UT San Antonio™
The University of Texas at San Antonio

Doctor of Philosophy Degree in
School Psychology

Department of Educational Psychology

Practicum Handbook

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

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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 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 practicum guidelines, requirements, and procedures. The *formal* practicum experiences associated with the PhD in School Psychology program accompany specific courses (i.e., EDP 6833, EDP 7833, and EDP 7213). All practicum experiences include intensive supervision by university faculty and practicum site supervisors who hold appropriate licensure/certification/credentials. Supervision is a necessary component of practicum experiences.

Practicum at UTSA

Practicum is a required training element for doctoral health service psychology programs. The purpose of practicum is to provide students field-based, supervised clinical experiences to assist them in developing knowledge and skills related to the practice of psychology. Practicum experiences are further intended to prepare students for internship by providing direct delivery of psychological services. Practicum experiences cannot be completed through distance education format (i.e., practicum cannot be based primarily on work with virtual clients). Practicum training and experiences can include psychological testing, therapy and intervention, consultation, program development, outreach, advocacy, and other evidence-based practice procedures. For more information, see the APA Commission on Accreditation – Implementing Regulations (https://irp.cdn-website.com/a14f9462/files/uploaded/section-c-soa.pdf).

Students in the PhD in School Psychology program will accrue a minimum of 1,230 hours of practicum experience across various structured experiences, as described in sections (b) and (c) below. *Note: these hours are inclusive of: (i) direct assessment activities, (ii) direct intervention activities, (iii) support activities, and (iv) supervision activities.*

The practicum experiences in the program are designed in a sequential format in which students progress to more advanced experiences as follows:

a) School-Based Practicum (EDP 6833): Students complete at least two semesters of an intensive school-based practicum (for a total of 6 credit hours), typically during year 2 of the program. School-based practicum is considered an ‘intensive’ practicum experience because students complete at least 20 hours per week (equivalent to approximately three days per week on site) 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 internship in school psychology. Students are required to accrue at least 600 practicum hours in this setting.

- *School-Based Practicum can only be completed after students have successfully completed all required 'year 1' foundational courses.*
- Note: All students in the PhD in School Psychology program are required to complete the school-based practicum experience. The school-based practicum experience is also included in several PWC outcomes.

b) Advanced Practicum (EDP 7833): Students complete at least three semesters of an intensive 'advanced practicum' (9 credit hours), typically during year 3 and year 4 of the program. Advanced-practicum is also considered an 'intensive' practicum experience because student complete at least 12.5 hours per week (equivalent to approximately 2 days per week on site) fully immersed at the practicum site under the supervision of a licensed professional. Students are required to accrue at least 600 practicum hours in this setting. Advanced practicum is typically completed at the university-based UTSA Psychological Assessment and Consultation Center (PACC), but it can also be completed in various other settings based on each student's professional interest and background experience, as well as alignment with the training goals of the program.
    - *Advanced Practicum can only be completed after students have successfully completed all requirements associated with School-Based Practicum (EDP 6833).*
    - Note: All students in the PhD in School Psychology program are required to complete the advanced practicum experience. The advanced practicum experience is also included in several PWC outcomes.

c) Supervision Practicum (embedded in EDP 7213): All students complete at least one semester of supervision practicum, typically during year 3 or year 4 of the program. This experience is embedded in EDP 7213. Via this experience, students participate in meta-supervision and co-supervision while under the supervision of a licensed faculty member. Students are required to accrue at least 30 hours in this setting.
    - *Advanced Practicum can only be completed after students have successfully completed all requirements associated with School-Based Practicum (EDP 6833).*
    - Note: All students in the PhD in School Psychology program are required to complete the supervision practicum experience.

General Practicum Guidelines

Practicum Requirements

Practicum training is overseen by the graduate training program (i.e., UTSA) and is governed by a written training plan (i.e., Memorandum of Agreement [MOA] and training program contracts) between the student, the practicum training site, and the PhD in School Psychology program. The training plan(s) describes how the practicum student's time is allotted, goals and objectives for the practicum, and methods for evaluation of the practicum student's performance. The plan also includes the nature of supervision, identities of supervisor(s), and the form and frequency of feedback from the practicum site supervisor(s). At least 50% of the practicum hours must be in service-related activities, defined as:

- treatment or intervention
- assessment
- interviews
- report-writing

- case presentations
- consultations

Additionally, practicum must meet the following general standards:

1. The practicum setting 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 practicum experience must be appropriate to the training objectives and competencies of the program.

Practicum Contracts/Memoranda of Agreement

For all practicum experiences, student must complete a Memorandum of Agreement (MOA) and must ensure that an educational experience agreement/contract is in effect between the practicum site and UTSA. The Graduate Advisor of Record/Director of Clinical Training will assist students with the process.

Students may not begin any practicum experience until the MOA and relevant contracts are completed. Contracts describe the general agreement between the practicum site and the university. The MOA details responsibilities of the PhD in School Psychology training program, the practicum student, and the practicum site, including time commitment and expectations for supervision. See *Appendix A* for the MOA for School-Based Practicum. See *Appendix B* for the MOA for Advanced Practicum. See *Appendix C* for the MOA for Supervision Practicum.

Students may also be required – based on practicum site requirements – to complete background checks, fingerprinting, tuberculosis testing (TB testing), vaccinations, etc. Students are responsible for the cost of any practicum site/agency requirements, and students may not begin the practicum experience until they have completed all practicum site/agency requirements.

Practicum Sites/Settings

School-Based Practicum (EDP 6833): Students will be assigned a school-based practicum site by the PhD in School Psychology program faculty. Students will be placed with an existing school district partner. Students do not select the site at which they will be completing school-based practicum.

Advanced Practicum (EDP 7833): Coordination of advanced practicum placements/settings will be facilitated by the PhD in School Psychology program faculty. Typically, students will complete this practicum experience at the university-based UTSA Psychological Assessment and Consultation Center (PACC). However, students may also complete this practicum in an alternative setting based on community partners with which the program has existing training contracts. Student are also permitted to identify new advanced practicum sites with which the program can establish training contracts. In addition to the PACC, students have completed advanced practicum in public schools, pediatric hospitals, and private practices.

Supervision Practicum (EDP 7213): The supervision practicum experience is a part of the coursework for EDP 7213 (Supervision and Teaching in Psychology). Placements for the supervision practicum experience will be determined by the EDP 7213 course instructor. Students do not select the setting for the supervision practicum experience.

Advanced Practicum Placement

Students must complete 6 credit hours (two semesters) of EDP 6833 (Practicum in School Psychology) and must also be in good academic standing (i.e., overall GPA of 3.0) to be eligible to complete the Advance Practicum experience (EDP 7833), among other requirements. To verify eligibility for advanced practicum, students will complete the Advanced Practicum Eligibility Form (Appendix D) during the spring semester prior to the fall semester in which students plan on beginning advanced practicum (e.g., if a student intends to start advanced practicum in the fall 2027 semester, they must have submitted the Advanced Practicum Eligibility Form in the spring 2027 semester).

Advanced practicum sites must be identified/secured during the same spring semester (i.e., the spring semester prior to the fall semester in which students will begin advanced practicum) in which students complete the Advanced Practicum Eligibility Form (Appendix D).

By default, students will complete advanced practicum at the UTSA Psychological Assessment and Consultation Center (PACC). However, students can complete practicum in an alternative setting. This can include a setting with which the program already has a training contract or it can be a new setting (i.e., sites with which the program has not previously partnered) as long as new sites meet program requirements. Students planning on securing an alternative setting for practicum must visit with the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training to determine whether the site is appropriate and must also ensure that the site will adhere to general university requirements and the advanced practicum requirements noted in the MOA for Advanced Practicum (see Appendix B). Students planning on securing an alternative site must also complete Appendix K. Appendix K also includes a list of alternative settings with which the program already has active training contracts.

- *See Appendix M for a list of alternative settings in which UTSA students have completed advanced practicum in recent years.*

Switching Practicum Sites and Conflict Resolution

If, for any reason, a student is unwilling or unable to complete a practicum at the original setting, the student should notify the practicum course instructor and the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training as soon as possible. This must be done before terminating with the original setting. This applies even to a practicum which has not started but which the student has already made a verbal commitment.

That said, practicum students have an ethical responsibility to fulfill practicum commitments unless relieved of them explicitly by practicum site or unless the practicum site has not lived up to its obligations under the practicum MOA and/or relevant contracts. In any case, problem-solving prior to termination should always be attempted. The best way to resolve difficulties that may arise is for the issue to be worked out between the student and the practicum site, with awareness and support of the practicum course instructor. Should problems arise which cannot be successfully resolved in this manner, the PhD in School Psychology Graduate Advisor of

Record/Director of Clinical Training should be contacted by the practicum course instructor for input. The Graduate Advisor of Record/Director of Clinical Training, with consultation from other PHD in School Psychology faculty, makes the final decision about ending a practicum. A student is never released from a practicum site obligation without the consent of the Graduate Advisor of Record/Director of Clinical Training.

Dividing Time Between Practicum Sites

Although it is best to complete a practicum experience in one setting for reasons of continuity, integration into a practicum site, and sufficient exposure to a given system, it may be necessary in some instances to divide the practicum between two placements. For example, a student may be unable to fulfill the total weekly time required for practicum or may be unable to obtain all required content area experiences at one site. In such instances, students are permitted to divide their time between two practicum sites. Negotiations for this must be made with the practicum course instructor and the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training.

If a student divides time between practicum sites – with prior approval of the program Graduate Advisor of Record/Director of Clinical Training – the student must ensure that contracts/practicum MOAs are completed for any additional practicum.

Additional Field-Based and Research Experiences

Students may gain additional field-based experiences in several courses beyond the formal school-based practicum (EDP 6833), advanced practicum (EDP 7833), and supervision practicum (EDP 7213) courses. Examples of courses in which students may gain additional field-based experience via specific course activities include:

- EDP 6293 (Consultation in the Schools)
- EDP 6263 (Behavior Assessment)
- EDP 6233 (Mental Health Services in the Schools)

The number of hours accrued in these courses is variable, but students must keep a detailed log of their training hours and activities in these (and other) field-based experience.

Students may also gain field-based experiences via their participation in research activities (e.g., collecting psychological evaluation data as part of their dissertation). Students must keep a detailed log all field-based experiences, including those gained via research activities. See Appendix H and Appendix I for guidance on how to log these activities.

Practicum Supervision

Practicum students are supervised primarily by site-based clinical supervisors at their practicum site. Supervisors provide appropriate supervisory contact that involves examination of student work using direct observation (i.e., review of audio/video tapes, live observation), review of case notes and psychological reports, review of test record forms, and/or review of other records. Supervision should be structured and focused on helping students attain psychological practice competencies. For practicum experiences, a minimum of one hour of supervision per week must be provided at the practicum site. Additionally, site-based supervisors must document – in writing – a supervisee's performance across a variety of profession-wide competencies (PWCs) during the practicum experience.

Additional supervision and support is provided weekly by the UTSA practicum course instructors and licensed PhD in School Psychology program faculty. This additional supervision ensures that – if practicum students are not being supervised on site by doctoral level psychologists – they are nonetheless provided on-going, weekly opportunities to discuss their clinical work with a doctoral level psychologist at UTSA. This requirement meets APA accreditation standards for doctoral supervision of the practicum experience (see *CoA Implementing Regulations C-12 D*), and it also provides opportunities for practicum students to further discuss their practicum cases and to seek consultation from faculty and from their peers.

Note: A supervisor may allow a supervisee, as part of a required practicum, to participate in the supervision of others (i.e., co-supervision) in the delivery of psychological services. This regularly occurs as part of the supervision practicum experience.

Telesupervision

For the practicum experiences, the primary form of supervision will be in-person supervision (i.e., supervision of services where the supervisor is physically in the same facility as the practicum student/trainee), as in-person supervision provides greater opportunity for professional socialization, assessment of supervisee competence, and recognition of non-verbal cues in supervision, all of which are important aspects of the supervision experience and of professional development.

However, telesupervision is permitted for the practicum experiences under certain circumstances and with specific limitations. Generally, telesupervision should be limited to emergency situations, and no more than 20% of supervision provided via practicum settings may be provided in a telesupervision format. This proportion is less than the 50% permitted by the Texas State Board of Examiners of Psychologists, but it is appropriate for the practicum-level of student experience and training. The proportion of supervision received via the practicum setting will be documented by practicum supervisors via the 'Practicum Evaluation Form – Site Supervisors' (Appendix E) and by practicum students via the 'Documentation of Experience Form (Appendix G).' Plans for telesupervision must be discussed before telesupervision occurs, and these plans must be formalized and shared with the practicum course instructor to verify the appropriateness of the telesupervision plan. See Appendix L for the program 'Telesupervision Policy,' which must be completed before telesupervision is permitted.

Professionalism in Practicum

Students must adhere to professional standards and behavior during the practicum experience. Professional behavior includes timeliness, use of feedback for reflective practice, self-care in recognizing the need for and obtaining additional training in a given area, responsibility for one's own behavior, concern for the welfare of others, and other behaviors in alignment with APA and NASP professional standards and codes of conduct. For practicum, appropriate attire (consistent with that of other professionals in the same setting) and adherence to site specific policies and procedures is also required. *The program Graduate Studies Committee will inquire into any reports of poor professionalism exhibited by practicum students.*

Supervisor Evaluations and Mid-Year Review Meeting

Primary site-based practicum supervisors must document – in writing – a practicum student's performance pertaining to profession-wide competencies (PWCs) during the practicum experience and share this documentation with the practicum student and UTSA practicum course instructor. This occurs at the end of each semester of the practicum experience (i.e., once in the fall semester and again in the spring semester of practicum). See Appendix E for a copy of the evaluation form. This evaluation and feedback will be used (a) as part of each student's grade in practicum courses and (b) to evaluate each student's progress in the PhD in School Psychology program and their readiness to complete the doctoral internship experience.

Additionally, once a year the practicum student, primary on-site practicum supervisor, and practicum course instructor meet to conduct a formative mid-year review of the student's work and to plan for the completion of the practicum experience. This meeting typically takes place between November and January. The visit should include asking the on-site supervisor and the practicum student how the student has been progressing in specific areas, paying attention to the strengths and areas in which there is needed improvement. An understanding of the nature of supervision received by the practicum student should also be obtained. As part of the mid-year review, practicum course instructors complete the Mid-Year Review Report (see Appendix F).

If major problems or concerns are presented, the UTSA practicum course instructor will work with the practicum student and the primary on-site practicum supervisor to come up with a plan for resolution. The PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training should be involved as necessary.

Fitness to Practice Review

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

If the practicum site/agency shares concerns about the practicum student with the UTSA practicum course instructor or UTSA Graduate Advisor of Record/Director of Clinical Training, members of the program Graduate Program Committee will initiate the Fitness to Practice process with the practicum student. Outcomes of the Fitness to Practice process may include implementation of a remediation plan, suspension and/or termination from the practicum 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.

Student Protections and Grievance Procedures

During the practicum experience, students may experience conflicts with staff, faculty, or supervisors associated with the practicum 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.

Practicum Malpractice Insurance

Students must obtain and maintain student malpractice insurance for the duration of all practicum experiences. Malpractice insurance must be obtained prior to the first day that students start practicum activities. Many students apply for student malpractice insurance with APA Insurance Trust (https://www.americanprofessional.com/covered-professions/students/) or other appropriate agencies.

Practicum Site Evaluation/Review

Faculty members from the UTSA PhD in School Psychology program ensure the quality of practicum sites/experiences, in part, via practicum student feedback. At the end of each practicum experience, each practicum student completes the 'Practicum Site Evaluation Form' (see Appendix J). This form allows students to evaluate their practicum experience and the practicum site, including the appropriateness of the site and the supervision received from the primary on-site practicum supervisor. The program faculty use this information to identify strengths and weaknesses of practicum settings and to make changes as needed.

The program also ensures the quality of practicum sites by regularly scheduled site reviews completed at least annually. *These site reviews may be completed in conjunction with the previously noted practicum Mid-Year Evaluation meetings (see Appendix F).* During site reviews, questions are posed to practicum site supervisors about: (a) the site's operation, the services it provides, the population(s) it serves, where the on-site supervisors fit into the site system, the nature of learning experiences for practicum students, and the nature of the supervision that practicum students receive. The purpose of these site reviews is to ensure that practicum placements meet the training criteria and standards of the PhD in School Psychology program.

Classifying and Documenting Practicum Hours

Students are required to classify and document all hours/activities completed as part of practicum experiences. For classification, students should follow the APPIC guidelines/definitions, which includes the following major categories: (i) direct assessment activities, (ii) direct intervention activities, (iii) support activities, and (iv) supervision activities. See Appendix H for a general summary of classification information as required by the APPIC. **Note: APPIC has also published a 'Hours Tracking Guide' to provide students with further assistance (see: https://www.appic.org/News-Articles/ArtMID/1931/ArticleID/129/AAPI-Hours-Tracking-Guide-Now-Available).**

For documentation/classification purposes, practicum hours are meant to be mutually exclusive. Thus, any practicum hour should not be counted more than once across different categories. In situations in which a practicum experience could fall under more than one category, students should select the single category that best captures the experience.

Additionally, it is important to note the following definition used by APPIC: **A practicum hour is a clock hour, not a semester hour. A 45-50 minute client session may be counted as one practicum hour.**

Note: As part of the AAPIC internship application process, students are expected to specifically highlight their (a) total number practicum intervention hours and (b) total number of practicum assessment hours. As such, we provide additional information for activities that fall into these categories (see the following sections).

Intervention Hours

For intervention hours, students should report the number of hours in direct service to clients according to the following categories:

- Co-therapy (must be actively participating in a therapeutic role)
- Crisis intervention
- Career Counseling
- Family therapy
- Group therapy
- Individual therapy
- Intake interviews
- Structured interview
- School (direct intervention)
- School consultation
- Supervision provided to others
- Outcome assessment of programs or projects
- Program development/outreach programming
- Medical/health related interventions
- Systems intervention
- Organizational consultation/performance improvement
- Treatment planning with client
- Supervision of other students

Note: Time spent gathering information about the client, but not in the actual presence of the client, does not count as direct intervention. These activities are considered Support Activities.

Assessment Hours

For assessment hours, students should report direct assessment hours, which includes test administration and assessment feedback sessions. Assessment activities are broadly divided into two categories:

- Neuropsychological assessment: assessment of how a client's brain structurally functions (intellectual assessment is included in this category only when administered within the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory, and motor functions)
- Psychodiagnostic test assessment: testing conducted as a diagnostic procedure (may include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment)

Note: Time spent scoring and/or report writing does not count as direct assessment hours. These activities are considered Support Activities.

Other Hours

Other general practicum activity categories include (a) support activities and (b) supervision received.

Support Activities includes time spent outside of direct assessment or intervention but still focused on the client. For example, support activities may include time spent in chart review, writing client notes, consulting with other professionals about cases, video/tape review, planning interventions, assessment interpretation, report writing, and related administrative tasks. In addition, support activities include didactic (i.e., learning) activities.

Supervision Received includes one-to-one, group, and peer supervision/consultation. Supervision is defined as regularly scheduled supervision with the intent of overseeing any psychological services rendered by students.

- *As previously noted, supervision/co-supervision of other students are considered intervention hours.*

Practicum Documentation/Logs

For each semester of practicum, students must submit a completed Documentation of Practicum Experience form (see Appendix G) that summarizes the hours and activities completed during the practicum experience.

Practicum students must also maintain thorough logs that further specify hours spent in various clinical activities during practicum experiences (e.g., tests administered, general services provided, intervention hours, client demographics). Logs must provide the type of information and detail as required by the Association of Psychology Postdoctoral and Internship Centers (APPIC). See Appendix H for a Summary of Information Need for Practicum Experiences, as required by APPIC. See Appendix I for an example Summary of Practicum Experiences Table that indicates the type of information required by APPIC.

It is important to document all practicum activities *during the time when they are accumulating*. Upon admission to the PhD in School Psychology program, students will receive a spreadsheet template to help them keep track of their hours/experiences. However, students are encouraged to use the Time2Track platform (https://time2track.com/solutions/students/) to log practicum experiences. This platform is modeled after APPIC requirements. The PhD in School Psychology program does not provide financial assistance for students choosing to use the Time2Track platform. The cost of Time2Track is $6/month.

Additional Verification of Intensive School-Based Practicum Experience

Students are required to attain verification of the intensive school-based practicum experience by completing the 'NASP Internship Verification Form.' This form serves as the program's verification that the intensive EDP 6833 experience is considered to be an "equivalent experience" that aligns with NASP's 'Policy on Credit for Prior Internships,' as described in NASP's 'Policies and Procedures for the Review and Accreditation of Graduate Programs in School Psychology.' Additional information about this policy is located in Appendix N of this 'Practicum Handbook.'

This verification is separate from the practicum evaluation of professional competencies

(completed by site supervisors) or documentation of experience (completed by students). **Additionally, this verification form is for program use to demonstrate the program's alignment with NASP standards for doctoral programs. Completion of this form should not be understood as pre-verification by NASP, the National School Psychology Certification System (NSPCS), or the National School Psychology Certification Board (NSPCB) that this experience meets NASP's internship requirement for the NCSP credential.**

Appendix A. Memorandum of Agreement – School-Based Practicum

Student Information

Student Name: Banner ID:
Preferred Phone #: Email:

Site/Supervisor Information

Name of Site:

Site Supervisor Name: Title/Licensure:
Preferred Phone #: Email:

Site Supervisor Name: Title/Licensure:
Preferred Phone #: Email:

University Supervisor/Instructor Information

University Supervisor Name: Title/Licensure:
Preferred Phone #: Email:

AGREEMENT

- **Purpose** – The purpose of this agreement is to clarify the responsibilities of all parties involved in this clinical training experience. The practicum experience and 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 practicum student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the practicum site.
  2. Monitor and ensure that the practicum is consistent with program goals.
  3. Assign a university faculty member (i.e., university practicum course instructor) to facilitate communication between the university and the site.
  4. Arrange meetings/phone conferences with the practicum site/agency to discuss the student's clinical training experience.
  5. Be available for consultation as needed.
  6. Provide university- and program-based support for the practicum student.
  7. Be available should any problem or change occur in relation to the student, practicum site, or university.
  8. Be responsible for the assignment of a course grade.

- **Practicum Site** – The Practicum Site agrees to:
  1. Assign a site supervisor(s) who has appropriate credentials, time, and interest for training the practicum student. The supervisor is responsible for maintaining the integrity

and quality of the practicum experience and assumes responsibility for duties performed by the practicum student while under supervision at the site.

- For school settings, the supervisor should hold a valid credential as a Licensed School Psychologist. For non-school settings, the supervisor must be (a) a Licensed Psychologist with expertise and training appropriate for that setting ***or*** (b) be an appropriately licensed allied health professional. (Note: Practicum students are also provided weekly supervision from a UTSA faculty member that is credentialed as a Licensed Psychologist.)

2. Make a commitment to the practicum as a learning experience, in which the student has opportunities to attain professional competencies through carefully supervised activities.
3. Provide opportunities for the student to engage in a variety of psychological practice activities (e.g., assessment, intervention, consultation, systems-level services, etc.) *pertinent to the practicum site* with a range of age groups and populations to ensure a breadth of experience and for the purpose of evaluating the student's performance.
4. Negotiate a training plan with the student that will be based on desired professional experiences (e.g., specific populations, specific assessment methods), the student's career goals, and the needs of the practicum site/agency *pertinent to the practicum site*. This includes agreeing to and completing the schedule (see page 4).
5. Provide a safe and secure work environment with adequate work space, supplies, and staff support to conduct professional activities.
6. 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 one hour of supervision per week must be provided.
7. Participate in formal written evaluations of the student's progress at two points during the year (i.e., end of each semester), and consult with university faculty about the student's progress as needed. *Evaluation materials will be provided by the University.*
8. Participate in one mid-year review meeting to review student progress, discuss the on-site supervision experience, and review the learning experiences offered by the practicum site. *This meeting will be facilitated by the University faculty.*
9. Contact the University supervisor if any significant problem occurs with the student's performance or clinical experience.

- **Practicum Student** – The university practicum student agrees to:

1. Adhere to the administrative policies, rules, standards, and practices of the practicum site/agency.
2. Practice in accordance with relevant ethical and legal standards, including the Principles for Professional Ethics (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 clinical training site, 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 a 'Practicum Student').
5. Keep the clinical practicum site and university supervisors informed regarding their clinical training experiences.
6. Secure and maintain professional liability insurance coverage.
7. Provide own transportation to and from the clinical site.
8. Provide own communication/technology resources to conduct professional activities.
9. Meet the minimal level of knowledge, skills, and competence to complete course requirements.

10. Adhere to recommendations and feedback provided by the on-site practicum supervisor(s).
11. Adhere to the agreed upon 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** – Practicum students have an ethical responsibility to fulfill practicum commitments unless relieved of them explicitly by the practicum site/agency or unless the practicum site has not lived up to its obligations under the practicum MOA. In any case, problem-solving and conflict resolution procedures will be attempted prior to termination. Practicum students are encouraged to resolve difficulties that may arise at the practicum site, with awareness and support of the practicum course instructor. If practicum students cannot resolve difficulties, the on-site supervisor and practicum course instructor will meet to discuss the situation and to develop a remediation plan that meets the training needs of the practicum student and the operation needs of the practicum/site agency. The on-site supervisor and practicum 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 practicum site/agency has the right to terminate the practicum training experience. If, in the opinion of the on-site practicum supervisor, a practicum student's behavior is detrimental to the operation of the practicum site/agency and/or to client care, the student's participation at the site may be terminated. Such action will not be taken until the grievance against the student has been discussed with the student and with university practicum course instructor/supervisor. The university practicum course instructor/supervisor maintains the right to terminate the practicum in consultation with all parties when deemed necessary.

- **Duration** – School-Based Practicum will begin on _____ (month, day, year) and end on _____ (month, day, year).

- **Hours** – School-Based Practicum must consist of *at least* 300 clock hours per semester, to be repeated twice (total = 600 hours over the course of two semesters). Students are expected to spend a minimum of 20 hours per week (on average) at their practicum site. These hours include time spent in supervision, but do not include time spent working on activities off-site (e.g., writing reports off-site, attending weekly practicum class meetings at the university).
    - For activities occurring during university holidays, practicum students should negotiate with their sites the activities they will complete while class is not in session. University supervisors cannot guarantee university supervision during semester breaks.

- **Activities** – Consistent with the training program and standards of accreditation requirements, practicum sites must enable students to attain and demonstrate appropriate competencies, including classification of practicum hours in the following major areas: intervention (a direct service), assessment (a direct service), supervision, and related support activities. Students are expected to spend at least 25% of their time in direct service activities. See pages 4 and 5 of this MOA for a description of related activities and appropriate classification.

- **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.

Practicum Schedule

This schedule is a part of the practicum MOA. Practicum students are responsible for submitting a copy of this schedule agreement to university practicum course instructors/supervisors.

Parties to the Contract:

Practicum Student:	Day Time Phone:	Email:
On-Site Supervisor:	On-Site Supervisor Email:	
University Faculty Supervisor:		
Practicum Site:		
Practicum Phone:	Fax:	Email:

Practicum Placement Schedule:

Date practicum will begin:	Date practicum will end:	
Day of Week	Daily Start Time	Daily End Time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Classifying Practicum Hours

As previously noted, practicum sites must enable students to attain and demonstrate appropriate competencies, including competency and experiences in the following major areas: intervention (a direct service), assessment (a direct service), supervision, and related support activities. *Students are expected to spend at least 25% of their time in direct service activities, but students are encouraged to have a higher percentage of direct service activities if permitted by the practicum site.* **Regarding direct service activities, if a student is unable to attain adequate hours in a direct service area (assessment or intervention), students will complete additional direct service activities on campus under the supervision of appropriately credentialed university faculty.**

Assessment

Assessment refers to test administration and related feedback sessions, including in areas such as: symptom assessment, projectives, personality, achievement, cognitive abilities, career assessment, neuropsychological assessment, motor functions, etc.

Note: Time spent preparing for assessment, scoring, interpretation, and writing reports is classified as 'support activities'.

Intervention

Intervention refers to a variety of direct service intervention activities, including:

- Co-therapy
- Individual, family, and group therapy
- Intake and structured interviews
- Outcome assessment of programs or projects
- Direct interventions in school settings
- School consultation activities (i.e., interview to assess client, their needs, and goals for intervention in school settings)
- Supervision of other supervisees (i.e., other practicum students)
- Systems interventions and organizational consultation
- Treatment planning with a client

Support Activities

Support activities include indirect service activities. Examples include: assessment report writing, case conferences, case management, progress notes, psychological assessment scoring, seminars/didactic training, record reviews, and other activities in which a client is not present.

Supervision

Supervision refers to supervision activities provided with the intent of overseeing the psychological (and related) services rendered by the supervisee. Supervision includes individual supervision, group supervision, and peer supervision activities.

Please acknowledge that you have received and reviewed the Memorandum of Agreement – Advanced Practicum.

_____	_____
On-Site Supervisor's Signature	Date
_____	_____
Student's Signature	Date
_____	_____
University Supervisor's Signature	Date

Appendix B. Memorandum of Agreement – Advanced Practicum

Student Information

Student Name: Banner ID:
Preferred Phone #: Email:

Site/Supervisor Information

Name of Site:

Site Supervisor Name: Title/Licensure:
Preferred Phone #: Email:

Site Supervisor Name: Title/Licensure:
Preferred Phone #: Email:

University Supervisor/Instructor Information

University Supervisor Name: Title/Licensure:
Preferred Phone #: Email:

AGREEMENT

- **Purpose** – The purpose of this agreement is to clarify the responsibilities of all parties involved in this clinical training experience. The practicum experience and 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 practicum student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the practicum site.
  2. Monitor and ensure that the practicum is consistent with program goals.
  3. Assign a university faculty member (i.e., university practicum course instructor) to facilitate communication between the university and the site.
  4. Arrange meetings/phone conferences with the practicum site/agency to discuss the student's clinical training experience.
  5. Be available for consultation as needed.
  6. Provide university- and program-based support for the practicum student.
  7. Be available should any problem or change occur in relation to the student, practicum site, or university.
  8. Be responsible for the assignment of a course grade.

- **Practicum Site** – The Practicum Site agrees to:
  1. Assign a site supervisor(s) who has appropriate credentials, time, and interest for training the practicum student. The supervisor is responsible for maintaining the integrity

and quality of the practicum experience and assumes responsibility for duties performed by the practicum student while under supervision at the site.

- For school settings, the supervisor should hold a valid credential as a Licensed School Psychologist. For non-school settings, the supervisor must be (a) a Licensed Psychologist with expertise and training appropriate for that setting ***or*** (b) be an appropriately licensed allied health professional. (Note: Practicum students are also provided weekly supervision from a UTSA faculty member that is credentialed as a Licensed Psychologist.)

2. Make a commitment to the practicum as a learning experience, in which the student has opportunities to attain professional competencies through carefully supervised activities.
3. Provide opportunities for the student to engage in a variety of psychological practice activities (e.g., assessment, intervention, consultation, systems-level services, etc.) *pertinent to the practicum site* with a range of age groups and populations to ensure a breadth of experience and for the purpose of evaluating the student's performance.
4. Negotiate a training plan with the student that will be based on desired professional experiences (e.g., specific populations, specific assessment methods), the student's career goals, and the needs of the practicum site/agency *pertinent to the practicum site*. This includes agreeing to and completing the schedule (see page 4).
5. Provide a safe and secure work environment with adequate work space, supplies, and staff support to conduct professional activities.
6. 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 one hour of supervision per week must be provided.
7. Participate in formal written evaluations of the student's progress at two points during the year (i.e., end of each semester), and consult with university faculty about the student's progress as needed. *Evaluation materials will be provided by the University.*
8. Participate in one mid-year review meeting to review student progress, discuss the on-site supervision experience, and review the learning experiences offered by the practicum site. *This meeting will be facilitated by the University faculty.*
9. Contact the University supervisor if any significant problem occurs with the student's performance or clinical experience.

- **Practicum Student** – The university practicum student agrees to:

1. Adhere to the administrative policies, rules, standards, and practices of the practicum site/agency.
2. Practice in accordance with relevant ethical and legal standards, including principles of professional ethics and professional 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 clinical training site, 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 a 'Practicum Student').
5. Keep the clinical practicum site and university supervisors informed regarding their clinical training experiences.
6. Secure and maintain professional liability insurance coverage.
7. Provide own transportation to and from the clinical site.
8. Provide own communication/technology resources to conduct professional activities.

9. Meet the minimal level of knowledge, skills, and competence to complete course requirements.
10. Adhere to recommendations and feedback provided by the on-site practicum supervisor(s).
11. Adhere to the agreed upon 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** – Practicum students have an ethical responsibility to fulfill practicum commitments unless relieved of them explicitly by the practicum site/agency or unless the practicum site has not lived up to its obligations under the practicum MOA. In any case, problem-solving and conflict resolution procedures will be attempted prior to termination. Practicum students are encouraged to resolve difficulties that may arise at the practicum site, with awareness and support of the practicum course instructor. If practicum students cannot resolve difficulties, the on-site supervisor and practicum course instructor will meet to discuss the situation and to develop a remediation plan that meets the training needs of the practicum student and the operation needs of the practicum/site agency. The on-site supervisor and practicum 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 practicum site/agency has the right to terminate the practicum training experience. If, in the opinion of the on-site practicum supervisor, a practicum student's behavior is detrimental to the operation of the practicum site/agency and/or to client care, the student's participation at the site may be terminated. Such action will not be taken until the grievance against the student has been discussed with the student and with university practicum course instructor/supervisor. The university practicum course instructor/supervisor maintains the right to terminate the practicum in consultation with all parties when deemed necessary.

- **Duration** – Advanced Practicum will begin on _____ (month, day, year) and end on _____ (month, day, year).

- **Hours -** Advanced Practicum must consist of *at least* 200 clock hours per semester, to be repeated three times (total = 600 hours over the course of three semesters; *advanced practicum may be completed at no more than three sites*). Students are expected to spend a minimum of 12.5 hours per week (on average) at their Advanced Practicum site. These hours include time spent in supervision, but do not include time spent working on activities off-site (e.g., writing reports off-site, attending weekly practicum class meetings at the university).
    - For activities occurring during university holidays, practicum students should negotiate with their sites the activities they will complete while class is not in session. University supervisors cannot guarantee university supervision during semester breaks.

- **Activities** – Consistent with the training program and standards of accreditation requirements, practicum sites must enable students to attain and demonstrate appropriate competencies, including classification of practicum hours in the following major areas: intervention (a direct service), assessment (a direct service), supervision, and related support activities. Students are expected to spend at least 25% of their time in direct service

activities. See pages 4 and 5 of this MOA for a description of related activities and appropriate classification.

- **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.

Practicum Schedule

This schedule is a part of the practicum MOA. Practicum students are responsible for submitting a copy of this schedule agreement to university practicum course instructors/supervisors.

Parties to the Contract:

Practicum Student:	Day Time Phone:	Email:
On-Site Supervisor:	On-Site Supervisor Email:	
University Faculty Supervisor:		
Practicum Site:		
Practicum Phone:	Fax:	Email:

Practicum Placement Schedule:

Date practicum will begin:	Date practicum will end:	
Day of Week	Daily Start Time	Daily End Time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Classifying Practicum Hours

As previously noted, practicum sites must enable students to attain and demonstrate appropriate competencies, including competency and experiences in the following major areas: intervention (a direct service), assessment (a direct service), supervision, and related support activities. *Students are expected to spend at least 25% of their time in direct service activities, but students are encouraged to have a higher percentage of direct service activities if permitted by the practicum site.* **Regarding direct service activities, if a student is unable to attain adequate hours in a direct service area (assessment or intervention), students will complete additional direct service activities on campus under the supervision of appropriately credentialed university faculty.**

Assessment

Assessment refers to test administration and related feedback sessions, including in areas such as: symptom assessment, projectives, personality, achievement, cognitive abilities, career assessment, neuropsychological assessment, motor functions, etc.

Note: Time spent preparing for assessment, scoring, interpretation, and writing reports is classified as 'support activities'.

Intervention

Intervention refers to a variety of direct service intervention activities, including:

- Co-therapy
- Individual, family, and group therapy
- Intake and structured interviews
- Outcome assessment of programs or projects
- Direct interventions in school settings
- School consultation activities (i.e., interview to assess client, their needs, and goals for intervention in school settings)
- Supervision of other supervisees (i.e., other practicum students)
- Systems interventions and organizational consultation
- Treatment planning with a client

Support Activities

Support activities include indirect service activities. Examples include: assessment report writing, case conferences, case management, progress notes, psychological assessment scoring, seminars/didactic training, record reviews, and other activities in which a client is not present.

Supervision

Supervision refers to supervision activities provided with the intent of overseeing the psychological (and related) services rendered by the supervisee. Supervision includes individual supervision, group supervision, and peer supervision activities.

Please acknowledge that you have received and reviewed the Memorandum of Agreement – Advanced Practicum.

_____	_____
On-Site Supervisor's Signature	Date
_____	_____
Student's Signature	Date
_____	_____
University Supervisor's Signature	Date

Appendix C. Memorandum of Agreement - Supervision Practicum Experience

Student Information

Student Name: Banner ID:
Preferred Phone #: Email:

University Supervisor/Instructor Information

University Supervisor Name: Title/Licensure:
Preferred Phone #: Email:

AGREEMENT

- **Purpose** – The purpose of this agreement is to clarify the responsibilities of all parties involved in this clinical training experience. The practicum experience and 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 practicum student that they must adhere to the administrative policies, rules, standards, schedules, and practices associated with the practicum experience.
  2. Monitor and ensure that the practicum experience is consistent with program goals.
  3. Assign a university faculty member (i.e., university practicum course instructor) to facilitate communication between all parties involved in the practicum experience.
  4. Arrange meetings/phone conferences with all parties involved in the practicum experience to discuss the student's clinical training experience.
  5. Be available for consultation as needed.
  6. Provide university- and program-based support for the practicum student.
  7. Be available should any problem or change occur in relation to practicum experience.
  8. Be responsible for the assignment of a course grade.

- **Practicum Student** – The university practicum student agrees to:
  1. Adhere to the administrative policies, rules, standards, and practices associated with the practicum experience.
  2. Practice in accordance with relevant ethical and legal standards, including the Principles for Professional Ethics (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 practicum experience, a failing grade, and initiation of the Fitness to Practice process.
  3. Act in a professional manner with all parties involved in the practicum experience.
  4. Identify themselves appropriately to as a 'Practicum Student.'
  5. Keep the university supervisor informed regarding their clinical training experiences.
  6. Secure and maintain professional liability insurance coverage.
  7. Provide own transportation to and from any sites associated with the practicum experience.

8. Provide own communication/technology resources to conduct professional activities.
9. Meet the minimal level of knowledge, skills, and competence to complete course requirements.
10. Adhere to recommendations and feedback provided by the university supervisor.
11. Adhere to the agreed upon schedules with all parties involved in the practicum experience.

- **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 and Termination** – Practicum students are encouraged to resolve difficulties that may arise during the practicum experience, with awareness and support of the practicum course instructor. If practicum students cannot resolve difficulties, the practicum course instructor will meet to discuss the situation and to develop a remediation plan that meets the training needs of the practicum student and the needs of all other involved parties. The practicum course instructor will have a follow-up meeting to discuss the student's progress on the remediation plan. If a student does not make satisfactory progress on the remediation plan, the student's practicum experience will be terminated.

- **Duration** – The supervision practicum experience will begin on _____ (month, day, year) and end on _____ (month, day, year).

- **Hours** – The Supervision Practicum Experience must consist of *at least* 30 clock hours. Thus, students are expected to spend a minimum of 2.0 hours per week (on average) on supervision practicum activities.

- **Activities** – 'Supervision' refers to supervision activities provided with the intent of overseeing the psychological (and related) services rendered by the supervisee. Supervision includes individual supervision, group supervision, co-supervision, and peer supervision activities. Services to which supervision may apply include supervision of direct assessment, supervision of intervention, supervision of supervision, supervision of support activities (e.g., test scoring, report writing), etc.

- **Classification –** For APPIC classification purposes, supervision of others is classified as an 'intervention' activity, whereas supervision received is counted as a 'support' activity.

Supervision Practicum Experience Schedule

This schedule is a part of the supervision practicum experience MOA. Practicum students are responsible for submitting a copy of this schedule agreement to university practicum course instructor.

Date supervision practicum experience will begin:		
Date supervision practicum experience will end:		
Day of Week	Daily Start Time	Daily End Time
Monday		
Tuesday		
Wednesday		

Thursday		
Friday		
Saturday		
Sunday		

Please acknowledge that you have received and reviewed the Memorandum of Agreement – Supervision Practicum Experience.

_____ _____
Student's Signature Date

_____ _____
University Supervisor's Signature Date

Appendix D. Advanced Practicum Eligibility Form

Student Name: _____

Student Advisor: _____

Current Semester: _____

Anticipated Semester to Begin Advanced Practicum: _____

Eligibility – Check that you meet the following requirements for Advanced Practicum:

- ☐ Currently in good academic standing (i.e., overall GPA of 3.0)
- ☐ Have completed one fall semester of EDP 6833 (School-Based Practicum)

AND

- ☐ Have completed one spring semester of EDP 6833 (School-Based Practicum), OR
- ☐ Currently enrolled in one spring semester of EDP 6833 (School-Based Practicum) and am on track to meet all related practicum requirements this semester

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Placement/Setting – Unless students indicate a preference for an alternative setting, students will complete advanced practicum at the UTSA Psychological Assessment and Consultation Center (PACC). If students wish to complete advanced practicum at an alternative setting, students are responsible for independently attaining a practicum at an alternative setting. See Appendix K for more information.

Please indicate your plan (select one):

- ☐ I plan on completing advanced practicum at the UTSA Psychological Assessment and Consultation Center. OR
- ☐ I plan on seeking an alternative advanced practicum placement/setting. I have reviewed Appendix K for further instruction. If I am unable to attain an alternative advanced practicum placement/setting, I understand that I will be completing advanced practicum at the UTSA Psychological Assessment and Consultation Center.

Appendix E. Practicum Evaluation Form – Site Supervisor(s)

Purpose

The purpose of this document is to assist site supervisors with evaluating students completing the practicum experience. This includes a general evaluation of the student, as well as evaluation of skills in specific competencies (*when relevant to each practicum site/agency*). This form should be completed in conjunction with the 'Documentation of Practicum Experience' form (completed by students).

Student and Site Information

Student: _____ Practicum Site: _____

Semester(s): _____ On-Site Supervisor(s): _____

UTSA Practicum Instructor/Supervisor: _____

Practicum Experience: ☐ Practicum in School Psychology course
☐ Advanced Practicum course
☐ Supervision Practicum experience
☐ Other: _____

Year in Program: ☐ 1st year ☐ 2nd year ☐ 3rd year ☐4th year ☐5th+ year

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Evaluation Guide

Please indicate the practicum student's level of performance in each of the following areas based on this practicum experience. Please rate the student's performance relative to other students at the same developmental level using the following ratings:

- **1 – Unsatisfactory** – Student is deficient in the competency or skill and there needs to be significant, further training and special efforts made in order to bring their skill up to the Satisfactory level.
- **2 – Needs Improvement** – Student has shown some evidence of competency or skill, but performance is inconsistent or there may be examples of poor motivation or minor irresponsibility. It is anticipated that the rating will improve wither further training, supervision, and student effort.
- **3 – Satisfactory** – Student has shown basic mastery of the competency or skill.
- **N/A** – No opportunity to observe. This competency or skills was not part of this practicum experience.

Competency: INTERVENTION	Rating (1-3, 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	
Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation	
Please explain any 1 (Unsatisfactory) or 2 (Needs Improvement) ratings: Other Comments:	

Competency: ASSESSMENT	Rating (1-3, N/A)
Demonstrates current knowledge of diagnostic/eligibility classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	
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	
Please explain any 1 (Unsatisfactory) or 2 (Needs Improvement) ratings: Other Comments:	

Competency: ETHICAL and LEGAL STANDARDS	Rating (1-3, N/A)
Demonstrates knowledge of and acts in accordance with the NASP/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	
Please explain any 1 (Unsatisfactory) or 2 (Needs Improvement) ratings: Other Comments:	

Competency: INDIVIDUAL and CULTURAL DIVERSITY	Rating (1-3, 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 work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own	
Please explain any 1 (Unsatisfactory) or 2 (Needs Improvement) ratings: Other Comments:	

Competency: RESEARCH	Rating (1-3, 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	
Please explain any 1 (Unsatisfactory) or 2 (Needs Improvement) ratings: Other Comments:	

Competency: PROFESSIONAL VALUES, ATTITUDES, and BEHAVIORS	Rating (1-3, 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	
Please explain any 1 (Unsatisfactory) or 2 (Needs Improvement) ratings: Other Comments:	

Competency: INTERPROFESSIONAL and INTERDISCIPLINARY CONSULTATION	Rating (1-3, 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	
Please explain any 1 (Unsatisfactory) or 2 (Needs Improvement) ratings: Other Comments:	

Competency: SUPERVISION	Rating (1-3, N/A)
Demonstrates knowledge of supervision models and practices	

Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals	
Please explain any 1 (Unsatisfactory) or 2 (Needs Improvement) ratings: Other Comments:	

Competency: COMMUNICATION and INTERPERSONAL SKILLS	Rating (1-3, 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	
Please explain any 1 (Unsatisfactory) or 2 (Needs Improvement) ratings: Other Comments:	

SUPERVISION MODALITY

Means of Supervision (check all that apply):

☐ Individual ☐ Group

Which methods(s) of supervision were employed (check all that apply):

☐ Live Supervision/Observation ☐ Videotape ☐ Audiotape
☐ Review: Case Notes ☐ Review: Reports
☐ Other: _____

Estimate to what extent supervision was provided virtually
(i.e., not in-person face-to-face): _____%

General Evaluation of Practicum Student

Please describe the student's strengths: _____
_____
_____
_____

Please indicate any areas in need of improvement: _____
_____
_____
_____

Reviewed with Practicum Student

Signature of primary on-site practicum supervisor: _____

Signature of student: _____

Date Reviewed: _____

Appendix F. Mid-Year Review Report

This form is completed by the Practicum Course Instructor at the midpoint (i.e., mid-year) of the practicum experience, typically between November and January. This form is completed based on the mid-year review meeting held between the practicum student, practicum course instructor, and on-site supervisor(s).

Date of Review Meeting: _____

Academic Year/Semesters of Practicum Placement: _____

Practicum Student Name: _____

Practicum Course Instructor Name: _____

Practicum Site/Agency Name: _____

On-Site Practicum Supervisor Name: _____

School-Based OR Advanced Practicum: _____

Student Performance

Comments regarding student learning needs:

_____

_____

Comments regarding student progress:

_____

_____

Comments regarding student areas of improvement:

_____

_____

Other comments regarding student 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 supervisors:

_____

_____

Frequency and duration of supervision received:

_____

_____

Format of supervision received:

_____

_____

Supervision strengths:

_____

_____

Supervision weaknesses:

_____

_____

Review of Site

Types of service(s) offered by the site:

_____

_____

Population(s) served by the site:

_____

_____

Types of activities/experiences offered to practicum students:

_____

_____

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

- If NO, please elaborate:

  _____

  _____

Appendix G. Documentation of Practicum Experience

Purpose

The purpose of this form is to provide a 'mid-year' and 'end-of-year' summary of the experience of PhD in School Psychology students completing the structured practicum courses (EDP 6833 [Practicum in School Psychology], EDP 7833 [Advanced Practicum]), as well as the structured Supervision Practicum experience (EDP 7213).

Students complete this form with guidance from their site-based practicum supervisors, complete this form at the end of the practicum experience.

Student and Site Information

Student: _____ Practicum Site: _____

Semester(s): _____ Site Supervisor(s): _____

UTSA Supervisor(s): _____ Site Supervisor(s) Completing the Form: _____

Practicum Experience:
☐ Practicum in School Psychology course
☐ Advanced Practicum course
☐ Supervision Practicum experience
☐ Other: _____

Year in Program: ☐ 1st year ☐ 2nd year ☐ 3rd year ☐4th year ☐5th+ year

Documentation of Experience
For each area, check if the specific experience was attained during the practicum experience.

Administrative	
Activity	Check if Completed
Maintain adherence to the practicum MOA and practicum schedule for the duration of the practicum experience	
Regularly review practicum experiences with practicum site supervisor and maintains plan to gain a variety of practicum experiences	
Participate in team meetings and processes that involve administrative tasks associated with the profession	
Participate in site-sponsored professional development activities	
Maintain weekly practicum log and documentation of client demographics	
Describe other administrative experiences not mentioned above:	

Assessment	
Activity	Check if Completed
Intake	
Functional behavioral assessment	
Assist in analyzing CBM and benchmarking data within RTI model	

Standardized cognitive assessment (including administration, scoring, and interpretation)	
Standardized achievement assessment (including administration, scoring, and interpretation)	
Standardized psychological/mental health/social-emotional assessment (including administration, scoring, and interpretation)	
Completed structured clinical interview	
Completed structured observations	
Professional Report Writing	
Provided assessment feedback to clients, families, or schools	
Describe other assessment experiences not mentioned above:	

Therapy/Counseling/Intervention	
Activity	Check if Completed
Prepare Intake Report/Treatment Plan	
Individual therapy/counseling	
Group therapy/counseling	
Family therapy/counseling	
Design and implement academic intervention	
Design and implement behavior intervention	
Design and implement mental health intervention	
Termination Report/Summary Report	
Describe other intervention experiences not mentioned above:	

Consultation/System-Level Intervention/Interprofessional-Interorganizational	
Activity	Check if Completed
Conjoint behavioral consultation	
Teacher consultation – academic	
Teacher consultation – behavioral	
Interaction with other professionals outside of psychology (e.g., SLP, medical)	
Systems-level intervention (specify:)	
Presentation of in-service/professional development presentation	
Participate in ARD/IEP meetings or other multidisciplinary meetings	
Triadic consultation (e.g., home-medical-school)	
Describe other consultations/systems level experiences not mentioned above:	

Supervision	
Activity	Check if Completed
Participate in weekly supervision meetings with site supervisor	
Participate in weekly group supervision meetings with UTSA supervisor	
Co-supervision of others (with:)	
Describe other supervision experiences not mentioned above:	

Site Supervision Methods

Means of Supervision (select all that apply):
☐ Individual ☐ Group ☐ Combination

Which methods(s) of supervision were employed (select all that apply):
☐ Live Supervision/Observation ☐ Videotape ☐ Audiotape
☐ Review: Case Notes ☐ Review: Reports ☐ Other: _____

To what extent was supervision provided virtually (i.e., not in-person face-to-face): _____%

General Summary of Clients Served
Check all that apply

Age: ☐ Early childhood (3-5) ☐ Childhood (6-11) ☐ Adolescence (12-17) ☐ Adulthood (18+)

SES Level (estimated): ☐ Very Low ☐ Low ☐ Middle ☐ Upper

Race/Ethnicity: ☐ African American/Black ☐ American Native/Alaska Native
☐ Asian/Pacific Islander ☐ Hispanic ☐ White ☐ Multiracial/Multicultural

Gender: ☐ Female ☐ Male ☐ Transgender

For clients with which you worked, for what types of suspected diagnoses (DSM and/or Special Education) were they referred (provide a general list of suspected disorders):
_____
_____
_____

Total Practicum Hours Completed

Total Practicum hours completed (i.e., all practicum-related activities):_____

Total Assessment hours completed: _____

Total Intervention hours completed: _____

Signature of student: _____

Date completed_____

Appendix H. Summary of Information Needed for Practicum Experiences

This document summarizes the types of activities that should be detailed in practicum logs as required by the Association of Psychology Postdoctoral and Internship Centers (APPIC). This document also provides general guidance for how/where to log various experiences.

Terminal Master's Information

If you will enter practicum hours for a terminal master's degree, you must complete this section.

Intervention Experience

For the Total Hours Face-to-Face columns, each hour of a group, family, or couple's session is counted as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours. Provide additional details and comments, as necessary.

For the # of Different columns, count a couple, family, or group as one unit. For example, meeting with a group of 12 adults over a ten-week period for two hours per week counts as 20 hours and one group. Groups may be closed or open membership but, in either case, count the group as one group.

Consultation activities may count as practicum hours only to the extent that this activity involves actual clinical intervention. Direct consultation with the client (e.g., individual, family, organization) or an agent of the client (e.g., parent, teacher) would be an activity you would include in this section. Consultation activities with other professionals regarding coordination of care (e.g., psychiatrist), without the client/patient present, should be reported in the Support Activities section.

Psychological Assessment Experience

You must enter the estimated total number of face-to-face client contact hours administering psychodiagnostic and neuropsychological instruments and providing feedback to clients/patients.

Do not include:

- Activities of scoring and report writing; instead, include them in the Support Activities section.
- Any practice administrations including those for classes.
- Testing experience accrued in a non-practicum setting. You can list testing experience accrued in a non-practicum setting in the Non-Practicum Clinical Experience section of the AAPI application and in your Curriculum Vitae.

If you only administered a subtest(s), do not endorse the full test in this section. Instead, identify the specific subtest in the Other Measures section. Provide additional details and comments, as necessary.

Adult Assessment Instruments

You must manually enter all adult assessment instrument information. If you are an existing Time2Track user, you can find your previously entered assessments in the Assessments tab. Indicate all psychological assessment instruments you administered to actual patients/clients (first two columns) or research participants in a practicum or clinical research setting sanctioned by your doctoral program as a relevant training experience (third column) by October 1. If the person you assessed was not a client, patient, or clinical research participant, do not include this experience in this summary. Do not include any practice administrations. Use the Other options to include additional instruments for any tests not listed.

For each instrument that you used, specify the following information:

- Number Clinically Administered/Scored: the number of times that you both administered and scored the instrument in a clinical situation (i.e., with an actual client/patient).
- Number of Clinical Reports Written with this Measure: the number of these instruments for which you also wrote a clinical interpretive report integrating data from each measure.
- Number Administered as Part of a Research Project: the number of instruments that you administered as part of a research project.
    - Note: for each administration, only endorse it as either a clinical or research administration as the categories are meant to be mutually exclusive.

Child and Adolescents Assessment Instruments

Complete this section in a similar manner to the Adult Assessment Instruments section.

Integrated Reports

If you are an existing Time2Track user, your integrated report totals are prepopulated from the Assessments tab. When you change your totals in the Summary of Practicum Experiences page or Assessments tab, your integrated report totals will automatically update in the other location. Enter the number of supervised integrated psychological reports you have written for adults and children/adolescents.

An integrated report includes:

- A review of history,
- Results of an interview, and
- At least two psychological tests from one or more of the following categories:
    - Personality assessments (objective and/or projective).
    - Intellectual assessments.
    - Cognitive assessments.
    - Neuropsychological assessments.

Supervision Received

Supervision can be provided by licensed psychologists, licensed allied mental health providers (e.g., social workers, marriage and family therapists, psychiatrists), and advanced doctoral students or postdoctoral fellows whose supervision is supervised by a licensed psychologist.

Supervision activity involves a formal evaluative component, and may include both supervision received as an individual (i.e., one-to-one) and within a group. Supervision that you have provided to less advanced students should not be recorded in this section, and may instead be reported in the Intervention Experience section.

Individual supervision is defined as regularly scheduled, one-on-one, face-to-face supervision with the specific intent of overseeing the psychological services rendered by the supervisee. Group supervision is defined as regularly scheduled, face-to-face supervision with multiple supervisees, with the specific intent of overseeing the psychological services rendered by the supervisees. Considering COVID-19's impact, please include individual or group supervision that has occurred via video-conferencing or telephone in your supervision tallies.
Enter any comments, if applicable.

Additional Information About Practicum Experiences

Specify your practicum experience with diverse populations in a professional therapy/counseling/assessment capacity. Indicate the number of clients seen for assessment and intervention for each of the diverse populations listed. You may not have information for some of your clients/patients on some of the items, so only indicate the information that is known.

Please note that this section is not intended to thoughtlessly categorize the clients/patients you have seen in a one-dimensional fashion. Instead, it is intended to provide those reviewing your application a general sense of the amount of clinical and assessment experience you have had with persons from various diverse populations. It is understood that human beings are much more complex than a single demographic criteria, such as race, ethnicity, gender, sexual orientation, etc.

For this section, you can include a single client/patient in more than one category and/or more than one column, as appropriate. For families, couples, and groups, please count each individual as a separate client/patient. Provide additional details and comments, as necessary.

Support Activities

Enter activities spent outside the counseling/therapy hour while still focused on the client/patient (e.g., performing chart review, writing progress notes, consulting with other professionals, case conferences, case management, video/audio review of recorded sessions, assessment interpretation and report writing, etc.). This also includes participation in didactic training held at the practicum site (e.g., grand rounds, seminars).

Provide additional details and comments, as necessary. We strongly recommend highlighting the most clinically-relevant activities at the top of your Support Activities list. For example, engaging in text-based therapies and deliberate practice activities with virtual patients are highly, clinically-relevant activities that, while cannot be included in the intervention section, should be prominently highlighted here.

Appendix I. Example Summary of Practicum Experiences Table

*This document provides an example of the practicum experience information – summarized in tables – required by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Practicum students should keep sufficient documentation/detail (*similar to this example*) regarding their practicum experiences.*

Intervention Hours Doctoral Hours: ###
Assessment Hours Doctoral Hours: ###
Supervision Hours Doctoral Hours: ###

Intervention Experience

Degree of Terminal Masters:
If Other , Please specify
Area of Concentration of Terminal Masters Degree:
If Other , Please specify

	Doctoral		Terminal Masters	
Individual Therapy	**Total Hours Face-to-Face:**	**# of Different Individuals:**	**Total Hours Face-to-Face:**	**# of Different Individuals:**
Older Adults (65+)	0	0		
Adults (18-64)	201	11		
Adolescents (13-17)	2	1		
School-Age (6-12)	91	7		
Pre-School Age (3-5)	11	2		
Infants/Toddlers (0-2)	0	0		

Career Counseling	**Total Hours Face-to-Face:**	**# of Different Individuals:**	**Total Hours Face-to-Face:**	**# of Different Individuals:**
Adults				
Adolescents (13-17)				

Group Counseling	**Total Hours Face-to-Face:**	**# of Different Groups:**	**Total Hours Face-to-Face:**	**# of Different Groups:**
Adults	20	2		
Adolescents (13-17)	57	2		
Children (12 and under)	29	1		

Family Therapy	**Total Hours Face-to-Face:**	**# of Different Families:**	**Total Hours Face-to-Face:**	**# of Different Families:**
Family Therapy	77	5		

Couples Therapy	**Total Hours Face-to-Face:**	**# of Different Couples:**	**Total Hours Face-to-Face:**	**# of Different Couples:**
Couples Therapy				

School Counseling Interventions	**Total Hours Face-to-Face:**	**# of Different Individuals:**	**Total Hours Face-to-Face:**	**# of Different Individuals:**

Intervention Experience (continued)

Other Psychological Interventions	Doctoral		Terminal Masters	
	Total Hours Face-to-Face:	# of Different Individuals:	Total Hours Face-to-Face:	# of Different Individuals:
Sport Psychology/ Performance Enhancement				
Medical/Health-Related Interventions				
Intake Interview	107	105		
Substance Abuse Interventions				
Consultation	27	6		
Other Interventions	102	41		

Describe the nature of the experience in "Other Interventions":

These hours include milieu therapy within a partial hospitalization program with children and adolescents, as well as crisis intervention with clients endorsing suicidal ideation, and treatment planning with individual therapy clients.

Other Psychological Experience with Students and/or Organizations	Total Hours Face-to-Face	
	Doctoral:	Terminal Masters:
Supervision of other students performing intervention and assessment activities	26	
Program Development/Outreach Programming	37	
Outcome Assessment of programs or projects	21	
Systems Intervention/Organizational Consultation/Performance Improvement		
Other	46	

If other, please specify:

These hours include performing intervention activities with children (e.g., crisis intervention, mindfulness, psycho-education) at a camp developed for children exposed to family violence.

Psychological Assessment Experience

Summary of Psychological Assessment Experience

	Total Hours Face-to-Face	
	Doctoral:	Terminal Masters:
Psychodiagnostic test administration (include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients.	402	0

Integrated Psychological Reports

Adults: 14
Children/Adolescents: 35

Adult Assessment Instruments

Symptom Inventories	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Beck Anxiety Inventory	35	9	0
Beck Depression Inventory	47	9	0
Brown Attention-Deficit Disorder Scales (Other)	2	1	0
PTSD Checklist for DSM-5 (PCL-5) (Other)	16	3	27
Altman Self-Rating Mania Scale (Other)	9	2	0
Mood Disorder Questionnaire (Other)	7	1	0
Self-report measures of symptoms/disorders (Other)	96	13	48
Outcome Questionnaire (OQ -45.2) (Other)	12	3	0

General Cognitive Assessment	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Mini Mental State Examination (MMSE)	39	12	0
Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV)	12	12	0

Commonly Used Measures of Academic Functioning	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Wechsler Individual Achievement Test (WIAT)	1	1	0
WRAT-4	12	12	0

Behavioral/Personality Inventories	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Minnesota Multiphasic Personality Inventory	5	5	0
Personality Assessment Inventory	3	3	0

Psychological Assessment Experience

Child Assessment Instruments

Parent/Youth-Report Measures	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Behavior Assessment System for Children (BASC)	15	6	0
Achenbach System of Empirically Based Assessment	6	2	78
Adaptive Behavior Assessment System 3 (Other)	4	2	0
Children's Yale-Brown Obsessive Compulsive Scale (Other)	4	2	0

Symptom Inventories	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Conner's Rating Scales	7	3	0
Self-report measures of symptoms/disorders	28	7	69

General Cognitive Assessment	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Bayley Scales of Infant and Toddler Development - III	13	7	6
WISC-IV	24	24	0
WPPSI-IV	3	3	0

Commonly Used Neuropsychological Assessment Measures	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)	2	2	0

Commonly Used Measures of Academic Functioning	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Wechsler Individual Achievement Test (WIAT)	2	1	0
Woodcock Johnson-III (Achievement; Cognitive)	4	4	0
WRAT-4	22	22	0

Supervision Received

Supervision Received

	Doctoral Total Hours		Terminal Masters Total Hours	
Supervised By:	Individual	Group	Individual	Group
Licensed Psychologists	77	245		
Allied Mental Health Professionals				
Others*	25	0		

* For example, supervision provided by an advanced graduate student who is supervised by a licensed psychologist

Additional Information about Practicum Experience (Continued)

Race/Ethnicity	Intervention	Assessment
African-American/Black/African Origin	61	160
Asian-American/Asian Origin/Pacific Islander	0	0
Latino-a/Hispanic	2	2
American Indian/Alaska Native/Aboriginal Canadian	0	0
European Origin/White	42	52
Bi-racial/Multi-racial	8	7
Other		
If other, please specify		

Sexual Orientation	Intervention	Assessment
Heterosexual	68	139
Gay	5	4
Lesbian	2	2
Bisexual	5	11
Other	2	0
If other, please specify Pansexual		

Disabilities	Intervention	Assessment
Physical/Orthopedic Disability	1	6
Blind / Visually Impaired		1
Deaf/Hard of Hearing		2
Learning/Cognitive Disability	2	29
Developmental Disability	5	27
Serious Mental Illness	11	23
Other		
If other, please specify		

Gender	Intervention	Assessment
Male	48	91
Female	62	127
Transgender		2
Other	3	1
If other, please specify Gender Non-binary		

Non-Practicum Clinical Work Experience

Appendix J. Practicum Site Evaluation Form - Student

Purpose

The purpose of this form is to assist students with evaluating their practicum experience. This includes a general evaluation of the practicum setting and supervision, as well as open-ended evaluation of the practicum strengths and suggestions for practicum.

Students will complete this evaluation form at the end of each practicum experience.

Student and Site Information

Student: _____ Practicum Site: _____

Semester(s): _____ Site Supervisor(s): _____

UTSA Supervisor(s): _____

Practicum Experience:
☐ Practicum in School Psychology course
☐ Advanced Practicum course
☐ Supervision Practicum experience
☐ Other: _____

Year in Program: ☐ 1st year ☐ 2nd year ☐ 3rd year ☐4th year ☐5th+ year

Evaluation Guide – Practicum Setting

Please indicate the extent to which the practicum experience met your expectations and/or provided various opportunities in different areas using the following ratings:

- Not at All – The practicum experience did not provide an adequate experience at all for each area/item, or the practicum experience did not at all provide the opportunity to engage in each area/item.
- Somewhat – The practicum experience provided a somewhat adequate experience for each area/item.
- Appropriate/Adequate – The practicum experience was appropriate/adequate for each area/item.
- Exceeds Expectations – The practicum experience exceeded your expectations for each item/area.

