, and a goal accomplishment measures whenever possible. Goal 4, 6

8. Ethics and Regulations. Provide services consistent with ethical practices, local procedures, state regulations, and federal laws. Goal 5, 6

9. Cultural Awareness. Recognize the importance of multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals. Goal 8, 1, 2, 3

** Underline signifies primary competency.*

Internship Objectives and Competencies (Level II)

1. Consultation Growth and Development of All Students. Provide psychological and psychoeducational consultation to parents, school and others to facilitate the growth and development of all students. Goal 2, 5, 6, 7 *

2. Community Agencies. Serve as a liaison between the school system and outside agencies to enhance services to students. Goal 2, 3, 5, 6

3. In-service. Assist in planning and conducting in-service training and/or educational programs for school staff and parents. Goal 1, 3, 5, 2, 6

4. Interventions. Develop intervention strategies for individual children and/or groups of children who do not qualify for special services but who have learning, behavioral, adaptive, and/or social deficits, or special needs (as with some gifted children). Goal 3, 2, 5, 4, 6

5. Monitor/Evaluate. Monitor and evaluate an intervention outcome using objective data on individual, group, and school intervention projects. Goal 4, 5, 3, 1

6. Classroom Management. Participate as a consultant to teachers on classroom management using one or more approaches to student discipline including management of individuals and groups. Goal 2, 3, 7, 5, 6

7. Classroom Organization. Participate as a consultant to teachers on classroom organizational structure, including such things as: physical setting, cooperative goal structuring, use of peers, tutoring, accommodating and motivating students and use of aides and volunteers. Goal 2, 3, 5, 4

8. Functional Life Skills. Develop in-class/school programs (through consultation and/or workshops or formal training) for effective social skills development including functional life skills, self-management, adaptive behaviors and/or vocational skills. Competencies 5, 2, 3, 7, 6

9. Parents. Participate in designing and operating parent training programs and follow-up consultation, behavioral and life functional skills. Goal 6, 7, 5, 4, 3

10. Instruction. Participate as a consultant and/or co-worker on the general improvement of instruction utilizing the systematic application of principles of learning to instruction. This might include consultations on teaching effectiveness, academic engagement time, direct instruction, study habits and cognitive and meta-cognitive strategies, especially as these aspects relate to the learning/teaching of basic skills. Goal 6, 7, 5, 2

11. Research. Participate in research which might include program evaluation or data collection in relation to intervention techniques which are based on current research. Goal 4, 3, 2, 7

* *Underline signifies primary competency.*

Professional Dispositions

Name: _____ Rater: _____

Please rate your Student on the questionnaire provided. Use the following scale:

1 = Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the student's suitability for this field of work should be evaluated.

2 = Below Standard. Performance is below average. A student whose performance consistently falls in this range requires improvement to function effectively in a professional environment.

3 = Standard. Most students will possess skills and judgment sufficient to meet professional demands in this area, and a large proportion will remain in this range. The performance of students in this range meets normal expectations.

4 = Above Standard. Performance and judgment of students in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

5 = Outstanding. Performance is recognizably and decidedly better than that of a large proportion of other students.

N = Not Observed. This rating should be used when the activity in question is not part of class or placement expectations or the rater has not had the opportunity to observe or rate the student on the item.

Acceptable performance on these professional work characteristics is an important component of our students' evaluation. Please review each item carefully.

1. Respect for Human Diversity

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Student is sensitive to racial issues. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student is sensitive to cultural issues. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student is sensitive to the needs of all learners. | 1 | 2 | 3 | 4 | 5 | N |
| d. Student is sensitive to people of all sexual orientations. | 1 | 2 | 3 | 4 | 5 | N |
| e. Student professionally encourages inclusion in school settings. | 1 | 2 | 3 | 4 | 5 | N |
| f. Student is aware of the challenges that diversity issues may pose in the schools | 1 | 2 | 3 | 4 | 5 | N |

2. Effective Communication Skills

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Student's written work is free of spelling errors. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student's written work is free of grammatical errors. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student's spoken language is free of grammatical errors. | 1 | 2 | 3 | 4 | 5 | N |
| d. Student can clearly express ideas in writing. | 1 | 2 | 3 | 4 | 5 | N |
| e. Student can clearly express ideas verbally. | 1 | 2 | 3 | 4 | 5 | N |
| f. Student can explain complex ideas in simple language. | 1 | 2 | 3 | 4 | 5 | N |
| g. Student expresses him/herself using professional language. | 1 | 2 | 3 | 4 | 5 | N |

3. Effective Interpersonal Relations

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Student demonstrates understanding of others' points of view. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student is empathetic of others. | 1 | 2 | 3 | 4 | 5 | N |

- c. Student is supportive of others. 1 2 3 4 5 N
- d. Student resolves conflict situations in a professional manner. 1 2 3 4 5 N
- e. Student approaches others for assistance when needed. 1 2 3 4 5 N

4. Ethical Responsibility

- a. Student demonstrated knowledge of ethical guidelines of the profession. 1 2 3 4 5 N
- b. Student can apply ethical guidelines to situations within practice. 1 2 3 4 5 N
- c. Student does not exceed areas of competence in professional practice. 1 2 3 4 5 N

5. Self-Awareness, Self-Evaluation, and Self-Reflection

- a. Student adapted to the academic demands of the program. 1 2 3 4 5 N
- b. Student is aware of the potential impact of personal values and beliefs on clients, peers, and faculty. 1 2 3 4 5 N
- c. Student independently identifies problem situations. 1 2 3 4 5 N
- d. Student engages in problem solving to address problem situations. 1 2 3 4 5 N
- e. Student has adapted to the emotional demands of the program. 1 2 3 4 5 N

6. Initiative and Dependability

- a. Student is organized. 1 2 3 4 5 N
- b. Student meets important deadlines. 1 2 3 4 5 N
- c. Student anticipates the needs of students/clients. 1 2 3 4 5 N

7. Openness to Processes of Training and Instruction

- a. Student welcomes performance feedback. 1 2 3 4 5 N
- b. Student receives feedback in a thoughtful and reflective manner. 1 2 3 4 5 N
- c. Student actively seeks to resolve issues raised by trainers. 1 2 3 4 5 N

The questions below should be completed only if applicable.

8. Resolution of Issues or Problems that Interfere with Professional Development

- a. Student responded professionally to negative feedback or reprimand. 1 2 3 4 5 N
- b. Student successfully completed a remediation plan. 1 2 3 4 5 N
- c. Student sought out assistance in dealing with a critical professional issue. 1 2 3 4 5 N
- d. Student entered and completed therapy to resolve issues or problems. 1 2 3 4 5 N

Do you have any comments about this student that you would like to add?

Area(s) of Strengths:

Area(s) of Refinement: