

Doctor of Philosophy Degree in
School Psychology
Department of Educational Psychology

*Doctoral
Internship
Handbook*

See the '*PhD in School Psychology Program Handbook*' for a description about how the specific content in the '*Doctoral Internship Handbook*' fits in with the overall orientation, content, requirements, expectations, policies, and procedures of the Doctor of Philosophy in School Psychology program.

v.2026.8.20

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Clinical Training Objectives

A major objective of the PhD in School Psychology program is to prepare students to work as psychologists in schools and other settings that serve the behavioral and psychological health needs of children, adolescents, and families. Another objective is to ensure that students meet training standards necessary for eligibility for licensure as psychologists and school psychologists. To assist with acquiring related competencies and experiences, the PhD in School Psychology program requires a series of clinical training experiences. These include (a) school-based practicum, (b) advanced practicum, (c) supervision practicum, and (d) the formal doctoral internship, which is typically completed in year 5 of the program. These experiences provide students with opportunities to acquire skills and competencies relevant to the practice of psychology across multiple settings and to integrate knowledge obtained in coursework with practical experience.

This handbook describes the doctoral internship guidelines, requirements, and procedures. The internship, as described in this handbook, was designed to align with the standards outlined by the National Association of School Psychologists (NASP) Professional Standards (<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>) and the American Psychological Association (APA) Standards of Accreditation for Health Service Psychologists (<https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf>). The internship experience is associated with the EDP 7942 course. All internship experiences include intensive supervision by supervisors who hold appropriate licensure.

Profession-Wide Competencies (PWC)

The doctoral internship experience should offer interns opportunities for professional development designed to prepare interns to be competent entry-level psychologists. To this end, *interns are expected to achieve competency in each of the APA Profession-Wide Competencies (PWC), demonstrating preparedness for independent practice and licensure by the end of the internship experience.* These competencies are:

PWC 1: Research – The intern:

- a. Demonstrates the substantially independent ability to critically evaluate research
- b. Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level

PWC 2: Ethical and Legal Standards – The intern:

- a. Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct
- b. Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists
- c. Demonstrates knowledge of and acts in accordance with all professional standards and guidelines
- d. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them
- e. Conducts self in an ethical manner in all professional activities

PWC 3: Individual and Cultural Diversity – The intern:

- a. Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself
- b. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity
- c. Integrates knowledge of individual and cultural differences in the conduct of professional roles
- d. Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship
- e. Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own

PWC 4: Professional Values, Attitudes, and Behaviors – The intern:

- a. Behaves in ways that reflect the values and attitudes of psychology
- b. Engages in self-reflection regarding personal and professional functioning
- c. Demonstrates openness and responsiveness to feedback and supervision
- d. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

PWC 5: Communication and Interpersonal Skills – The intern:

- a. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
- b. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated
- c. Demonstrates effective interpersonal skills
- d. Demonstrates the ability to manage difficult communication well

PWC 6: Assessment – The intern:

- a. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
- b. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)
- c. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process
- d. Selects and applies assessment methods that draw from the best available empirical literature
- e. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client
- f. Interprets assessment results to inform case conceptualization, classification, and recommendations
- g. Communicates findings in an accurate and effective manner sensitive to a range of audiences

PWC 7: Intervention – The intern:

- a. Establishes and maintains effective relationships with recipients of psychological services

- b. Develops evidence-based intervention plans
- c. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
- d. Demonstrates the ability to apply the relevant research literature to clinical decision making
- e. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking
- f. Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation

PWC 8: Supervision – The intern:

- a. Demonstrates knowledge of supervision models and practices
- b. Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals

PWC 9: Interprofessional and Interdisciplinary Consultation – The intern:

- a. Demonstrates knowledge and respect for the roles and perspectives of other professions
- b. Applies knowledge about consultation in direct or simulated (e.g., role played) consultation

Note: Interns' development of competency in each area is evaluated by mid-year and end-of-year internship evaluations (completed by internship supervisors), as described in other sections of this handbook.

General Internship Requirements

All PhD in School Psychology students must complete a one year full-time (or two year part-time) doctoral internship as a requirement for earning the doctoral degree. The internship is also required for meeting APA training standards and for licensure requirements for becoming a licensed psychologist. Internship is also an important outcome indicator for doctoral training. The internship experience should provide broad and general preparation for entry level independent practice and licensure, defined as:

- The ability to independently function in a broad range of clinical and professional activities;
- The ability to generalize skills and knowledge to new situations; and
- The ability to self-assess when to seek additional training, supervision, or consultation.

Organization of Internship Faculty/Supervisors

The internship is a joint responsibility of the PhD in School Psychology program, the intern, and the participating internship site/agency. Thus, the internship experience involves and is overseen by a variety of UTSA faculty, internship site/agency supervisors, training directors, and the doctoral intern (student). These include:

- **Doctoral Intern**, responsible for:
 - Working with the Internship Training Director to verify appropriateness/eligibility of internship sites

- Applying for doctoral internship and completing required contracts/memoranda of agreements
- Adhering to all policies of the internship site/agency and internship-related program requirements
- Maintaining regular communication with the UTSA Internship Course Instructor, UTSA Internship Training Director, and Internship Site/Agency Primary Supervisor
- **UTSA PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training**, responsible for:
 - Assisting the Internship Training Director with collecting and maintaining intern evaluation/outcome data
 - Creating internship outcome reports for accreditation purposes
 - Assisting the UTSA Internship Training Director – as needed – to address any issues associated with the internship experience
 - *At this time, Dr. Victor Villarreal serves as the program Graduate Advisor of Record/Director of Clinical Training*
- **UTSA Internship Training Director**, responsible for:
 - Working with interns to ensure that internship sites/agencies meet program and licensure requirements
 - Collecting intern evaluation data
 - Assisting the UTSA Internship Course instructor – as needed – to address any issues associated with the internship experience
 - *At this time, Dr. Jeremy Sullivan serves as the program Internship Training Director*
- **UTSA Internship Course Instructor**, responsible for:
 - Teaching sections of EDP 7942 (Doctoral Internship in School Psychology)
 - Guiding the intern through the internship course and internship experience
 - Assigning a grade for the internship course
 - Assisting interns – as needed – to address any issues associated with the internship experience
 - Communicating with the Internship Training Director, as needed, to address internship concerns
 - Maintaining communication with the Internship Site/Agency Primary Supervisor
- **Internship Site/Agency Training Director**, responsible for:
 - Overseeing the internship experience
 - *Note: May also serve as a primary/secondary supervisor at the internship site/agency*
- **Internship Site/Agency Primary Supervisor**, responsible for:
 - Overseeing all activities performed by the intern at the internship site/agency
 - Providing formal, individual supervision to the doctoral intern
 - Completing formal mid-year and end-of-year evaluations of intern performance and competency
 - Maintaining communication with the UTSA Internship Course Instructor
 - Reporting concerns about intern performance to the UTSA Internship Course Instructor

- **Internship Site/Agency Secondary Supervisor(s)**, responsible for:
 - Providing additional supervision to the intern (as needed)

Eligibility for Internship

Students are eligible to apply for internship near the end of the formal training period, once all other required courses (to date) and practicum experiences are completed. Students must also have: (a) passed all three components of their Comprehensive Qualifying Examination (see the 'Student Progress/Evaluation, Qualifying Examination & Admission to Candidacy Handbook' for more information), (b) been admitted to doctoral candidacy, and (c) successfully completed the dissertation proposal before they can apply for internship. Finally, students must have met the program residency requirement (i.e., completed at least 3 years of full-time coursework in-person at UTSA; see the 'PhD in School Psychology Program Handbook' for more detail).

Verification for eligibility for internship will be completed by the PhD in School Psychology Internship Training Director. See Appendix A for the Internship Eligibility Verification Form, which students must submit to be considered for eligibility for internship.

Internship Timeline

During the spring semester of the year prior to applying for internship, student must notify the Internship Training Director and the Graduate Advisor of Record/Director of Clinical Training of their intent to seek an internship. *(E.g., If a student plans to apply for internship in Fall 2027 [to start internship in Fall 2028], they should submit internship eligibility materials [including the Internship Eligibility Verification Form] during the Spring 2027 semester.)*

Prior to submitting applications to internship sites/agencies, students must submit the names of programs to which they are applying to their Dissertation Chair, the Internship Training Director, and the Graduate Advisor of Record/Director of Clinical Training. This requirement allows faculty to evaluate whether internship sites selected for application meet program requirements (as described in the 'Internship Settings' section of this handbook).

Dissertation Requirements

As previously noted, students must have successfully completed the dissertation proposal before they can apply for internship. See the 'Dissertation Handbook' for further details about the dissertation process.

Students are strongly encouraged to complete their entire dissertation prior to beginning internship. Thus, they spend their third year preparing for the dissertation and their fourth year completing their dissertation research/data collection, finalizing results and discussion chapters, and defending their final dissertation. Students who complete their dissertation during their fourth year can use their fifth year to focus exclusively on their doctoral internship and on applying for post-doctoral positions.

If students will not complete the dissertation before leaving for internship, they must submit to their Dissertation Chair and the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training a plan and timeline for completion of the dissertation. In these cases, students' plans must include:

- a) A clear plan for collecting dissertation data before internship
- b) A clear plan for completing data analysis and discussion sections during the first months of the internship year
- c) A specific timeline for submitting the complete dissertation to the Dissertation Committee, which must be done by the end of the fall semester of internship
- d) A specific timeline for defending the dissertation, which must be done by the spring break period of the spring semester of internship

This plan is necessary to ensure that students are ready to graduate by the time they have completed the doctoral internship.

Additionally, students that do not complete the dissertation prior to starting internship must be continually enrolled for at least 1 credit hours of Doctoral Dissertation (via EDP 7991) every semester until they complete all dissertation requirements. Thus, students that do not complete the dissertation prior to starting internship will be enrolled in both Doctoral Dissertation credit hours (via EDP 7991) and in Doctoral Internship (EDP 7942) during the internship year.

Internship Course and Credit Hours

While on internship, students must be registered for EDP 7942 (Doctoral Internship in School Psychology) for at least 6 credit hours across the year-long internship experience. These credit hours must be completed across three consecutive semesters (fall, spring, and summer).

Note: Students are required to register for EDP 7942 for additional semesters if students are completing internship on a part-time basis (i.e., over the course of two years). The internship course is offered via distance education, so students do not have to be in-person at UTSA during the internship year(s).

Internship Settings

The internship is distinct from other coursework. It must occur outside of the UTSA classroom setting and involves the intern's direct delivery of supervised psychological services. The program's policy on internships is based on the premise that school psychology practice is defined in terms of skills, functions, population, and orientation, rather than setting. Thus, while the PhD in School Psychology program primarily prepares students in school psychology and it is expected that most students will complete their doctoral internship in K-12 school settings, students may complete internship in a variety of settings, including:

- Community mental health center;
- Consortium;
- Hospital/medical center;
- Independent/Private Practice;
- Psychiatric facility;
- School district of system;
- University counseling center; or
- Another setting approved by the PhD in School Psychology Internship Training Director

Regardless of setting, the approval of internship sites is dependent on the internship experience meeting the following general standards that are aligned with the program aims:

1. The internship must provide supervised experience in the assessment, intervention, prevention, consultation, and/or supervision of the treatment of disorders of behavior, learning, and development of individuals from infancy through 21 years of age; and
2. The internship experience shall occur in a setting appropriate to the training objectives of the program, and the intern's training goals, prior work experiences, coursework, and practicum experiences.

See Appendix M for a list of sites in which PhD in School Psychology students have completed internship over the past several years.

Note: Students who do not accumulate at least 600 hours of documented school-based practicum experience (comparable to a one-half specialist-level internship) prior to their internship will NOT be approved to apply for a doctoral internship in a non-school setting.

Types of Internships – Accreditation

Accredited Internships: 'Accredited Internships' include internship programs that are APA-accredited.

Students are strongly encouraged to apply for and complete an accredited internship. Students that complete an APA-accredited internship have a more streamlined application process regarding the Licensed Psychologist credential, as training in accredited internships is designed to meet the criteria for licensure in most states. Accredited internships typically align with the APA standards/requirements that have been adopted by many state-level psychology licensing boards, including the Texas State Board of Examiners of Psychologists (TSBEP). APA-accredited internships are one calendar year (12 months) in duration. Students applying to accredited internship generally do so through the Association of Psychology Postdoctoral and Internship Centers (APPIC) 'match' process (<https://www.appic.org/Internships/Match/About-The-APPIC-Match>), as described further in the next section. Students participating in the APPIC internship match process must accept a site if matched. If a student does not match, they can enter Phase II of the match process to find an internship position.

Note: Not all APA-accredited internships are registered with APPIC, and not all APPIC-approved internships are APA-accredited. A list of APA-accredited internships is available at: <https://www.apa.org/education-career/grad/internship>

Unaccredited Internships: 'Unaccredited Internships' include internship programs that are not APA-accredited. Students may complete unaccredited internships as long as they meet specific internship licensure requirements. This requires a review/confirmation of the following information about an unaccredited internship site:

- The nature and appropriateness of the training activities;
- Frequency and quality of supervision;
- Credentials of supervisors;
- How the internship evaluates student performance;
- How interns demonstrate competency at the appropriate level; and
- Documentation of the evaluation of its students in the student files.

Although accredited internships are strongly encouraged, students may complete an unaccredited internship as long as it meets licensure requirements for the internship experience and meets professional standards. To assist with this, students are required to complete the Unaccredited Internship Verification Form (Appendix B) to ensure that any unaccredited internship program in which they are interested meets APA standards for internship, as well as Texas licensure requirements for the Licensed Psychologist credential. *The Unaccredited Internship Verification Form is based on APA, NASP, and Council of Directors of School Psychology Programs (CDSPP) requirements for internship.* The PhD in School Psychology Internship Training Director will review the completed form to ensure the appropriateness of unaccredited internship sites/agencies.

APPIC Information

Students are strongly encouraged to seek an accredited internship via the APPIC match process. APPIC serves as the primary internship match organization for doctoral-level health service psychology training and the primary way in which students apply for accredited internships. The APPIC internship directory (<https://membership.appic.org/directory/search>) is updated each year to include internship sites that are accepting internship applications. Note: The APPIC application is composed of: (a) graduate transcripts, (b) reference forms from professional mentors, (c) CV, (d) application essays, (e) cover letter, (f) de-identified assessment report and treatment summary, and (g) documentation of practicum experience. Additional 'Applicant' information is available at: <https://www.appic.org/Internships/Internship-Application-AAPI-Portals/AAPI-For-Applicants>

APPIC has provided a useful timeline (available at <https://www.appic.org/Internships/Internship-Application-AAPI-Portals/AAPI-For-Applicants/AAPI-Step-by-Step>) regarding the APPIC application process. This timeline highlights (a) important dates and (b) the types of materials needed for the application. The program director will review this information in detail with students as part of an annual internship planning and application meeting, but the following is important information:

- Applicants have until October 1st (of the application year) to accrue and report practicum hours. Any practicum hours accrued after October 1st are categorized as 'anticipated hours.'
- Applications deadlines vary by site, but deadlines are typically in November/December.
- Applicants submit their rank order of sites in February, after all interviews have been completed.
- Results of Phase I of the match are released in February. Results of Phase 2 of the match are released in March.

See Appendix L of this document for a checklist of program-specific requirements and due dates for various activities/tasks associated with the APPIC internship match process.

APPIC Practicum Experiences Documentation

As part of the APPIC match application process, students must upload information pertaining to the clinical experiences they have completed, including practicum hours. Related information includes previous clinical experiences (if relevant), types of clinical services provided (including specific psychological assessments tests/tools used), demographic information from clients served, and number of practicum hours completed. Practicum hours are categorized as either:

(a) direct assessment activities, (b) direct intervention activities, (c) support activities, and (d) supervision received.

See the 'Practicum Handbook' for additional information regarding documentation of information (i.e., practicum activities and clients served) needed to complete the APPIC application.

APPIC and Time2Track

To streamline the APPIC application process, the program strongly encourages students to use the Time2Track platform (<https://time2track.com/>). Time2Track directly integrates with the APPIC application portal, which assists students with appropriately formatting and reporting clinical experiences, client demographics, and practicum hours. Time2Track is also integrated into the APPIC application process. Additional information is available at:

- <https://time2track.com/solutions/students/>
- <https://www.appic.org/Internships/Internship-Application-AAPI-Portals/AAPI-For-Applicants>
- https://help.liaisonedu.com/Time2Track/Trainees/Trainees_with_Group_Accounts/AAPI_Psychology_Training_Experiences/01_Quick_Start_Guide

The PhD in School Psychology program is unable to pay for students' use of the Time2Track program, but individual pricing is reasonable. At this time, the cost students for Time2Track is \$6/month (for up-to-date pricing visit <https://time2track.com/pricing/individual>).

APPIC and Geographic Location

It is important to note that the APPIC match process is a **nationwide** process. Internship programs from across the United States participate in the APPIC Match, and due to the competitive nature of the match process, students generally apply to many sites across a variety of geographic regions. Recent match statistics indicate that students apply to, on average, to over 15 sites (see <https://www.appic.org/Internships/Match/Match-Statistics/Match-Statistics-2026-Phase-I>).

Consequently, students restrict their internship options – and likelihood to match via the APPIC process – if they limit their internship search to specific geographic regions. For example, for the 2027 match cycle, Bexar County had a total of only six APPIC internship sites, and only two sites which accepted school psychology students (see <https://membership.appic.org/directory/search> for a regularly updated list of internship sites participating in the APPIC match process).

If applicants only apply to the two Bexar County APPIC internship sites that accept school psychology students, it is unlikely that students will match. Thus, **students are strongly encouraged to understand that geographic flexibility is critical for success in the APPIC match. As restricting preferred locations significantly increases the risk of not matching, students should be fully prepared to relocate for their internship.**

Half-Time and Two-Year Internships

Internship may be completed on a full-time basis (i.e., consecutive 12-month period) or half-time basis (i.e., consecutive 24-month period). If students complete internship on a half-time basis, they will be required to register for additional credit hours of EDP 7942 for each semester during which they are completing internship. That said, students will only receive 6 credits hours of internship towards their program of study, even if they complete additional internship credit hours.

Internship sites/agencies that accept half-time students, and students that accept half-time internships, need to ensure that the overall internship experience is appropriate in terms of breadth, depth, and focus, whether or not the student plans to be at the same internship site/agency for both half-time years.

Approval and Acceptance of Internship Placements

For students participating in the APPIC match process, the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training will receive results from the match process directly from APPIC.

For students applying to internship programs outside of the APPIC match process, students must inform the Internship Training Director of all internship interviews and offers in writing (email is sufficient). The Internship Training Director must approve all internship placements in writing (email is sufficient) prior to a student committing to an internship placement verbally or in writing.

If, after approval by the Internship Training Director, a student makes a written commitment to an internship site/agency, they are ethically obligated to follow through and complete the internship at that site. This includes students participating in the APPIC match process, and it applies even if a more attractive alternative becomes available later. Only in rare cases with extenuating circumstances will the Internship Training Director approve a student changing sites after a written commitment to an internship site/agency. Commitments of internship placements will be confirmed via completion of the Internship Memorandum of Agreement, as well as any relevant contracts from the internship site/agency and between UTSA and the internship site/agency.

Internship Memorandum of Agreement

Each internship site/agency and each intern will complete the PhD in School Psychology – Doctoral Internship Memorandum of Agreement (MOA; see Appendix C). The MOA outlines the general requirements and responsibilities – as detailed in this handbook – of the internship site/agency, primary internship supervisor, intern (student), and the university. The MOA must be completed before students can begin the internship experience.

General Supervision Requirements

The internship experience must be supervised by a doctoral-level Licensed Psychologist who is involved in an ongoing supervisory relationship with the intern for the duration of the internship experience and has primary professional clinical responsibility for cases on which they provide supervision at the internship site/agency. Doctoral interns must receive 2 hours of individual supervision per week for the duration of the internship experience. The primary internship supervisor must not be responsible for more than two interns at any given time.

Interns must receive an additional 2 hours of supervision per week (for a total of at least 4 hours of supervision per week). These additional 2 hours of supervision can be in a group or individual format and must be provided by appropriately licensed healthcare providers. Additionally, the internship site must have a minimum of two full-time equivalent interns at the internship level of training during the internship experience. This facilitates training and supervision, as well as

alignment with APA training standards and Licensed Psychologist licensure requirements as required by the Texas State Board of Examiners of Psychologists.

The primary internship supervisor must be present at the internship site/agency at least 20 hours per week. In addition, the internship site must have two or more full-time licensed psychologists on staff as supervisors. Regarding supervision format, the majority of supervision must be conducted in a formal in-person, face-to-face format. *Telesupervision* (i.e., supervision through synchronous audio and video format when the intern and supervisor are not in the same physical location) may not account for more than 1 hour (50%) of the minimum required 2 hours of individual supervision, and not more than 2 hours (50%) of the minimum required 4 total weekly hours of supervision.

The UTSA Internship Course Instructor maintains an on-going relationship with the internship site/agency supervisors, with at least two scheduled contacts during the internship year, including a mid-year review of the internship experience and site. The UTSA Internship Course Instructor must not be responsible for more than 12 doctoral interns at any given time.

Internship Hours and Jurisdiction Considerations

Students must complete a minimum of 1,750 hours of supervised experience via the formal doctoral internship experience. The internship requires dedication and complete attention as expected of full-time work in the field. As such, students are ineligible to hold a graduate assistantship position at UTSA while on internship as this would conflict with the full-time status of the internship.

Note: The 1,750 hours requirement satisfies the minimum internship hours requirement for the Licensed Psychologist credential in Texas. However, other states require a higher number of hours (e.g., Arkansas, Florida, Georgia, and Michigan – among others – require 2,000 internship hours).

- The Association of State and Provincial Psychology Boards (ASPPB) has provided an unofficial summary of licensure requirements (available at <https://asppbcentre.org/spotlight/supervised-experience/>).

If students are considering applying for licensure in other states, they are strongly encouraged to confirm internship hours requirements for each state/jurisdiction and to ensure that they accrue the required number of hours during their internship experience. This information should be verified directly via each jurisdiction's official licensing agency.

Students that do not attain the required supervision hours and/or that do not accrue the minimum number of total required internship hours will not 'pass' the internship course/experience and will be required to complete an additional internship.

Internship Activities

The internship must be completed in not more than two placements, and in not more than 24 consecutive months. All supervised experience for the internship must be received from a doctoral-level Licensed Psychologist. The internship must include a minimum of two hours per week of regularly scheduled, formal face-to-face individual supervision. There must also be at least two additional hours of supervision per week (i.e., additional individual supervision or

group supervision), as well as an additional two hours per week (on average) in learning activities such as: case conferences involving a case in which the intern was actively involved; seminars dealing with psychology issues; co-therapy with a staff person including discussion; additional group supervision; and/or additional individual supervision.

At least 50% of the internship hours – besides supervision and/or or other learning activities – must be in service-related activities, defined as:

- treatment or intervention
- assessment
- interviews
- report-writing
- case presentations
- consultations

Additionally, at least 25% of internship hours must be spent providing direct (i.e., face-to-face) psychological services to clients, patients, or consultees.

Internship Hours Logs

Interns must maintain an internship hours log that succinctly and accurately describes all activities they perform throughout their internships. At least every other week, the intern will sign and date the updated log and submit it to their primary internship supervisor for review and signature, which indicates that the logs are accurate and that the intern is accruing the minimum number of hours required for the internship experience.

Students are strongly encouraged to maintain the same degree of detail in their internship hours logs as they maintained for the practicum experience logs. See the 'Practicum Handbook' for further guidance regarding logs.

Interns are also required to submit their internship log upon request to the UTSA Internship Training Director, UTSA Internship Course Instructor, and PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training. Minimally, the internship hours logs must be submitted to the Internship Course Instructor and Internship Training Director on a biweekly basis. Students that do not submit up-to-date and accurate logs that have been verified by their internship supervisor will not 'pass' the internship course/experience.

Internship Supervision Logs

Throughout internship, interns will also document – and maintain record of – all of the supervision they receive. This includes information about the dates, times, and length/duration of supervision sessions, as well as the focus of supervision. See Appendix D for the PhD in School Psychology Internship Supervision Logs, which students may use for this purpose. *To pass the internship course and meet licensure requirements, interns must meet – and document attainment of – all supervision hours requirements.*

Communication with the Internship Program

The PhD in School Psychology program maintains communication with the internship site/agency throughout the internship year. To ensure this communication, the PhD in School Psychology program has developed the following practices/procedures:

- a. All doctoral interns (students) are informed that communication between the PhD in School Psychology program (by both the UTSA Internship Course Instructor and/or the UTSA Internship Training Director) and the primary internship supervisor will occur throughout the year.
- b. During the internship year, the UTSA Internship Course Instructor and/or the UTSA Internship Training Director will communicate with the primary internship supervisor at least twice. This communication will occur in conjunction with the two required formal evaluations of the doctoral intern by the internship supervisor (i.e., formal mid-year and end-of-year evaluations). The UTSA Internship Course Instructor and/or the UTSA Internship Training Director will arrange a meeting (either in-person, if feasible, or at distance [e.g., virtual video/audio meeting]) to discuss the intern's performance and progress.
- c. Additionally, at around the midpoint of the internship year, the UTSA Internship Course Instructor and/or UTSA Internship Training Director will visit with the primary internship site supervisor to complete a Mid-Year Evaluation (Appendix K). The purpose of this evaluation is to ensure the quality of the internship site and to review: the site's operation, the services it provides, the population(s) it serves, where the on-site internship supervisor(s) fit into the site system, the nature of training experiences for interns, and the nature of the supervision that interns receive.
 - Note: This evaluation can be completed in conjunction with the mid-year meeting to discuss the intern's performance (see [b] above).
- d. If problems emerge during the internship year (e.g., an intern fails to make expected progress, or breaches of ethical/professional conduct are revealed), the internship program supervisor and UTSA Internship Training Director will communicate and document the concerns and the planned action(s)/remediation activities to be taken to address those concerns.
 - Progress toward the required remediation activities must be documented by the intern, and related information will be communicated to the internship program supervisor and to the UTSA Internship Training Director.
- e. At the end of the internship experience, the UTSA Internship Course Instructor and/or the UTSA Internship Training Director will communicate with the internship program supervisor to ensure that all internship requirements have been met and that the internship program will certify completion of the internship.

Internship Calendar

Interns will follow the calendar of the internship site/agency, not the UTSA academic calendar, regarding start and end dates, holidays, etc. In general, internships tend to have a start date of July 1st and end date of June 30th of each year. However, start and end dates may vary by site.

Furthermore, interns are expected to be at the internship site for all hours expected by the site. Following the UTSA academic calendar or being on-site for fewer than the expected number of hours will result in an intern not obtaining sufficient clinical and supervision hours by the end of the internship experience. In these cases, the internship will not be certified as 'complete' and students will be required to complete an additional internship.

Internship Hours and the School Psychologist Credential/License

For doctoral students who plan to pursue certification as a Nationally Certified School Psychologist (NCSP) and/or licensure as a Licensed School Psychologist (LSP) in Texas (or the equivalent credential in other states), student must complete a school-based internship or an 'equivalent experience' of at least 600 hours (comparable to one-half of a specialist-level internship). The program recognizes several options for doing so:

1. Students may complete a 1,750 hour full-time internship at the doctoral level, of which at least 600 hours are in a school setting; **OR**
2. Students who have completed a specialist-level internship as part of a previous program (e.g., MA in School Psychology) will be credited with completing this requirement; **OR**
3. Students may complete 600 hours of experience in a school setting via the intensive school-based practicum courses (i.e., two consecutive semesters of EDP 6833).
 - EDP 6833 is considered an 'intensive' practicum experience because students complete at least 20 hours per week (equivalent to approximately three days on site per week) fully immersed in a school setting under the supervision of a school-based licensed supervisor.
 - This experience is equivalent in intensity to the number of hours of a part-time specialist-level internship in school psychology (i.e., 600 hours).

Note: Students who do not accumulate at least 600 hours of documented school-based practicum experience (comparable to a one-half specialist-level internship) prior to their internship will NOT be approved to apply for a doctoral internship in a non-school setting.

Intern Titles

Interns must use a title or designation that clearly indicates their status as an intern (e.g., 'psychology intern,' 'doctoral intern'). This title or designation should be used in all public materials referencing the intern/internship position, and interns must clearly portray themselves as interns at their internship site/agency and in ways that do not misrepresent their level of training.

Fitness to Practice Process

If an internship site/agency believes that an intern's behavior is problematic or that an intern is having difficulty consistently demonstrating expected level of competence, the internship site/agency has a responsibility and right to address related issues with the intern to attempt to resolve the problem. In such cases, the internship site/agency has the right to implement any established internship site/agency review and remediation processes.

If the internship site/agency shares concerns about the intern with the UTSA Internship Course Instructor, UTSA Internship Training Director, or PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training, members of the UTSA PhD in School Psychology Graduate Program Committee will initiate the Fitness to Practice process with the intern. Outcomes of the Fitness to Practice process may include implementation of a remediation plan, suspension and/or termination from the internship site/agency, and suspension and/or termination from the UTSA PhD in School Psychology program. See the 'PhD in School Psychology Handbook' for further detail about the Fitness to Practice policy and process

Student Protections and Grievance Procedures

During the internship experience, students may experience conflicts with staff, faculty, or supervisors associated with the internship site/agency. Some conflicts may be misunderstandings that can be resolved through discussion or through basic remediation. However, on occasion an unresolved conflict may constitute a grievance or complaint and associated due process. To address student complaints/grievances, the PhD in School Psychology program has implemented a grievance policy. See the 'PhD in School Psychology Handbook' for further detail about student protections and about the program-specific grievance procedures and related UTSA grievance process.

Malpractice Insurance

Students must obtain and maintain student malpractice insurance for the duration of the doctoral internship experience. Malpractice insurance must be obtained prior to the first day that interns start internship activities. Many interns apply for student-level malpractice insurance with APA Insurance Trust (<https://www.americanprofessional.com/covered-professions/students/>) or via other professional organizations.

Internship Evaluation and Feedback

Interns will be evaluated in profession-wide competencies by their primary internship supervisor. Related outcome data will be collected via evaluation of the intern at least twice per year (i.e., via mid-point [December/January] and end-of-year [May/June] evaluations completed by the intern's primary supervisor). Internship sites/agencies must also provide written feedback – regarding related outcome data – to interns at the mid-point and end-of-year evaluations.

Evaluations of intern competence must be based, in part, on direct observation. Direct observation includes: in-person observation (e.g., in room or one-way mirror observation of client contact), live synchronous audio-video streaming, and/or review of audio or video recording in which the intern provided psychological services.

If the internship site/agency is accredited by APA, the internship site/agency may use its own evaluation forms as long as the forms address all profession-wide competencies and elements as delineated by the APA SoA and Commission on Accreditation. See Appendix E for the Intern Evaluation of Competencies Form that internship sites/agencies may use if they prefer or that they must use if they are not already using an evaluation form that addresses all profession-wide competencies. Intern evaluation results must evidence satisfactory progress and performance in the internship setting.

Program/Supervisor Evaluation (by Interns)

Near the end of the internship experience, interns will complete an evaluation of their internship experience, internship program/site, and primary internship supervisor (Appendix F).

Awarding The Doctoral Degree Prior To Completion Of Internship

Programs in health service psychology that certify the completion of all requirements for the doctoral degree before completion of an internship violate accreditation guidelines. Thus, all PhD in School Psychology program requirements at UTSA, including the internship, must be

satisfactorily completed prior to awarding the doctoral degree. Due to this requirement, because students typically complete a 12-month internship, students will likely finish internship during the summer semester and be awarded their degrees in the summer (note: degrees awarded in the summer will state a graduation date of August).

Additionally, doctoral students may participate in commencement ceremonies only after completing all requirements for graduation, including the internship. Thus, students completing their internship during the summer semester term are eligible to participate in the following December commencement ceremony, as there is no commencement ceremony in the summer.

Official university certification (e.g., transcript, diploma) of the student's having completed the degree requirements for PhD in School Psychology will not precede the actual completion of all program requirements, including internship. Furthermore, if students have not completed their dissertation by the time they finish the doctoral internship, their graduation will be further delayed.

Internship Licensure Requirements by State/Jurisdiction

This handbook summarizes general APA internship requirements, as well as internship requirements for relevant licensure in Texas (see the following sections). As previously noted, students that wish to pursue credentials/licensure in other states should check with the intended state's/jurisdiction's (a) department of education and/or (b) psychological licensing boards to determine supervision and other licensure/certification requirements.

Internship Licensure Requirements – Texas BHEC

There are three licenses relevant for the practice of School Psychology/Health Services Psychology in Texas. These include:

- Licensed Psychological Associate (LPA), TAC Rule §463.8
- Licensed School Psychologist (LSP), TAC Rule §463.9
- Licensed Psychologist (LP), TAC Rule §463.10

For each license, the Texas State Board of Examiners of Psychologists (TSBEP), under the purview of the Texas Behavioral Health Executive Council (BHEC), has established formal licensing requirements (see TSBEP 'Rules and Statutes' [<https://bhec.texas.gov/wp-content/uploads/2026/06/PSY-Rulebook-2026-March.pdf>]). These licensing requirements include specific requirements for the internship experience.

- See Appendix G for a summary of the requirements for the internship experience for the LP (*for internships completed not in a school setting*).
- See Appendix H for a summary of the requirements for the internship experience for the LP (*for internships completed in a school setting*).
- See Appendix I for a summary of the requirements for the internship experience for the LSSP.

Internship Requirements – Nationally Certified School Psychologist

In addition to state-level licensure, students may be eligible for the NASP Nationally Certified School Psychologist (NCSP) credential. See Appendix J for a summary of the requirements for the internship experience for the NCSP credential.

Appendix A. Internship Eligibility Verification Form

Student Name: _____

Student Advisor: _____

Internship Training Director: _____

Current Semester: _____

Anticipated Semester to Begin Internship: _____

Submit the following documents – as a single PDF attachment – to verify internship eligibility:

- ☐ Up-to-date 'Program of Study' that shows successful completion of all program coursework to date (including anticipated completion semester for any courses not completed to date)
 - The updated 'Program of Study' form also serves as verification that you have met the program residency requirement (i.e., completed at least 3 years of coursework in-person at UTSA)
- ☐ End-of-Year 'School-Based Practicum Evaluation Form' (completed by the practicum site supervisor) that shows that you have accrued the required number of related practicum hours
- ☐ End-of-Year 'Advanced Practicum Evaluation Form' (completed by the practicum site supervisor) that shows that you have accrued the required number of related practicum hours
- ☐ Completed 'Admission to Candidacy' form that shows that you have completed all portions of the Comprehensive Qualifying Examination Process
- ☐ Completed 'Doctoral Dissertation Proposal' form that shows that you have successfully completed the dissertation proposal

This application form, and the associated documents/attachment, have been reviewed by the student, student's advisor, Internship Training Director, the program Graduate Advisor of Record/Director of Clinical Training and demonstrate that the student is eligible to apply for internship.

Student Signature

Date

Advisor Signature

Date

Internship Training Director

Date

Graduate Advisor of Record

Date

Appendix B. Unaccredited Internship Verification Form

Intern Name: _____

Internship Site Name and Type

Internship Site Name: _____

Internship Site Type (check all that apply):

- ☐ Community mental health center;
- ☐ Consortium;
- ☐ Hospital/medical center;
- ☐ Independent/Private Practice;
- ☐ Psychiatric facility;
- ☐ School district of system;
- ☐ University counseling center;
- ☐ Other (enter site type): _____

Age/Grade-range served (check all that apply):

- ☐ Birth-Age 5
- ☐ Age 5 – 11 (Grades K-5)
- ☐ Age 12 – 18 (Grades 6-12)
- ☐ Age 18+

Primary Internship Supervisor Credentials/Licensure

Supervisor Name: _____

Position/Title: _____

Telephone Number: _____

Email Address: _____

Educational background (check all that apply):

- ☐ Master's/Specialist
- ☐ PhD
- ☐ PsyD
- ☐ Other (enter): _____

School Psychologist Certification/Licensure (select one):

- ☐ Do not hold licensure/certification in school psychology
- ☐ Hold licensure/certification in school psychology, with fewer than 3 years of certification/licensure
- ☐ Hold licensure/certification in school psychology, with 3 or more years of certification/licensure

State(s) in which you hold licensure/certification in school psychology (enter all): _____

School Psychology License Number(s) (enter all): _____

Psychology Licensure (select one):

- ☐ Hold doctoral-level psychology licensure (i.e., Licensed Psychologist)
- ☐ Do not hold doctoral-level psychology licensure

State(s) in which you are licensed as a psychologist (enter all): _____

Licensed Psychologist License Number(s) (enter all): _____

Do you, as the primary internship supervisor, have prior experience supervising psychology trainees (e.g., practicum students or interns)? Please describe:

Will the intern receive on- or off-site supervision from psychologists and/or behavioral health providers other than you, the primary supervisor? Circle one: YES NO

If YES, please describe: _____

Training Activities

Please indicate the training activities an intern will engage in under your supervision (select all that apply):

- ☐ Assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs
- ☐ Consultation, collaboration, and communication to promote effective service delivery
- ☐ Developing, implementing, and evaluating direct and indirect services that support cognitive and academic skills
- ☐ Developing, implementing, and evaluating direct and indirect services that promote social, emotional, and behavioral health and well-being
- ☐ Practices to promote learning including preventative and responsive services
- ☐ Practices that support prevention and evidence-based strategies for effective crisis response
- ☐ Family-agency collaboration
- ☐ Supervision of other trainees (e.g., practicum students)

Describe any other site-specific training activities that interns gain competency in:

Ongoing Evaluation of Intern Performance

Do you, as the primary internship supervisor, agree to provide ongoing and written feedback that includes the following (*note: the UTSA-based Internship Course Instructor can assist with any of the items below, but the internship supervisor must inform the Internship Course Instructor of any concerns in a timely manner*):

- Timely written notification of all problems that have been noted and the opportunity to discuss them? (select one): YES NO
- Guidance on steps to remediate problems (select one): YES NO

- Substantive written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern (select one): YES NO
- Documentation that the intern evaluation was reviewed and discussed by the intern and supervisor? (select one): YES NO

Internship Experience Expectations

There are several internship guidelines that we strive to meet for all internship sites in order to ensure that the internship experience aligns with accreditation and licensure requirements.

Please read each internship characteristic below and indicate if your internship site would meet the characteristic.

1. A doctoral internship is an organized training program that is designed to provide the intern with a planned, programmed sequence of training experiences. The internship consists of a range of activities including assessment, evidence-based intervention, consultation, supervision, and research designed to meet the psychological, educational, and health needs of clients. Interns should have experience with direct intervention for client problems, and should have experiences dealing with cultural and individual diversity. *Does your internship site/agency meet this characteristic?*
 - ☐ Yes
 - ☐ No
 - ☐ Unsure
2. The intern, whether full-time or part-time, spends at least 50% of their time in providing service-related activities, which translates to a minimum of 875 hours out of 1,750 doctoral internship hours. Service-related activities include: treatment or intervention, assessment, interviews, report-writing, case presentations, and/or consultations. *Does your internship site/agency meet this characteristic?*
 - ☐ Yes
 - ☐ No
 - ☐ Unsure
3. The intern, whether full-time or part-time, spends at least 25% of their time specifically in providing direct (i.e., face-to-face) psychological services to clients, patients or consultees, which translates to a minimum of 438 hours out of 1,750 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training. *Does your internship site/agency meet this characteristic?*
 - ☐ Yes
 - ☐ No
 - ☐ Unsure
4. The internship site/agency provides a dated written statement, brochure, or website that describes the goals and content of the doctoral internship program, states clear expectations for the quality of trainees' work, training, and supervision, and is made available in advance to prospective interns. The internship agency, preparing institution (i.e., University), and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of

experiences offered in the agency and for the quantity and quality of the work. Each intern is given a written statement that includes salary, benefits, reimbursable travel, holidays, and other relevant data. *Does your internship site/agency meet this characteristic?*

- ☐ Yes
- ☐ No
- ☐ Unsure

5. Interns receive a formal, written evaluation minimally at the end of each university semester course grading period. (Note: UTSA will be responsible for disseminating mid- and end-of-year evaluations to the internship supervisor; the internship supervisor will be responsible for timely and honest completion of the evaluations.) *Does your internship site/agency meet this characteristic?*

- ☐ Yes
- ☐ No
- ☐ Unsure

6. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated related to intern behaviors, intern activities, or internship conditions, the university-based Internship Course Instructor and/or Internship Training Director is notified by the supervisor at the internship site. *Does your internship site/agency meet this characteristic?*

- ☐ Yes
- ☐ No
- ☐ Unsure

7. Full-time internships are completed in no less than 10 months and no more than 12 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,750 total hours, including activities described above (see #2 and #3). *Does your internship site/agency meet this characteristic?*

- ☐ Yes
- ☐ No
- ☐ Unsure

8. The internship site/agency is willing to, with the intern's university training program, jointly issue to the intern written documentation (e.g., a certification, letter, or "Certificate of Completion") reflecting successful completion of the doctoral internship. *Does your internship site/agency meet this characteristic?*

- ☐ Yes
- ☐ No
- ☐ Unsure

9. Reports and documents prepared by the intern for consumers, other site/agency personnel, or other relevant publics are co-signed by you, the certified licensed psychologist supervisor for the intern. *Does your internship site/agency meet this characteristic?*

- ☐ Yes
- ☐ No
- ☐ Unsure

10. The intern will have a title such as “intern,” “psychology intern,” “doctoral intern,” or other designation of trainee status. *Does your internship site/agency meet this characteristic?*
- ☐ Yes
 - ☐ No
 - ☐ Unsure
11. The internship site/agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychology. *Does your internship site/agency meet this characteristic?*
- ☐ Yes
 - ☐ No
 - ☐ Unsure
12. The internship site/agency will assign a primary supervisor to the intern whom will provide the intern with at least 2 hours of individual, face-to-face supervision per week. The specific intent of this individual supervision is to evaluate the psychological services rendered directly by the intern and to support the intern in the role of psychological service provider. The primary supervisor must be present at the internship site/agency at least 20 hours per week. *Does your internship site/agency meet this characteristic?*
- ☐ Yes
 - ☐ No
 - ☐ Unsure
13. The internship site/agency primary supervisor documents all supervision meetings with the intern. This includes information about the dates, times, and length/duration of sessions, as well as the focus of supervision discussion and training. *Does your internship site/agency meet this characteristic?*
- ☐ Yes
 - ☐ No
 - ☐ Unsure
14. In addition to the individual supervision (see #12), the intern spends at least 2 additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is licensed for practice at the independent level. *Does your internship site/agency meet this characteristic?*
- ☐ Yes
 - ☐ No
 - ☐ Unsure
15. In addition to the previously noted 4 hours of supervision per week (see #12 and #14), the intern has at least 2 more hours per week (on average) of regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as: professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than the primary internship supervisor and may involve specified training offered by the

university in which the student is enrolled. *Does your internship site/agency meet this characteristic?*

- ☐ Yes
- ☐ No
- ☐ Unsure

16. The internship agency must have two or more full-time equivalent interns engaged in training at the same time. *Does your internship site/agency meet this characteristic?*

- ☐ Yes
- ☐ No
- ☐ Unsure

17. Telesupervision may be provided (i.e., synchronous audio and video format where the supervisor is not in the same physical facility as the intern). However, telesupervision may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (see #12), and two hours (50%) of the minimum required four total weekly hours of supervision (see #12 and #14). *Does your internship site/agency meet this characteristic?*

- ☐ Yes
- ☐ No
- ☐ Unsure

Thank you for taking the time to complete this survey about your internship site. We truly appreciate your partnership in providing high-quality training to the next generation of psychologists! If you have any questions or concerns, please don't hesitate to contact Jeremy Sullivan, Internship Training Director, at Jeremy.sullivan@utsa.edu.

Appendix C. Doctoral Internship Memorandum of Agreement

Student Information

Student Name:
Preferred Phone #:

Banner ID:
Email:

Site/Supervisor Information

Name of Site:

Primary Site Supervisor Name:
Preferred Phone #:

Title/Licensure:
Email:

Director of Internship Name (if :
different than Primary Supervisor)
Preferred Phone #:

Title/Licensure:
Email:

University Supervisor/Instructor Information

University Supervisor Name:
Preferred Phone #:

Title/Licensure:
Email:

Internship Director Name:
Preferred Phone #:

Title/Licensure:
Email:

AGREEMENT

- **Purpose** – The purpose of this agreement is to clarify the responsibilities of all parties involved in the doctoral internship. The internship experience and associated clinical supervision assists with understanding issues associated with psychological practice; developing new insights and perspectives; improving knowledge, skills, and competence; developing professional accountability; and ensuring that clients receive appropriate services. All parties should sign this form if they agree to perform the duties described below.
- **University** – The University agrees to:
 1. Notify the intern that they must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site/agency.
 2. Monitor and ensure that the internship is consistent with program goals.
 3. Assign a university faculty member (i.e., university internship course instructor) to facilitate communication between the university and the site.
 4. Arrange meetings/phone conferences with the internship site/agency to discuss the student's clinical training experience.
 5. Be available for consultation as needed.
 6. Be available should any problem or change occur in relation to the student, internship site/agency, or university.
 7. Be responsible for the assignment of a course grade.

➤ **Internship Site/Agency** – The internship site/agency agrees to:

1. Assign a primary internship supervisor who has appropriate credentials, time, and interest for training the intern. The supervisor is responsible for maintaining the integrity and quality of the internship experience and assumes responsibility for duties performed by the intern while under supervision at the site.
 - The supervisor must hold a valid credential as a doctoral-level Licensed Psychologist.
2. Make a commitment to the internship as a learning experience, in which the intern has opportunities to attain professional competencies through carefully supervised activities.
3. Provide opportunities for the student to engage in a variety of psychological practice activities (e.g., assessment, intervention, behavior management, consultation, systems-level services, etc.) pertinent to the internship site/agency with a range of age groups and populations to ensure a breadth of experience and for the purpose of evaluating the intern's performance.
4. Provide a safe and secure work environment with adequate work space, communication/technology, supplies, and staff support to conduct professional activities.
5. Provide appropriate supervisory contact that involves examination of student work using review of audio/video tapes, observation, review of case notes and psychological reports, review of test record forms, and/or live supervision. Supervision must be structured, primarily face-to-face, and focused on helping the student attain competencies, and the preponderance of supervision should be conducted individually.
 - A minimum of two hour of formal, individual supervision per week must be provided to the intern.
 - An additional two hours of supervision – either in individual or group format – must also be provided to the intern.
6. Participate in formal written evaluations of the student's progress at two points during the year (i.e., midpoint, end-of-year), and consult with university faculty about the student's progress as needed. *Evaluation materials will be provided by the University. However, APA-accredited internships are permitted to use their own evaluation materials.*
7. Participate in one mid-year review meeting that includes the intern, internship course instructor, and site-based internship supervisor. The purpose of the meeting is to review student progress, discuss the on-site supervision experience, and review the learning experiences offered by the internship site/agency. *This meeting will be facilitated by the University faculty.*
8. Contact the University supervisor if any significant problem occurs with the student's performance or clinical experience.

➤ **Intern (Student)** – The intern agrees to:

1. Adhere to the administrative policies, rules, standards, and practices of the internship site/agency.
2. Practice in accordance with relevant ethical and legal standards, including principles of professional ethics and professionals codes of conduct (e.g., APA, 2017; NASP, 2020) and state guidelines. Any breach of these standards or other unethical behavior will result in the student's removal from the internship site/agency, a failing grade, and initiation of the Fitness to Practice process.
3. Act in a professional manner with clients, staff members, and supervisors.
4. Identify themselves appropriately to clients and others (i.e., as an intern).
5. Keep the internship site/agency and university supervisors informed regarding their clinical training experiences.
6. Secure and maintain professional liability insurance coverage for the duration of the internship experience.

7. Provide own transportation to and from the internship site/agency.
8. Meet the minimal level of knowledge, skills, and competence to complete course requirements.
9. Adhere to recommendations and feedback provided by the on-site internship supervisor(s).
10. Adhere to the agreed upon internship schedule.

- **Equal Opportunity** – It is mutually agreed that no party shall discriminate on the basis of race, color, nationality, ethnicity, age, sex, or creed.
- **Conflict Resolution Procedure** – Interns have an ethical responsibility to fulfill internship commitments unless relieved of them explicitly by the internship site/agency or unless the internship site/agency has not lived up to its obligations under the internship MOA. In any case, problem-solving and conflict resolution procedures will be attempted prior to termination. Interns are encouraged to resolve difficulties that may arise at the internship site/agency, with awareness and support of the internship course instructor. If interns cannot resolve difficulties, the internship supervisor and UTSA internship course instructor will meet to discuss the situation and to develop a remediation plan that meets the training needs of the intern and the operation needs of the internship site/agency. The internship supervisor and UTSA internship course instructor will have a follow-up meeting to discuss the student's progress on the remediation plan.
- **Termination** – It is understood and agreed by and between the parties involved that the internship site/agency has the right to terminate the internship training experience. If, in the opinion of the internship supervisor, an intern's behavior is detrimental to the operation of the practicum site/agency and/or to client care, the intern's participation at the site may be terminated. Such action will not be taken until the grievance against the intern has been discussed with the intern and with the UTSA internship course instructor. The UTSA internship course instructor maintains the right to terminate the internship in consultation with all parties when deemed necessary.
- **Duration** – The internship experience will begin on _____ (month, day, year) and end on _____ (month, day, year).
- **Hours** – The internship experience must consist of at least 1,750 clock hours over the course of the internship. Interns must follow the schedule set by the internship setting.
- **Changes** - It is understood and agreed that the parties to this arrangement may revise this Memorandum of Agreement or the written plan for the field experience by written amendment upon mutual agreement by all parties.

Internship Supervisor's Signature

Date

Intern's Signature

Date

University Course Instructor's Signature

Date

Appendix D. Doctoral Internship Supervision Logs

Throughout the internship experience, interns must document – and maintain record of – all of the supervision they receive. Interns are encouraged to use the template below to log their supervision hours; **interns must create a new entry for each supervision session**. Interns must receive at least 4 hours of supervision per week, including:

- a. At least 2 hours of formal, individual supervision per week from their primary supervisor;
AND
- b. At least 2 additional hours of individual or group supervision per week.

Date	Start Time / End Time	Supervisor Name	Format: Group or Individual	Format: In-person or Tele-supervision												
Area(s) addressed in Supervision: <table border="0" style="width: 100%;"> <tr> <td>☐ Intervention</td><td>☐ Diversity Issue</td><td>☐ Interpersonal Issue</td></tr> <tr> <td>☐ Legal Issue</td><td>☐ Communication Issue</td><td>☐ Consultation</td></tr> <tr> <td>☐ Supervision Issue</td><td>☐ Assessment/Testing</td><td>☐ Ethical Issue</td></tr> <tr> <td>☐ Treatment Planning</td><td>☐ Professional Issues</td><td>☐ Research Review</td></tr> </table>					☐ Intervention	☐ Diversity Issue	☐ Interpersonal Issue	☐ Legal Issue	☐ Communication Issue	☐ Consultation	☐ Supervision Issue	☐ Assessment/Testing	☐ Ethical Issue	☐ Treatment Planning	☐ Professional Issues	☐ Research Review
☐ Intervention	☐ Diversity Issue	☐ Interpersonal Issue														
☐ Legal Issue	☐ Communication Issue	☐ Consultation														
☐ Supervision Issue	☐ Assessment/Testing	☐ Ethical Issue														
☐ Treatment Planning	☐ Professional Issues	☐ Research Review														
Focus of Supervision (summary):																
Plan (i.e., activities that need to be completed prior to next supervision meeting):																

Appendix E. Intern Evaluation of Competencies Form (by Supervisor)

Intern Name: _____

Internship Supervisor Name: _____

Dates of Evaluation: _____ to _____

Internship Site/Agency: _____

Methods used in evaluating competency (select all that apply):

☐ Direct Observation ☐ Review of Audio/Video ☐ Case Presentation

☐ Documentation Review ☐ Supervision ☐ Comments from other staff/faculty

☐ Other (enter): _____

Scoring Criteria: *Interns will be evaluated in each area on a scale of 1 to 5 (& N/A), defined as:*

1. Remedial Competence Level - Intern shows significant deficiencies in this area, with skills below that expected of a beginning Intern. The intern is dependent upon direct observation and detailed preparatory instruction. Intensive supervision is required to attain a basic level of competence, OR the intern has not attained expected level of competence despite coaching and supervision.
2. Beginning Competence Level - Intern requires intensive supervision for unfamiliar clinical activities and/or novel circumstances but Intern has a knowledge level of the skill area and can recall key points or steps for familiar or basic situations. Intern may be able to perform skills in this area with a minimal level of supervision but may need supervision to learn how to generalize skill to novel situations. This is the level of competency expected for a beginning intern working with a new clinical population and might be an appropriate rating for beginning acquisition of a novel skill set within a new rotation.
3. Intermediate Competence Level - Intern needs minimal structure for routine activities, but may need closer supervision for more complex situations. The intern generalizes knowledge, skills, and abilities across clinical activities and settings. While the intern can perform the skills, these may require conscious awareness, i.e., thinking through the steps. This is the level expected for most skills mid-way through the internship year. Intern is able to identify if additional supervision and support is needed.
4. Appropriate Competence Level - Intern is considered competent for entry-level practice in this area. Intern consistently integrates well-developed knowledge, skills, and abilities into all aspects of professional practice. This skill area is fluent and can be performed without having to think through the steps. Intern functions proactively and independently in most contexts. Supervision is accessed independently when needed for complex/novel situations.
5. Exemplary Competence Level - Skill exceeds that expected for doctoral interns at the completion of the training year. Intern shows maturity in the ability to conceptualize and has sound thinking and judgment. Intern has fully mastered this skill area such that it is habit, and can perform the skill automatically. Intern can manage complex situations independently. Training needs are consultative in nature.

N/A. Not Applicable/Not Observed/Cannot Say

NOTE: This evaluation form is designed to provide interns with comprehensive, formal feedback on strengths and areas for growth. Interns must receive a rating of 4 or higher on all learning elements and broad competencies at the final evaluation (i.e., end-of-year evaluation) to demonstrate that they are prepared for entry level independent practice and licensure and to successfully complete internship.

Competency: RESEARCH	Rating (1-5, N/A)
Demonstrates the substantially independent ability to critically evaluate research	
Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Competency: ETHICAL and LEGAL STANDARDS	Rating (1-5, N/A)
Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct	
Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists	
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines	
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them	
Conducts self in an ethical manner in all professional activities	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Competency: INDIVIDUAL and CULTURAL DIVERSITY	Rating (1-5, N/A)
Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself	
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity	
Integrates knowledge of individual and cultural differences in the conduct of professional roles	
Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Competency: PROFESSIONAL VALUES, ATTITUDES, and BEHAVIORS	Rating (1-5, N/A)
Behaves in ways that reflect the values and attitudes of psychology	
Engages in self-reflection regarding personal and professional functioning	
Demonstrates openness and responsiveness to feedback and supervision	
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Competency: COMMUNICATION and INTERPERSONAL SKILLS	Rating (1-5, N/A)
Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated	
Demonstrates effective interpersonal skills	
Demonstrates the ability to manage difficult communication well	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Competency: ASSESSMENT	Rating (1-5, N/A)
Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	
Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)	
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process	
Selects and applies assessment methods that draw from the best available empirical literature	
Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client	
Interprets assessment results to inform case conceptualization, classification, and recommendations	
Communicates findings in an accurate and effective manner sensitive to a range of audiences	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Competency: INTERVENTION	Rating (1-5, N/A)
Establishes and maintains effective relationships with recipients of psychological services	
Develops evidence-based intervention plans	

Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	
Demonstrates the ability to apply the relevant research literature to clinical decision making	
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	
Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Competency: SUPERVISION	Rating (1-5, N/A)
Demonstrates the ability to actively participate in supervision	
Demonstrates knowledge of supervision models and practices	
Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Competency: CONSULTATION and INTERPROFESSIONAL/ INTERDISCIPLINARY SKILLS	Rating (1-5, N/A)
Demonstrates knowledge and respect for the roles and perspectives of other professions	
Applies knowledge about consultation in direct or simulated (e.g., role played) consultation	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

I (intern) acknowledge that my internship supervisor has reviewed this evaluation with me.

Intern's Signature

Date

Internship Supervisor's Signature

Date

UTSA Internship Training
Director's Signature

Date

Appendix F. Internship/Supervisor Evaluation Form (by Interns)

Intern Name: _____

Internship Site/Agency: _____

Primary Internship Supervisor Name: _____

Dates of Evaluation: _____ to _____

General Clinical Experience

In this section, rate the quality of your training across the Profession-Wide Competencies. Please consider your direct clinical experiences, as well as your didactic training/learning activities and your supervision. Ratings are based on the following scoring criteria:

1. Poor
2. Fair
3. Average
4. Very Good
5. Excellent

Research
Quality of training (Score):
Comments:

Ethical and Legal Standards
Quality of training (Score):
Comments:

Individual and Cultural Diversity
Quality of training (Score):
Comments:

Professional Values and Attitudes
Quality of training (Score):
Comments:

Communication and Interpersonal Skills
Quality of training (Score):
Comments:

Assessment
Quality of training (Score):
Comments:

Intervention
Quality of training (Score):
Comments:

Supervision (i.e., training you received in supervision, NOT the supervision you received)
Quality of training (Score):
Comments:

Consultation and Interprofessional/Interdisciplinary Skills
Quality of training (Score):
Comments:

Supervisor Evaluation

In this section, rate the quality of the supervision received from your primary supervisor at your internship site/agency. Ratings are based on the following scoring criteria:

1. Significant Development Needed (Significant improvement needed to meet intern needs)
 2. Development Needed (Improvement is needed to meet intern needs)
 3. Meets Intern Need and Expectations
 4. Exceeds Expectations (Above average experience)
 5. Excellent (Exceptional Experience)
- N/A. (Not applicable/not observed/cannot say)

General Characteristics of Supervisor	Score
Is accessible for discussion, questions, etc.	
Schedules supervision meetings and is available at the scheduled time	
Allots sufficient time for supervision	
Keeps sufficiently informed of case(s)	
Is interested in and committed to supervision	
Sets clear objectives and responsibilities throughout supervised experience	
Is up-to-date in understanding of clinical populations and issues	
Presents as a positive role model	
Maintains appropriate interpersonal boundaries with patients and supervisees	
Provides constructive and timely feedback on supervisee's performance	
Encourages appropriate degree of independence	
Demonstrates concern for and interest in supervisee's progress, problems, and ideas	
Communicates effectively with supervisee	
Interacts respectfully with supervisee	

Maintains clear and reasonable expectations for supervisee	
Provides a level of case-based supervision appropriate to supervisee's training needs	
Supports the intern's successful completion of the internship program	
Comments:	

Supervisor Development of Clinical Skills	Score
Assists in coherent conceptualization of clinical work	
Assists in translation of conceptualization into techniques and procedures	
Is effective in providing training in behavioral health intervention	
Is effective in providing training in assessment and diagnosis	
Is effective in providing training in interdisciplinary collaboration and consultation	
Is effective in helping in to develop short-term and long-range goals for patients	
Promotes clinical practices in accordance with ethical and legal standards	
Promotes intern's general acquisition of knowledge, skills, and competencies	
Comments:	

Describe how the supervisor contributed to your learning:
Describe how supervision or the training experience could be enhanced:
Any other suggestions/feedback for your supervisor?

Intern's Signature

Date

UTSA Internship Training
Director's Signature

Date

Appendix G. Internship Licensure Requirements – Licensed Psychologist (Internship Not in a School Setting) – Texas

For complete/formal information about related licensure requirements, see:

- Section 463.11 of the BHEC and TSBEP Rules and Statutes
 - <https://bhec.texas.gov/wp-content/uploads/2026/06/PSY-Rulebook-2026-March.pdf>
- Rule §463.11 of the Texas Administrative Code
- Rule §465.2 of the Texas Administrative Code

In summary, in order to qualify for Licensed Psychologist (LP) licensure, applicants must submit proof of at least 1,750 hours of supervised experience obtained through a formal LP internship. In Texas, requirements for this experience include:

- The supervised internship experience must be obtained in not more than two placement and in not more than 24 consecutive months.
- The internship experience and related supervision must be received from a psychologist licensed at the time supervision is received.
- The internship site/agency must have a clearly designated staff psychologist who is responsible for training and is present at the internship site/agency for a minimum of 20 hours a week.
- Internship supervisors shall document all supervision meetings. This includes information about the dates, times, and length/duration of sessions, as well as the focus of discussion or training.
- Licensees practicing under a restricted status license are not qualified to and shall not provide internship supervision.
- The internship site/agency must have two or more full-time licensed psychologists on the staff as primary supervisors.
- The intern must be designated by a title that clearly indicates a supervisory status (e.g., “intern”).
- At least 25% of the intern’s time must be in direct patient/client contact.
- The internship must include a minimum of two hours per week of formal, face-to-face individual supervision.
- The internship must include at least four additional hours per week in other learning activities (e.g., case conferences, seminars, group supervision, co-therapy, additional individual supervision, etc.). These hours are in addition to the two hours per week of formal individual supervision.
- The internship site/agency must have a minimum of two full-time equivalent interns at the internship level of training.
- The internship agency must inform prospective interns about the goals and content of the internship, as well as the expectations for quantity and quality of trainee's work, including expected competencies.