Evaluation of Practicum Setting				
	Not at All	Somewhat	Appropriate/ Adequate	Exceeds Expectations
Appropriateness of setting				
Consistency with ethical and legal guidelines				
Reasonableness of policies				
Appropriateness of clients				
Number of clients				

Appropriateness of tasks assigned				
Used of evidence-based practices				
Individualization of experience				
Opportunities for skill expansion				
Opportunities for professional growth				
Opportunities for cross-disciplinary or interdisciplinary interaction				
Availability of resources				

Evaluation Guide – Supervision

Please indicate the extent to which the supervision your received at practicum met your expectations and/or provided various types of support using the following ratings:

- Not at All – Your supervision did not provide an adequate experience at all for each area/item.
- Somewhat – Your supervision experience provided a somewhat adequate experience for each area/item.
- Appropriate/Adequate – Your supervision was appropriate/adequate for each area/item.
- Exceeds Expectations – Your supervision exceeded your expectations for each item/area.

Evaluation of Supervision				
	Not at All	Somewhat	Appropriate/ Adequate	Exceeds Expectations
Frequency and intensity of supervision				
Supervisor was knowledgeable in areas needed for experience				
Supervisor was effective in managing issues				
Supervisor provided timely feedback in products (notes, reports, etc.)				
Supervisor encouraged growth and independence				
Supervisor was available and accessible				
Supervisor treated you with respect				
Supervisor provided a safe learning environment				
Supervisor modeled adherence to legal and ethical standards				

Supervisor provided ongoing feedback for the duration of the experience				

Site Supervision Methods

Which model(s) of supervision were utilized (check all that apply):

- ☐ Developmental (more intense in the beginning with more independence over time)
- ☐ Behavioral (appropriate approximations of skills reinforced, correction provided when needed)
- ☐ Process-Oriented – Personal Development (discussion of your behavior and relation to you as a person and your interactions)
- ☐ Process-Oriented – Professional Development (focus on increasing skills and professional presentation)
- ☐ Other (please specify): _____

Means of Supervision:

☐ Individual ☐ Group ☐ Combination

Which methods(s) of supervision were employed (check all that apply):

☐ Live Supervision/Observation ☐ Videotape ☐ Audiotape
☐ Review: Case Notes ☐ Review: Reports ☐ Other:
_____

To what extent was supervision provided virtually (i.e., not in-person face-to-face): _____%

General Evaluation

Identify the strengths of this site/experience:

_____
_____
_____
_____
_____

What suggestions do you have for this practicum that would improve the experience of future students?:

_____
_____
_____
_____
_____

Signature of student: _____

Date: _____

Appendix K. Alternative Advanced Practicum Setting

Student Name: _____

Student Advisor: _____

Current Semester: _____

Anticipated Semester to Begin Advanced Practicum: _____

Unless students indicate a preference for an alternative setting, students will complete (by default) advanced practicum at the UTSA Psychological Assessment and Consultation Center (PACC).

If students wish to complete advanced practicum at an alternative setting, students are responsible for independently attaining a practicum at an alternative setting and for completing this appendix.

Select one:

- ☐ I plan on seeking a practicum with an established program partner with which the program already has a training contract. See Appendix M for a list of existing partners.
    - Note: There are a limited number of existing advanced practicum partners. Additionally, advanced practicum sites do not take new students each year and when they do, they typically take just one or two practicum students per year.

OR

- ☐ I plan on pursuing an alternative advanced practicum at a new site (i.e., a site with which the program does not have an existing training contract). I understand that it is my responsibility to:
    - Contact the new site to determine their willingness to take on practicum students; and
    - Share with the new site Appendix B (Memorandum of Agreement – Advanced Practicum) to ensure that the new site will abide by the program and practicum requirements; and
    - Contact the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training after the site has agreed to take on practicum students and has agreed to the MOA.
        - The purpose of contacting the Graduate Advisor of Record/Director of Clinical Training is to formalize the training partnership via completion of a training contract.
        - *Students cannot complete advanced practicum at a site with which the program does not have a completed training contract.*

Note: If students are unable to secure an alternative advanced practicum placement, students will complete advanced practicum at the UTSA Psychological Assessment and Consultation Center (PACC).

Appendix L. Telesupervision Policy

For the purpose of the PhD in School Psychology program, telesupervision is defined as synchronous (i.e., 'live') two-way video *and* audio teleconferencing in which the supervisor and supervisee (i.e., practicum student) can see each others' faces. Telesupervision is utilized as an alternative form of supervision when in-person supervision is not practical or safe and allows for the continuation of high-quality training even in extenuating circumstances that might preclude in-person supervision. Telesupervision is permitted during the practicum experience as long as the following conditions are met:

1. The primary mode for practicum supervision should be 'in-person' in which the supervisor and supervisee are in the same physical location.
2. For practicum, telesupervision may be used for some but not all of the supervision hours; no more than 20% of practicum supervision can be obtained from telesupervision.
3. Telesupervision shall only be utilized when in-person supervision is not feasible or under other extenuating circumstances. Telesupervision should not be used for the sole purpose of convenience.
4. The supervisors conducting telesupervision maintains oversight and professional responsibility for all clinical cases discussed via telesupervision.
5. Telesupervision allowing only oral communication (e.g., audio-only phone calls) is not permitted for practicum supervision.
6. Prior to the first telesupervision meeting, the supervisor and supervisee must familiarize themselves with the required teleconferencing technology to ensure that the technology will be used properly during telesupervision.
7. If there are persistent technology glitches during telesupervision, telesupervision will be discontinued.
8. Telesupervision must only occur in settings in which privacy and confidentiality can be assured, whether this is in an office or a home-based setting.
9. The expectations for behavior and professionalism for in-person supervision extend to telesupervision.
10. If it is evident that supervisees are distracted or multi-tasking during telesupervision, telesupervision will be discontinued.

If you anticipate that telesupervision will be used during this practicum experience, please acknowledge that you have reviewed the Telesupervision Policy and conditions. Acknowledgement of this policy must be in place before telesupervision can be provided in practicum.

_____	_____
On-Site Supervisor's Signature	Date
_____	_____
Student's Signature	Date
_____	_____
University Supervisor's Signature	Date

Appendix M. Alternative Advanced Practicum Sites

By default, students will complete advanced practicum at the UTSA Psychological Assessment and Consultation Center (PACC).

However, students can complete practicum in an alternative setting. The following table includes a list of alternative sites in which students have completed the advanced practicum experiences in previous years:

Site	Supervisor	Email
Children's Hospital of San Antonio	Andrew Martinez	andrew.martinez@christushealth.org
Alliance Psychology and Psychiatry	Joshua Essery	info@alliancepsychologytx.com
SA Pediatric & Adolescent Neuropsychology Specialists	April Abrego	sapans@pediatricneuropsychologyspecialists.com
Bexar County Juvenile Probation Department	Caitlin Bowlin	cbowlin@bexar.org
Family Service	Fred Cardenas	fcardenas@family-service.org
Ecumenical Center	Patricia Mojdara	patricia.mojdara@ecrh.org

Appendix N. Additional Verification of Intensive School-Based Practicum Experience

Students are required to attain additional verification of their completion of the school-based practicum experience (i.e., the two-semester sequence of EDP 6833). This additional verification is done by completing the 'NASP Internship Verification Form.' The form is available online at: https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp. A 'pre-filled' form is also available directly from the Graduate Advisor of Record/Program Director.

This form serves as the program's verification that the intensive EDP 6833 experience is considered to be an "equivalent experience" that aligns with NASP's 'Policy on Credit for Prior Internships,' as described in NASP's 'Policies and Procedures for the Review and Accreditation of Graduate Programs in School Psychology.' This policy permits APA accredited programs to give credit for internship equivalent experiences. **Note: This verification form is for program use to demonstrate the program's alignment with NASP standards for doctoral programs. Completion of this form should not be understood as pre-verification by NASP, the National School Psychology Certification System (NSPCS), or the National School Psychology Certification Board (NSPCB) that this experience meets NASP's internship requirement for the NCSP credential.**

The program verifies that completion of the intensive EDP 6833 experience is preceded by:

- Appropriate graduate coursework in areas such as: research methods; psychometrics; legal, ethical, and professional issues in school psychology; school-based mental health services; youth mental health issues; consultation; behavior assessment and intervention; and psychoeducational assessment; and
- Practice in psychoeducational assessment; integrated psychoeducational assessment report writing; and role play of the implementation of evidence-based mental health interventions for children and adolescents.

The program verifies that the intensive EDP 6833 experience itself:

- Is fully completed in a school setting over one consecutive academic year, with an equivalent of at least 20 hours completed per week;
- Involves a variety of school psychology service activities, including assessment, intervention, consultation, and various administrative and support activities associated with school psychology services;
- Includes successful completion of a 'Problem-Solving Report' case study aligned with NCSP requirements;
- Is supervised 'on-site' by a school-based Licensed School Psychologist supervisor with at least 3 years of experience (Texas credential);
- Is concurrently supervised by a university faculty member that holds both the Licensed Psychologist and Licensed School Psychologist credentials with at least 3 years of experience (Texas credentials);
- Includes both summative and formative performance-based evaluations;
- Requires subsequent completion of an additional 600 hours (minimum) of supervised practicum experience;
- Requires subsequent completion of a formal doctoral internship which serves as further evaluation of a student's professional competence, with failure to meet internship competency standards resulting in dismissal from the program.

Note: This verification is separate from the practicum evaluation (completed by site supervisors) or documentation of experience (completed by students).