

University of Texas at San Antonio  
Department of Educational Psychology  
Master of Arts in School Psychology  
Program Handbook  
2020-2021

UTSA  
Department of Educational Psychology  
501 W. Cesar E. Chavez Blvd.  
San Antonio, TX 78207-4415  
(210) 458-2650  
[http://education.utsa.edu/educational\\_psychology](http://education.utsa.edu/educational_psychology)

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## **Introduction and Overview**

The purpose of this Handbook is to describe the content, requirements, expectations, policies, and procedures of the Master of Arts in School Psychology (MA/SPSY) program at UTSA. Students are expected to read this Handbook carefully, as they will be responsible for knowing the content herein. Further, students should refer to this Handbook when they have questions about the program, and faculty should refer to this Handbook in order to facilitate student advising.

Please note: In addition to the policies and procedures outlined in this Handbook, students (and prospective students) are expected to abide by the policies and procedures described in the UTSA Graduate Catalog.

## **Organizational Structure**

The School Psychology program at UTSA is located in the Department of Educational Psychology, which is one of six departments housed in the College of Education and Human Development (COEHD). The other departments in the COEHD are Counseling; Educational Leadership and Policy Studies; ; Bicultural-Bilingual Studies; Race, Ethnicity, Gender, and Sexuality Studies; and Interdisciplinary Learning and Teaching.

The main office of the Department of Educational Psychology is located in the Durango Building, Office 4.322, on the Downtown Campus. Dr. Sharon Nichols currently serves as the Chair of the Department of Educational Psychology, and Dr. Felicia Castro-Villarreal currently serves as the Graduate Advisor of Record and Coordinator of the School Psychology program.

## **UTSA Mission Statement**

The University of Texas at San Antonio is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, serving as a center for intellectual and creative resources as well as a catalyst for socioeconomic development for Texas, the nation, and the world (UTSA Public Affairs Office).

The School Psychology program is consistent with this institutional mission in that the program strives to enhance the clinical and research skills of its graduates, which in turn will serve to enhance the success of K-12 learners with whom program graduates work. The program also serves the San Antonio community by placing practicum students, internship students, and school psychologists in local schools, who are equipped to provide services such as counseling, assessment, and consultation.

## **COEHD Mission Statement**

The College of Education and Human Development (COEHD) will be an international model for developing inclusive, transformative leaders guided by principles of community, integrity, equity, excellence, diversity, scholarship and service. The COEHD will have a critical impact on the realization of human and community potential through its leadership in education, health and wellness, human development and policy studies. All programs of study include a focus on developing competencies for working effectively in multicultural and cross-national contexts.

The COEHD will achieve this vision through its mission of developing knowledge and preparing professionals to significantly improve the education and human development processes and/or services needed to enhance the opportunities of the diverse people of Texas and the nation.

The fundamental values embedded in the Mission of the COEHD are the creation and maintenance of a democratic, collaborative learning organization that:

- promotes equity, excellence, social justice, risk-taking and accountability
- recognizes a healthy balance among scholarship, teaching, and service
- is responsive to community needs
- develops and applies new knowledge of best practices
- prepares transformational educators/leaders to succeed in diverse, ambiguous, and challenging contexts
- builds community within and at large
- fosters the holistic development of all its members
- uses resources effectively and efficiently so that the College prepares and graduates citizens who are engaged in productive contributions to self, society, and the global community (from [http://coe hd.utsa.edu/about/college\\_mission/](http://coe hd.utsa.edu/about/college_mission/)).

## **Department of Educational Psychology Mission Statement**

The mission of the Department of Educational Psychology is to promote the development and application of scientific knowledge. To do so, our faculty members are committed to: Producing high-quality, innovative research and scholarship; Providing effective and culturally inclusive instructional technologies to prepare practitioners and researchers to use the tools, resources, and strategies necessary to improve the educational experience of all learners; Preparing culturally competent scientist-practitioners and researchers to effectively contribute to the applied psychological development and well-being of children and adolescents; Providing responsive educational and psychological services to the local community, schools, and beyond; and, Engaging in participatory and leadership roles in local, national, and international institutions and organizations.

## **The School Psychology Program at UTSA**

The School Psychology program is designed to provide the academic and practical training necessary to become licensed as a Licensed Specialist in School Psychology (LSSP) by the Texas State Board of Examiners of Psychologists. Graduates also are eligible to apply for certification as

a Nationally Certified School Psychologist (NCSP), which is a nationally-recognized professional certification granted by the National Association of School Psychologists. The program includes coursework and field-based experiences related to psychological assessment, intervention, development, psychopathology, research, statistics, and professional issues. Students also complete a full-time internship in a school setting. Due to the clinical nature of this program and number of hours required, the degree does not have a Thesis option.

### **Program Admission Requirements**

The MA in School Psychology is designed for students who aspire to practice psychology in educational settings. Admission to the program is based on the following criteria:

1. Applicants must provide official transcripts indicating a Bachelor's degree in Psychology, Special Education, Curriculum & Instruction, Sociology, or closely related field from a regionally accredited college or university in the United States, or show proof of equivalent training at a foreign institution.
2. Acceptance to the MA program is contingent on having a grade point average (GPA) of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours of coursework for the baccalaureate degree, as well as in all graduate-level coursework taken (if applicable). If an applicant's GPA is between 2.70 and 2.99, probationary admission may be granted and the student must maintain a minimum of a 3.0 GPA during the first 12 hours of coursework. Applicants who have a GPA below 2.70 are denied admission as degree-seeking students.
3. Applicants must submit an official score on the Graduate Record Examination (GRE; including the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing tests). GRE scores cannot be more than five years old. Applicants must obtain a minimum score of 3.5 on the Analytical Writing test. There is not a cutoff score for the Verbal Reasoning or Quantitative Reasoning tests; rather, scores on these tests will be balanced with GPA and other criteria.
4. Applicants whose native language is not English must submit an official score on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Minimum scores include a score of at least 550 on the TOEFL paper version, at least 79 on the TOEFL Internet version, or at least 6.5 on the IELTS.
5. Applicants must provide two letters of recommendation from professional references. Appropriate sources of letters include professors, supervisors, employers, and similar individuals with whom the applicant has a professional relationship. Letters should not be submitted from personal references such as friends or family members. These letters should specifically address the applicant's academic and/or professional skills, and potential to succeed in a rigorous graduate program.
6. Applicants must prepare a Statement of Purpose (approximately 500 words) which outlines the applicant's: (1) reasons for pursuing the MA degree in School Psychology; (2) experiences relevant to the field of psychology or education; and (3) career plans.
7. Applicants who lack appropriate academic background in Psychology or a closely related field may be admitted conditionally, and specific coursework will be required to address

areas of deficiency. The hours of coursework required will be determined on a case-by-case basis between the student and the student's advisor.

### **Program Philosophy and Model**

The School Psychology program at UTSA is largely a practice-oriented program, but one in which practice is informed by theory and empirical research. Thus, the program strives to instruct students in a problem-solving process in which decisions are based on reliable and valid data, and in which all services are evidence-based. In the spirit of data-based decision making, students must obtain a solid foundation in research methods, statistics, psychometrics, and theories of learning and development before applying these concepts in the more advanced courses. The program uses a developmental approach in which this foundational knowledge must be demonstrated before learning how to translate this knowledge into applied skills (e.g., psychoeducational assessment and intervention).

The program embraces a systems orientation in which the child is conceptualized as developing within larger systems (e.g., classroom, school, home, community, cultural context), thereby pointing to multiple targets for assessment and intervention. Further, the program strives to instill the principle of lifelong learning by helping students recognize the importance of continuing professional development.

The goal of the School Psychology program is to produce graduates with the necessary skills to improve educational and psychological outcomes of children in San Antonio, the state of Texas, and beyond. Graduates must be able to facilitate the academic, social, behavioral, and emotional development of children and adolescents through multiple modalities, including assessment, individual and group counseling, consultation, systems-level intervention, and program evaluation. Paramount to these activities will be the ability to apply knowledge of both psychological and educational principles in a way that leads to informed decision making.

Within this larger context, the curriculum is designed to capture the *Standards for Graduate Preparation of School Psychologists* (NASP, 2020). Students will demonstrate knowledge and skills in the following areas:

1. Practices that permeate all aspects of service delivery (NASP Domain 1: Data-based Decision Making, and NASP Domain 2: Consultation and Collaboration)
2. Direct Services for Students, Families, and Schools (NASP Domain 3: Academic Interventions and Instructional Supports, and NASP Domain 4: Mental and Behavioral Health Services and Interventions)
3. Indirect Services for Students, Families, and Schools (NASP Domain 5: School-Wide Practices to Promote Learning, NASP Domain 6: Services to Promote Safe and Supportive Schools, and NASP Domain 7: Family, School, and Community Collaboration)
4. Foundations of School Psychological Service Delivery (NASP Domain 8: Equitable Practices for Diverse Student Populations, NASP Domain 9: Research and Evidence-Based practice, and NASP Domain 10: Legal Ethical and Professional Practice)

The specific Learning Objectives of the School Psychology program are as follows:

1. Professional Practice
  - a. Students will demonstrate knowledge of the history and foundations of school psychology; various service delivery models and methods; and ethical, legal, and professional standards.
  - b. Students will practice in ways that are consistent with ethical, legal, and professional standards, and will demonstrate effective communication and technology skills.
2. Data-Based Decision Making
  - a. Students will demonstrate knowledge of varied methods of assessment and data collection methods for identifying strengths and needs.
  - b. Students will use assessment-based data to identify strengths and weaknesses, diagnose psychological and learning problems, develop interventions, and measure progress and outcomes.
  - c. Students will demonstrate knowledge of research design, statistics, measurement, data collection and analysis, and program evaluation methods.
  - d. Students will apply their knowledge by monitoring progress towards goals and evaluating outcomes of interventions.
3. Student-Level Services
  - a. Students will demonstrate knowledge of psychological learning theories; cognitive development; biological, cultural, and social influences on academic skills; and instructional approaches.
  - b. Students will assess cognitive and academic skills and develop goals and interventions for cognitive and academic skills based on this assessment.
  - c. Students will demonstrate knowledge of biological, cultural, developmental, and social influences on behavior and mental health; the impact of behavioral and emotional functioning on learning and life skills; and strategies to promote social-emotional functioning and mental health.
  - d. Students will assess social, behavioral, and emotional functioning, and develop goals and interventions for social, behavioral, and emotional competence based on this assessment.
4. Systems-Level Services
  - a. Students will demonstrate knowledge of general education; special education; and school practices that promote academic outcomes, learning, social development, and mental health.
  - b. Students will create and maintain effective and supportive learning environments for children.
  - c. Students will demonstrate knowledge of risk and resilience, psychopathology, prevention services, and crisis intervention.
  - d. Students will promote services that enhance learning, mental health, and safety, and that facilitate effective crisis preparation and response.

5. Consultation

- a. Students will demonstrate knowledge of consultation models and methods.
- b. Students will apply this knowledge of consultation in building collaborative relationships with teachers, parents, and school staff.
- c. Students will demonstrate knowledge of family systems, family-based interventions, and methods to develop collaboration between families and schools.
- d. Students will work effectively with families, educators, and others in the community to provide comprehensive services to children and families.

6. Social and Cultural Foundations

- a. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics; the role of psychosocial factors in learning and development; and strategies to address potential influences related to diversity.
- b. Students will provide services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts.



## Curriculum

The National Association of School Psychologists and the Texas State Board of Examiners of Psychologists both require master's-level programs in School Psychology to include at least 60 hours of coursework, including practicum and internship. These entities also provide very specific domains of competence that must be reflected in the curriculum. The School Psychology degree requirements and curriculum reflect these standards, not only to ensure breadth of training, but also to facilitate the licensure of program graduates.

The curriculum is designed such that courses and prerequisites are deliberately placed to reflect increasing complexity, cumulative building of knowledge and skills, and the development from student to professional.

The following 66 semester credit hours of coursework are required for all students in the School Psychology program:

EDP	5003	Psychological Learning Theories
EDP	5033	Human Development Across the Lifespan
EDP	5603	Psychology of Human Motivation
EDP	5303	Principles and Techniques of Evaluation
EDP	6033	Legal, Ethical, and Professional Issues in School Psychology
EDP	6103	Introductory Statistics
EDP	6203	Quasi and Experimental Research Design
EDP	6213	School-Based Counseling Theories
EDP	6233	Mental Health Services in the Schools
EDP	6243	Cognitive Assessment and Intervention
EDP	6253	Academic Assessment and Intervention
EDP	6263	Behavior Assessment
EDP	6293	Consultation in the Schools
EDP	6343	Social Emotional Assessment in the Schools
EDP	6643	Child and Adolescent Psychopathology
EDP	6703	Clinical Neuropsychology
EDP	6733	Multicultural Assessment and Intervention
EDP	6833	Practicum in School Psychology (must be repeated for a total of 6 credit hours)
EDP	6943	Internship in School Psychology (must be repeated for a total of 6 credit hours)
SPE	5403	Survey of Special Education

Multicultural and diversity issues are addressed explicitly in EDP 6733 (Multicultural Assessment and Intervention), but also are discussed in each course as they relate to developmental and learning theories, assessment, and counseling. For example, courses in development and learning theories address the applicability or variability of theories with different cultural groups; assessment courses examine issues of bias and differential performance patterns among different groups; and counseling courses examine issues of communication, acculturation, and cultural beliefs as they pertain to building therapeutic relationships and conceptualizing pathology. Further, practicum and internship experiences provide additional opportunities to understand diversity by providing students opportunities to work with children and families from a range of socioeconomic, ethnic, and linguistic backgrounds.

## Recommended Course Sequence for MA in School Psychology (Full-Time Track)

66 hours total/3 yrs total

Year 1 (30 hours)

Fall	Spring	Summer
<i>EDP 6033: Legal, Ethical, and Professional Issues in School Psychology (3)</i>	<i>EDP 6243: Cognitive Assessment and Intervention (3)</i>	EDP 5003: Psychological Learning Theories (3)
EDP 6103: Introductory Statistics (3)	EDP 6203: Quasi and Experimental Research Design (3)	<i>EDP 6643: Child and Adolescent Psychopathology (3)</i>
<i>EDP 6213: School-Based Counseling Theories (3)</i>	<i>EDP 6233: Mental Health Services in the Schools (3)</i>	
<i>EDP 5303: Principles and Techniques of Evaluation (3)</i>	<i>EDP 6253: Academic Assessment and Intervention (3)</i>	

Note: Courses listed in italics above must be taken prior to enrolling in EDP 6833: Practicum in School Psychology.

Year 2 (30 hours)

Fall	Spring	Summer
EDP 6263: Behavior Assessment (3)	EDP 5033: Human Development Across the Lifespan (3)	EDP 6733: Multicultural Assessment and Intervention (3)
EDP 6343: Social Emotional Assessment in the Schools (3)	EDP 6293: Consultation in the Schools (3)	EDP 6703: Clinical Neuropsychology (3)
SPE 5403: Survey of Special Education (3)	EDP 5603: Psychology of Human Motivation (3)	
EDP 6833: Practicum in School Psychology (3)	EDP 6833: Practicum in School Psychology (3)	

Year 3 (6 hours)

Fall	Spring
EDP 6943: Internship in School Psychology (3)	EDP 6943: Internship in School Psychology (3)

## Recommended Course Sequence for MA in School Psychology (Part-Time Track)

66 hours total/ 4 yrs total

### Year 1 (18 hours)

Fall	Spring	Summer
<i>EDP 6033: Legal, Ethical, and Professional Issues in School Psychology (3)</i>	<i>EDP 6243: Cognitive Assessment and Intervention (3)</i>	EDP 5003: Psychological Learning Theories (3)
<i>EDP 5303: Principles and Techniques of Evaluation (3)</i>	<i>EDP 6253: Academic Assessment and Intervention (3)</i>	
<i>EDP 6213 School-Based Counseling Theories (3)</i>		

### Year 2 (18 hours)

Fall	Spring	Summer
EDP 6103: Introductory Statistics (3)	EDP 6203: Quasi and Experimental Research Design (3)	<i>EDP 6643: Child and Adolescent Psychopathology (3)</i>
SPE 5403: Survey of Special Education (3)	<i>EDP 6233: Mental Health Services in the Schools (3)</i>	
	EDP 5033: Human Development across the Lifespan (3)	

Note: Courses listed in italics above must be taken prior to enrolling in EDP 6833: Practicum in School Psychology.

### Year 3 (24 hours)

Fall	Spring	Summer
EDP 6263: Behavior Assessment (3)	EDP 5603: Psychology of Human Motivation (3)	EDP 6733: Multicultural Assessment and Intervention (3)
EDP 6343: Social Emotional Assessment in the Schools (3)	EDP 6293: Consultation in the Schools (3)	EDP 6703: Clinical Neuropsychology (3)
EDP 6833: Practicum in School Psychology (3)	EDP 6833: Practicum in School Psychology (3)	

### Year 4 (6 hours)

Fall	Spring
EDP 6943: Internship in School Psychology (3)	EDP 6943: Internship in School Psychology (3)

The course sequence for part-time study will be developed by the student and the student's advisor, in order to meet the student's individual needs (based, for example, on the number of courses the student will take per semester, number of semester hours transferred, etc.). The part-time sequence should be developed with consideration of factors such as meeting prerequisites for future coursework, the frequency with which courses are offered, and completion of the program in a timely manner.

## **Practicum and Internship**

Practicum and internship are culminating, field-based experiences in which knowledge and skills acquired in coursework are applied in professional settings, and in which the student's professional identity is developed. San Antonio has the advantage of being in the center of a number of urban, suburban, and rural school districts; at least 19 independent school districts are in the greater San Antonio area. Surrounding areas offer additional practicum and internship opportunities.

### **Practicum**

The Practicum is taken across two semesters (for a total of 6 hours), typically during the second year for students on the full-time track. Practicum sites are typically assigned by university faculty. The Practicum may take place in a variety of settings (e.g., public and private schools, clinical settings) depending on students' specific interests and professional goals. At the same time, Practicum sites must be approved by program faculty in order to ensure that the site will provide the appropriate learning experiences (e.g., assessment, consultation, counseling) and supervision. The Practicum must consist of at least 150 clock hours per semester (total = 300 hours over the course of two semesters). Practicum students must accrue a minimum of 10 clock hours per week. Practicum students will be supervised by site supervisors (who must have appropriate licensure) and university faculty. The Practicum course will meet weekly in order to discuss professional and ethical issues that arise in Practicum settings, present case studies, and learn new assessment and intervention methods. Practicum students will be evaluated by site supervisors using an objective evaluation form. Practicum students also will complete a case study project in order to demonstrate their ability to apply knowledge and skills to an actual clinical case. Case studies will be evaluated with the NASP Case Study Rubric in order to provide students experience with this level and rigor of evaluation, and to help students consider the impact of their interventions on children's learning outcomes. Students must keep a detailed log of their training hours and activities during Practicum.

### **Internship**

The Internship is taken across two semesters (for a total of 6 hours), typically during the third year for students on the full-time track. The Internship can be taken only when all other required coursework has been completed. Students are responsible for securing Internship sites, with assistance from university faculty. The Internship must consist of at least 1200 clock hours of experience (600 clock hours per semester over the course of two semesters), at least 600 of which must occur in a public school setting. For many students, it is likely that all 1200 hours will occur in a public school setting. Consistent with the Rules and Regulations of the Texas State Board of Examiners of Psychologists, all Internship hours must be gained in no more than two settings (a school district counts as one setting), and the Internship must be completed in no less than one academic year, or more than two academic years. All Internship hours occurring in a public school setting must be supervised by a Licensed Specialist in School Psychology (or equivalent, if the Internship occurs in a state other than Texas) who has a minimum of three years of unsupervised experience providing psychological services in the schools. All Internship hours occurring in a non-school setting (e.g., hospital, community agency) must be supervised by a

Licensed Psychologist. All interns must be clearly designated as such, in order to make transparent their status as students in training. For more information, please consult the Rules and Regulations of the Texas State Board of Examiners of Psychologists.

The Internship is a full-time commitment and Internship sites must be approved by program faculty. Supervision is provided by on-site supervisors, and this supervision must include a minimum of two hours of face-to-face contact per week. This requirement is meant to ensure that the supervision is direct, deliberate, and systematic. Faculty will closely monitor the Internship experience to ensure that interns are gaining desired competencies. Interns will be evaluated by site supervisors using an objective evaluation form. Interns complete two case study projects in order to demonstrate their ability to apply knowledge and skills to an actual clinical case. Case studies will be evaluated with the NASP Case Study Rubric in order to provide students experience with this level of evaluation, and to help students consider the impact of their interventions on children's learning outcomes. Students must keep a detailed log of their training hours and activities during Internship; these activities must include assessment, intervention, behavior management, and consultation with children across different age groups and representing diverse populations.

### **Course Descriptions for all Required Courses**

#### **Educational Psychology (EDP) Courses**

**5003 Psychological Learning Theories**  
(3-0) 3 hours credit.

There are two different versions of this course. The General version provides a current and comprehensive overview of theory and research related to learning. It covers topics such as behaviorism, social cognitive theory, information processing, constructivism, and motivation, and explores applications of learning principles in multiple contexts including classroom and virtual learning environments. The General version is appropriate for students in all areas of graduate study. The Applied Behavior Analysis version of EDP 5003 covers the same broad topics, but includes more of a behavioral focus (e.g., by comparing and contrasting behaviorism with other theoretical approaches to learning). The ABA version is taught by an instructor approved by the Behavior Analysis Certification Board, and thus is appropriate for students pursuing the Board Certified Behavior Analyst credential. Students should check the notes in the class schedule to make sure they are registering for the appropriate section of EDP 5003.

**5033 Human Development Across the Life Span**  
(3-0) 3 hours credit.

Provides comprehensive overview of relevant research and theoretical frameworks of human development across the lifespan. Topics include cognitive, social, emotional, and socio-cultural development as it exists in various contexts including schools, communities and families. Appropriate for students in all areas of graduate study.

**5303 Principles and Techniques of Evaluation**

(3-0) 3 hours credit.

Introduces the study of assessment and evaluation, including classical test theory, principles of psychological and educational measurement (including methods of establishing evidence for reliability and validity), statistical and psychometric concepts, the development and selection of assessment instruments related to a range of psychological constructs, and techniques for interpreting and communicating evaluation results.

5603 Psychology of Human Motivation

(3-0) 3 hours credit. Prerequisite: Graduate standing or permission of the instructor.

Explores the study of human motivation from a variety of perspectives including educational, psychological and sociocultural. The goal of the course is to help students from diverse disciplinary backgrounds (e.g., counseling, education, health, leadership, psychology, sociology, sports) to develop foundational understandings of human motivational processes applied to diverse contexts and populations.

6033 Legal, Ethical, and Professional Issues in School Psychology

(3-0) 3 hours credit. Prerequisite: Admission into School Psychology program.

Review of historical foundations of school psychology; legal, ethical, and credentialing issues in school psychology; scholarly writing and library research skills; models of psychological service delivery; professional role and function of the school psychologist; professional standards and organizations in school psychology.

6103 Introductory Statistics

(3-0) 3 hours credit.

This course covers an overview of introductory descriptive and inferential statistical concepts commonly encountered in behavioral research literature. Topics include probability, sampling, tests, ANOVA, chi-square tests, and correlation/regression. Students will use these concepts to develop and test hypotheses relevant to educational and psychological research. (Formerly titled "Research Methods and Statistics I").

6203 Quasi and Experimental Research Design

(3-0) 3 hours credit. Prerequisite: EDP 6103 or equivalent.

This course introduces students to scientific inquiry. Topics covered include threats to experimental validity, quasi and experimental research designs, and meta-analyses. Students will use these concepts to read, interpret, and evaluate the validity of conclusions drawn from educational and psychological research. (Formerly titled "Research Methods and Statistics II").

6213 School-based Counseling Theories

(3-0) 3 hours credit. Prerequisite: Admission to the School Psychology program.

This course covers selected psychotherapeutic and counseling theories for the treatment of children and adolescents experiencing emotional and behavioral disorders/disruptions that interfere with learning. Topics include: behavioral approaches, cognitive-behavioral, choice theory, play-based and other related group and individual theoretically based therapies. Emphasis is placed on empirically-supported theory in relation to services

within a school system framework.

6233 Mental Health Services in the Schools

(3-0) 3 hours credit. Prerequisite: EDP 6213.

This course will cover selected psychotherapeutic and comprehensive intervention approaches for treating childhood and adolescent emotional and behavioral disorders that interfere with learning. Topics include play therapy, solution-focused strategies, cognitive-behavioral techniques, group and individual therapies, case management, involvement of the family and other service providers, and crisis response. Emphasis will be placed on empirically-supported services within a school systemic framework.

6243 Cognitive Assessment and Intervention

(3-0) 3 hours credit. Prerequisite: EDP 5303 or equivalent.

Examines educational and clinical applications of individual assessment; specific diagnostic measures of intelligence and cognitive abilities; supervised instruction in administration, scoring, and interpretation; and using cognitive assessment results to inform intervention. Videotaping and direct observation of test administration is required for purposes of supervision and self-evaluation.

6253 Academic Assessment and Intervention

(3-0) 3 hours credit. Prerequisite: EDP 5303.

Examines educational and clinical applications of individual achievement assessment within the context of response-to-intervention; specific diagnostic measures of academic skills, including curriculum-based assessment. Supervised instruction in administration, scoring, and interpretation; using academic assessment results to inform educational planning and intervention; and using assessment data for monitoring student academic progress. Videotaping of test administration is required for purposes of supervision and self-evaluation.

6263 Behavior Assessment

(3-0) 3 hours credit. Prerequisite: EDP 5503, EDP 6223, or consent of the instructor

This course provides a rigorous repertoire of knowledge and focuses on the application of behavior analytic theory to the assessment of socially important behavior. This course assumes that students enter with a strong foundation in the basic concepts of behavior analysis. This course is designed as a service-learning course and will provide the opportunity for students to not only embrace theory but successfully apply it in needed environments. Requires an applied project.

6293 Consultation in the Schools

(3-0) 3 hours credit. Prerequisites: EDP 6103 and EDP 6203.

Examines the role of consultation with school personnel and families within the practice of school psychology. Major theoretical models of consultation with an emphasis on an integrated Model of School Consultation, specific approaches to service delivery, and ethical issues related to consultation in the schools are discussed. This course also includes methods of evaluating consultation outcomes at the individual student, systems, and program levels. Requires service-learning hours and the application of theoretical and conceptual foundations to case studies.

- 6343 Social Emotional Assessment in the Schools  
(3-0) 3 hours credit. Prerequisites: EDP 5303 and EDP 6243.  
Theory and application and administration and scoring of specific instruments and techniques involved in social emotional and psych-social assessment in the schools is emphasized. Additionally emphasis is on analysis, interpretation, and integration of intelligence, achievement, emotional, behavioral, and personality assessment results for diagnostic and treatment planning. Psychological report writing is required.
- 6643 Child and Adolescent Psychopathology  
(3-0) 3 hours credit. Prerequisite: EDP 5033 or equivalent.  
This course uses the DSM classification system to discuss major emotional and behavioral disorders experienced by non-adult populations. Current state of knowledge with regard to the characteristics, etiological factors, and developmental outcomes of psychological disorders of childhood and adolescence will be considered.
- 6703 Clinical Neuropsychology  
(3-0) 3 hours credit. Prerequisites: EDP 5303, EDP 6243, and EDP 6833.  
Review of brain-behavior relationships and biological substrates of behavior; physiological bases of neuropsychological constructs such as executive function, attention, perception, memory, learning, emotions, and behavior; review of selected neurobehavioral and genetic disorders in children, with emphasis on cognitive, behavioral, and emotional sequelae of these disorders. Includes coverage of relevant neuropsychological assessment methods.
- 6733 Multicultural Assessment and Intervention  
(3-0) 3 hours credit. Prerequisites: EDP 5303, EDP 6643, and EDP 6833.  
This course provides theory and research related to psycho-educational and function based assessment and intervention with diverse populations. Structured as a seminar, discussions include professional issues, trends, testing and assessment issues, and advancements in intervention and techniques with diverse populations. The development of cultural competence and exposure to culturally responsive practices in the schools is emphasized.
- 6833 Practicum in School Psychology  
(3-0) 3 hours credit. Prerequisites: Completion of Practicum Form indicating required coursework has been completed, and consent of instructor.  
Supervised field-based experience in approved public school and mental health settings in school psychology. Supervision provided by on-site supervisors and university faculty. Emphasis is on orientation to school settings; learning the role of the school psychologist within the larger school and system context; evaluation of psychological and academic difficulties; consultation with parents and teachers; and direct counseling interventions with students. May be repeated for up to 6 hours credit.
- 6943 Internship in School Psychology  
(3-0) 3 hours credit. Prerequisites: Completion of Internship Form indicating required coursework has been completed, and consent of instructor.



Full-time, supervised field-based experience in approved professional employment settings in school psychology. Supervision provided by on-site supervisors and university faculty. Students will complete a minimum of 600 clock hours of clinical work per semester, during which they will integrate and apply knowledge gained through coursework and begin to develop a professional identity. Can be taken only when all other required coursework in the School Psychology program has been completed. May be repeated for up to 6 hours credit.

### **Special Education (SPE) Courses**

#### **5403 Survey of Special Education**

(3-0) 3 hours credit. Prerequisite: Consent of instructor.

This course will provide students with the opportunity to acquire knowledge in the field of special education including characteristics, etiology, definition, and prevalence of disabilities. Students will also have the opportunity to study effective strategies for use with individuals with disabilities

### **Comprehensive Examination**

Students take the comprehensive examination after all or almost all coursework has been completed, with the exception of EDP 6943: Internship in School Psychology. Students typically take the exam during the summer before Internship. The comprehensive examination consists of two components. The first component of the comprehensive examination is a multiple-choice test developed by program faculty, which is designed to assess knowledge in all of the NASP domains of competence. As a second component of the comprehensive examination, students will submit a professional portfolio with examples of course artifacts that demonstrate their knowledge and skills in the NASP domains. Students must enroll in EDP 6961 (Comprehensive Examination) if they are not enrolled in any other courses during the semester the exam is to be taken (e.g., if they are taking the exam after completing Internship). The Comprehensive Exam Application form is included in the Appendix.

## **Licensure and Certification**

In the state of Texas, professionals who provide psychological services in the schools must possess the Licensed Specialist in School Psychology (LSSP) credential. This license is granted by the Texas State Board of Examiners of Psychologists, and requires a graduate degree with at least 60 hours of appropriate coursework (including internship), a passing score on the National School Psychology Examination administered by ETS, a passing score on the Board's Jurisprudence Examination, and letters of reference from three professionals with appropriate licensure. Students must provide documentation (e.g., course syllabi) indicating that their graduate program included particular content areas (i.e., Psychological Foundations, Research and Statistics, Educational Foundations, Assessment, Interventions, Professional Issues, and Practicum). The School Psychology curriculum at UTSA was specifically designed to capture all of these content areas, in order to facilitate students' documentation of these competencies. Students pursuing licensure in another state must check the specific requirements for that state in order to ensure that the UTSA program will meet those requirements.

The state of Texas also offers the Licensed Psychological Associate credential, which requires documentation of a graduate degree in Psychology, a minimum score on the Examination for Professional Practice in Psychology (EPPP), and a 450-hour practicum or internship experience in which the student is supervised by a licensed psychologist. New requirements include concurrent enrollment in a university approved supervision course. Thus, students who wish to pursue this licensure must ensure that their internship supervision is provided by a licensed psychologist and be concurrently enrolled in a university approved supervision course. School Psychology students who wish to pursue this credential must work with their assigned academic advisor to develop an individualized plan of study.

Program graduates also will be eligible to apply for the Nationally Certified School Psychologist (NCSP) credential, which is granted by the National Association of School Psychologists (NASP). In addition to earning a passing score on the National School Psychology Exam, applicants must provide documentation (e.g., course syllabi, completed course assignments and projects, supervisor evaluations) of knowledge and skills in multiple domains, and also must complete a case study demonstrating their ability to apply knowledge and skills related to assessment, intervention, and progress monitoring.

## **School Psychology Program Faculty**

Core faculty for the School Psychology program have completed graduate degrees in School Psychology, are involved in research, teaching, and professional service in School Psychology, and are responsible for administration of the program, including student advisement and supervision. These faculty also hold state licensure for the provision of psychological services.

Core faculty include:

Felicia Castro-Villarreal, Associate Professor  
Ph.D., School Psychology, Oklahoma State University

Norma Guerra, Professor  
Ph.D., School Psychology, Texas A&M University

Jeremy Sullivan, Professor  
Ph.D., School Psychology, Texas A&M University

Victor Villarreal, Associate Professor  
Ph.D., School Psychology, Texas A&M University

The School Psychology program also benefits from the expertise of support faculty who teach foundational courses and assist in the evaluation of students.

Support faculty include:

Leslie Neely, Associate Professor  
Ph.D., Educational Psychology, Texas A&M University

Hannah MacNaul, Assistant Professor  
Ph.D., Applied Behavior Analysis, University of South Florida

Michael Karcher, Professor  
Ph.D., Educational Psychology, University of Texas at Austin  
Ed.D., Human Development and Psychology, Harvard University

Sharon Nichols, Professor  
Ph.D., Educational Psychology, University of Arizona

Ian Thacker, Assistant Professor  
Ph.D., Urban Education Policy, Educational Psychology Concentration, University of Southern California

## **Collaborating with Faculty on Research**

UTSA is rapidly becoming a more research-oriented institution, and faculty members in the Department of Educational Psychology are involved in a number of research projects. School Psychology students have ample opportunities to work with faculty members as they conduct field work, collect data, analyze results, and prepare findings for presentation and publication. These opportunities will be especially important for those students who desire a highly competitive internship and those who wish to further their education by entering doctoral programs after completing the master's program.

## **NASP Approval**

The UTSA School Psychology program was designed and developed with NASP approval at the forefront and therefore requirements for NASP approval were integrated into the degree requirements and curriculum. NASP approval is beneficial to program graduates, since this enhances the academic reputation of the program and facilitates the licensure process for graduates in Texas. We are proud to report that the UTSA School Psychology Program was granted full NASP program accreditation in the Spring of 2018.

## **Program Evaluation**

As part of the NASP approval process, and in order to satisfy institutional requirements for ongoing program assessment, the School Psychology program will continually gather data to assess important outcomes. Students provide important information for program evaluation via course evaluations, feedback regarding practicum and internship experiences, and surveys upon completing the program. Site supervisors also provide important information in their evaluations of practicum students and interns, as these evaluations are used to help the program identify areas that may need to be improved in order to make students more competitive. Other sources of data used for program evaluation include students' scores on the National School Psychology Examination, evaluation of students' case studies, evaluations of students' portfolios, percentage of graduates obtaining the LSSP and NCSP, and graduates' employment rates. An overview of the School Psychology Assessment Plan is presented in Table 1 below, and illustrates that student data are collected for the purpose of both formative and summative assessment.

The Portfolio includes work samples demonstrating knowledge and skills in the following areas: Professional Practice, Data-Based Decision Making, Student-Level Services, Systems-Level Services, Consultation, and Social and Cultural Foundations. Examples of products include Practicum and Internship evaluations, case studies, psychoeducational reports, course-related products, syllabi for all courses, research projects, and materials developed for in-services or workshops. Students are responsible for maintaining and updating their portfolios on a regular basis in order to provide examples of their best work. In addition to program assessment purposes, portfolios can be shared with prospective employers in order to illustrate students' knowledge and skills in the NASP domains of competence. Portfolios are turned in as part of the comprehensive evaluation and are evaluated by faculty based on how well students are demonstrating their knowledge and skills.

The Practicum and Internship case studies will be evaluated with the NASP Case Study Rubric.

Table 1. *Overview of Assessment Plan*

Program Areas (NASP Domains)	Formative	Summative
1. Practices that permeate all aspects of decision-making (1. Data-Based Decision Making; 2. Consultation and Collaboration)	Practicum Evaluations Practicum Case Study Exam grades in EDP 6103 and EDP 6203 Article Critiques in EDP 6103 and EDP 6203 Performance on the Integrated Assessment Report in EDP 6323 Scores on the Comprehensive Exam (Section I: Data-Based Decision Making) Data from Comprehensive Final Exam in EDP 6293 Scores on the Comprehensive Exam (Section IV: Consultation and Collaboration)	Internship Evaluations Internship Case Study Portfolio Scores on the National School Psychology Exam (Section I: Data-Based Decision Making) Employer Evaluations Scores on the National School Psychology Exam (Section IV: Consultation and Collaboration)
2. Direct Services for students, families, and schools (3. Academic Interventions and Instructional Supports; 4. Mental and Behavioral Health Services and Interventions)	Practicum Evaluations Practicum Case Study Performance on the Integrated Assessment Report in EDP 6323 Scores on the Comprehensive Exam (Section II: Research-Based Academic Practices and Section V: Applied Psychological Foundations)	Internship Evaluations Internship Case Study Portfolio Scores on the National School Psychology Exam (Section II: Research-Based Academic Practices and Section V: Applied Psychological Foundations) Employer Evaluations
3. Indirect Services for students, families, and schools (5. School-Wide Practices to Promote Learning; 6. Services to promote safe and supportive schools; 7. Family, school, and community collaboration)	Practicum Evaluations Practicum Case Study Performance on the Integrated Assessment Report in EDP 6323 Scores on the Comprehensive Exam (Section III: Research-Based Behavioral and Mental Health Practices)	Internship Evaluations Internship Case Study Portfolio Scores on the National School Psychology Exam (Section III: Research-Based Behavioral and Mental Health Practices) Employer Evaluations
4. Foundations of school Psychological Service Delivery (8. Equitable practice for diverse student populations; 9. Research and Evidence-based practice; 10. Legal, Ethical and Professional Practice)	Practicum Evaluations Practicum Case Study Performance on the Integrated Assessment Report in EDP 6323 Exam grades in EDP 6033 Scores on the Comprehensive Exam (Section VI: Ethical, Legal, and Professional Foundations)	Internship Evaluations Internship Case Study Portfolio Employer Evaluations Scores on the National School Psychology Exam (Section VI: Ethical, Legal, and Professional Foundations) Employer Evaluations

## **Evaluation of Students' Fitness to Practice**

Evaluation of students' development of knowledge and professional competencies will occur continually throughout the program as a regular component of students' coursework. Within this context, students will be evaluated via formal exams and quizzes, projects, individual and group presentations, video- or audio-taped counseling and consultation sessions, video-taped assessment administrations, research papers, literature reviews, literature critiques, case studies, assessment reports, case notes, intervention plans, supervisor evaluations, class activities, class participation, and other methods as appropriate. In addition to academic skills, students will be evaluated based on their ability to demonstrate professional and ethical behaviors. Formal review of students' progress and fitness to practice will occur on an as-needed basis (see complete Fitness to Practice Policy in the Appendix).