Appendix H. Internship Licensure Requirements – Licensed Psychologist (Internship in a School Setting) – Texas

For complete/formal information about licensure requirements, see:

- Section 463.11(d)(3) of the BHEC and TSBEP Rules and Statutes
 - <https://bhec.texas.gov/wp-content/uploads/2026/06/PSY-Rulebook-2026-March.pdf>
- Rule §463.11 of the Texas Administrative Code
- Rule §465.2 of the Texas Administrative Code

In summary, in order to qualify for Licensed Psychologist (LP) licensure, applicants must submit proof of at least 1,750 hours of supervised experience obtained through a formal internship. The formal internship can be completed in a school district if it meets certain criteria. In Texas, requirements for completing the formal LP internship *in a school district* include:

- The internship must require a minimum of 35 hours per week over a period of one academic year, or a minimum of 20 hours per week over a period of two consecutive academic years.
- At least 600 clock hours of the internship experience must occur in a school setting.
- The internship experience must be supervised by a licensed psychologist. When relevant (i.e., for internship experiences completed in a school setting), the supervisor must also hold the Licensed Specialist in School Psychology (LSSP) license. Any portion of the internship completed in a non-school setting must be supervised by a Licensed Psychologist (LP).
- Internship supervisors shall document all supervision meetings. This includes information about the dates, times, and length/duration of sessions, as well as the focus of discussion or training.
- Licensees practicing under a restricted status license are not qualified to and shall not provide internship supervision.
- Internship supervisors must be responsible for no more than two interns at any given time.
- Internship supervisors must provide at least two hours per week of direct supervision for each intern.
- The internship site/school district must have a minimum of two full-time equivalent interns at the internship.
- The internship site/school district must have the availability of at least two full-time equivalent psychologists as primary supervisors, at least one of whom is employed full time at the agency and is a school psychologist.

Appendix I. Internship Licensure Requirements – Licensed School Psychologist – Texas

For complete/formal information about licensure requirements, see:

- See Section 463.9(f) of the BHEC and TSBEP Rules and Statutes
 - <https://bhec.texas.gov/wp-content/uploads/2026/06/PSY-Rulebook-2026-March.pdf>
- Rule §465.2 of the Texas Administrative Code

In summary, in order to qualify for Licensed Specialist in School Psychology (LSSP) licensure, applicants must submit proof of at least 1,200 hours of supervised experience obtained through a formal internship. In Texas, requirements for completing the formal LSSP internship in a school district include:

- At least 600 of the internship hours must have been completed in a public school.
- Any portion of the internship completed in a public school must be supervised by a LSSP, and any portion of the internship not completed in a public school must be supervised by a Licensed Psychologist (LP).
- Licensees practicing under a restricted status license are not qualified to and shall not provide internship supervision.
- Supervision within public schools may only be provided by a LSSP who has a minimum of 3 years of experience providing services within public schools without supervision.
- Internship supervisors shall document all supervision meetings. This includes information about the dates, times, and length/duration of sessions, as well as the focus of discussion or training.
- Internship hours must be obtained in not more than two placements. A school district, consortium, and educational co-op are each considered one placement.
- Internship hours must be obtained in not less than one or more than two academic years.
- Interns must receive no less than two hours of supervision per week, with no more than half being group supervision.

Note: Applicants who hold active certification as a Nationally Certified School Psychologist (NCSP) are considered to have met proof of an acceptable internship (including related supervision requirements). Additionally, applicants who graduate from a training program accredited or approved by the National Association of School Psychologists or accredited in School Psychology by the American Psychological Association are also considered to have met all training and internship requirements (including related supervision requirements) for licensure.

Appendix J. Internship Credential Requirements - Nationally Certified School Psychologist (NCSP)

For complete/formal information about credential and internship requirements, see:

- Section 4.0 of the State Credentialing Requirements of *The Professional Standards of the NASP* (2020)
 - <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>
- See NASP NCSP Eligibility Requirements
 - <https://www.nasponline.org/standards-and-certification/national-certification/ncsp-eligibility>

In summary, in order to qualify for the NASP Nationally Certified School Psychologist (NCSP) credential, applicants from doctoral programs must submit proof of at least 1,500 hours of supervised experience obtained through a formal internship.

- Successful completion of a 1,500-hour internship in school psychology, of which at least 600 hours must be in a school setting.
- The internship must be equivalent to a minimum of one academic year, completed on a full-time basis over 1 year or at least a half-time basis over 2 consecutive years.
- The field-based supervisor must be licensed/certified to practice within the internship setting.
- During the internship, the intern must be actively engaged in direct and indirect services for schools.
- The intern must receive an average of two hours per week of supervision, either face-to-face, via video conferencing or other technology for the duration of the internship.
- The preponderance of field-based supervision must be provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern's competencies.
- Both formative and summative (i.e., mid-year and end-of-year) performance-based evaluations of interns must be completed by program faculty and by field-based supervisors.

Note: Programs may allow up to half of the required 1,500 doctoral internship hours to be used from a prior, appropriately supervised specialist-level internship or equivalent experience in school psychology if (a) the program determines that the specialist-level internship or equivalent experience meets program objectives and NASP standards for the school psychology internship (see Credentialing Standards 3.2 to 3.6), (b) candidates have met program objectives and criteria for school psychology specialist-level internship competencies, and (c) any field experiences considered equivalent to a formal specialist-level internship in school psychology are clearly articulated and systematically evaluated by the program

Appendix K. Mid-Year Review Report

This form is completed by the UTSA Internship Training Director or UTSA Internship Course Instructor at the midpoint (i.e., mid-year) of the internship experience, typically between December and February. This form is completed based on the mid-year review meeting held between the relevant UTSA faculty member and the on-site, primary internship supervisor.

Date of Review Meeting: _____

Academic Year/Semesters of Internship: _____

Intern/Student Name: _____

Internship Course Instructor Name: _____

Internship Site/Agency Name: _____

On-Site Internship Supervisor Name: _____

Intern Performance

Comments regarding intern learning needs:

Comments regarding intern progress:

Comments regarding intern areas of improvement:

Other comments regarding intern performance:

Was there an indication of major problems of which the faculty member became aware during the visit? If YES, please elaborate:

Supervision

Credential(s) and role(s) of on-site internship supervisors:

Frequency and duration of supervision received:

Format of supervision received:

Supervision strengths:

Supervision weaknesses:

Review of Internship Site

Types of service(s) offered by the site:

Population(s) served by the site:

Types of activities/experiences offered to interns:

Does the internship site seem to meet the needs of PhD in School Psychology students? YES or NO

- If NO, please elaborate:

Appendix L. Checklist of Program Requirements and Deadlines for APPIC Match Process

- ☐ Register as a student user for APPIC (via the AAPI CAS applicant portal)
 - ☐ August 1
 - ☐ <https://aapicas.cas.myliaison.com/applicant/login>
 - ☐ Complete the 'Academic History Quadrant' in your AAPI CAS
- ☐ Order one official copy of all U.S. and Canadian graduate transcripts to be sent directly to AAPIC CAS
 - ☐ September 1
 - ☐ See https://help.liaisonedu.com/AAPIC_Applicant_Help_Center/Sending_Your_Official_Transcripts_to_AAPIC/Sending_Official_Transcripts_to_AAPIC
- ☐ Review list of available sites
 - ☐ Starting September 1 and continuing through October 1 (when the final list is updated)
 - ☐ Visit <https://membership.appic.org/directory/search>
 - ☐ Prepare/compile list of sites
 - ☐ October 14, Submit list to the Program Director
- ☐ Have your practicum hours up-to-date/accurate and then submit
 - ☐ October 1, begin entering data
 - ☐ October 7, finalize all practicum hours for APPIC in the AAPI CAS Psychology Training Experiences Quadrant
 - ☐ Submit confirmation email to the Program Director
- ☐ Update your CV (and submit to your advisor)
 - ☐ October 1, submit to your advisor
- ☐ Prepare initial drafts of the 4 self-statements (and submit to your advisor)
 - ☐ October 1, Submit to your advisor
- ☐ Prepare initial drafts of 2 works samples (and submit to your advisor)
 - ☐ October 1, submit to your advisor
 - ☐ 1 comprehensive/integrated assessment report
 - ☐ 1 complete intervention/therapy summary (including case conceptualization)
- ☐ Identify your reference writers (including confirmation of requests) and submit written materials
 - ☐ October 1
 - ☐ To assist with reference letters, send your reference writers:
 - ☐ The standardized reference form template, [https://www.appic.org/Portals/0/downloads/AAPIC/SRF_Revision_\(2023\).pdf](https://www.appic.org/Portals/0/downloads/AAPIC/SRF_Revision_(2023).pdf)
 - ☐ Your updated CV, draft self-statements, 'highlights' of your work/ experience with the reference writer, a copy of your most recent 'Annual Self-Evaluation'
- ☐ Submit applications
 - ☐ November/December

Appendix M. Internship Sites for Past UTSA PhD in School Psychology Students

This list includes sites in which PhD in School Psychology students have completed doctoral internships. The list includes the previous 10 years.

Site Name	Location	APA-Accredited or Non-Accredited	APPIC Member Site	Year(s)
Stonebridge Behavioral Health	San Antonio, TX	Non-Accredited	No	2026

Important notes:

- UTSA students first started participating in internship beginning with the Summer 2026 semester.
- For 2026, students were ineligible to participate in the APPIC match process.
- For 2027, student were eligible to participate in the APPIC match process but were ineligible to apply to APPIC internship sites that only accepted students from APA-accredited programs.