### **Criminal Background Checks**

School psychology students must complete a criminal background check to work with children and families in schools. While many school districts require a criminal history review/criminal background check before allowing university students to complete field-based experiences on their campuses, the state of Texas now requires that students be informed of this requirement. Thus, students must complete a brief criminal history policy acknowledgement and sign off on completion. The policy statement can be found at:

[http://education.utsa.edu/certification\\_program/criminal\\_history\\_policy/](http://education.utsa.edu/certification_program/criminal_history_policy/)

If a student is unable to obtain a field-based placement (e.g., practicum or internship placement) due to results of a criminal history review/criminal background check, that student will not be able to meet the School Psychology program's requirements. If a student cannot complete course-required field work because of their criminal history, the student will be required to withdraw from the course. The student may retake the course if and when the criminal history changes, allowing them to be cleared by the school district. If the offense is one that will preclude any further field work, the student will be dismissed from the School Psychology program.

### **Professional Organizations**

Students are strongly encouraged to join professional organizations in School Psychology, such as the National Association of School Psychologists (NASP) and the Texas Association of School Psychologists (TASP). These organizations provide important opportunities for students to contribute to the field, collaborate with other students and practitioners from across the state and nation, and access research and other resources that guide the profession. Annual conventions hosted by these organizations also provide professional development opportunities, which are critical to updating knowledge and maintaining professional competence. Students also are encouraged to join and participate in the UTSA School Psychology Graduate Student Organization (SPGSO).

## **Program Resources**

School Psychology students at UTSA have access to numerous resources to help them reach their academic and professional goals. Some of these resources are specific to School Psychology students, but most are available to all graduate students at UTSA. These resources are briefly described below.

### **A. Psychological Assessment and Consultation Center**

The Psychological Assessment and Consultation Center (PACC) is an important learning resource for students. Located in Durango Building Suite 4.228 and Suite 4.120, the PACC houses all of the assessment instruments used in the psychological assessment courses, and also contains resources to facilitate students' learning of assessment such as computers with scoring and interpretive software programs, training rooms where students can practice test administration, equipment for recording practice administrations, and a library that includes references related to assessment in addition to multimedia materials related to intervention, consultation, psychopathology, and research/statistics. The PACC serves the local community through comprehensive psychoeducational evaluations and recommendations. The PACC also has evaluation partnerships with the UTSA Department of Intercollegiate Athletics and the UTSA University Counseling Center.

### **B. UTSA Libraries**

The UTSA libraries offer a full spectrum of resources and support for students and they have made it easy for students to find what they need. In addition to a selection of over a million titles, the UTSA Library provides research support, reference assistance, and instructional services. Library staff also are available to meet with students to help with research and literature reviews, and sometimes offer workshops on such topics as writing using APA format and general research skills. Students can use a chat function to talk to a live librarian to get help with research at the UTSA campus and within the UT system.

Through the UCAT system students can search for books, journals, and other materials. The online Database and Article Locator makes searching for needed journal articles simple and available after hours. The School Psychology program is supported by many of the indexing and abstracting services and full-text/full-image electronic databases and journal collections licensed by the Library. In the last several years, the Library has greatly expanded its collection of electronic indexes, databases, and journal collections. Most recently, the Library added the PscTherapy database, which provides access to over 300 videos demonstrating various models, approaches, and specific techniques of psychotherapy.

The UTSA Library participates in a variety of cooperative library agreements at the local, regional, national, and international levels. These agreements serve to broaden the base of resources available to the University's faculty, staff, and students. For example, the UTSA Library is a member of the Center for Research Libraries. As such, UTSA faculty, staff, and students have access to the more than 5 million unique and rare materials held by the Center. The



Council of Research and Academic Libraries (CORAL) is a consortium of 29 San Antonio area libraries, including all local colleges and universities as well as a number of specialized institutions. Membership enables all University faculty, staff, and students to use the collections of other member institutions at no charge. Local libraries with holdings of particular interest to the School Psychology program include the University of Texas Health Science Center at San Antonio Library, which is a member of CORAL. The Library also utilizes interlibrary loan arrangements to borrow or have copies made of material requested by faculty and students. The interlibrary loan system is used to locate materials throughout the world. The TexShare program enables the Library to utilize expedited interlibrary services among TexShare libraries. Ariel software and scanning equipment enables TexShare libraries to digitize and deliver documents electronically among themselves while Texpress, the statewide courier service, provides free document delivery services to faculty and graduate students for research materials not owned by or accessible within the Library.

The UTSA Libraries are found at the Main Campus and Downtown Campus locations and work together to serve students on both campuses equally. At the Main Campus library (the John Peace Library), students have access to the majority of the library's books, computers, and staff. Along with two floors of books and study areas this library also offers private study and research rooms, including two graduate-only study rooms. The Downtown Library is smaller than the John Peace Library, but offers a multitude of titles, periodicals, and references. It is located on the second floor of the Buena Vista Building and provides private study rooms, a graduate-only study room, various study and meeting areas, as well as computers and access to many staff.

#### Library Locations and Hours of Operation

John Peace Library (JPL)-Located on the Main Campus  
One UTSA Circle, San Antonio, TX 78249-0671  
Phone: (210) 458-7506  
Hours: Monday- Thursday 7am- 12am  
Friday 7am- 9pm  
Saturday 9am- 9pm  
Sunday 12pm- 12am

Downtown Library-Located in the Buena Vista Street Building on the Downtown Campus  
501 W. Cesar E. Chavez Blvd, San Antonio, TX 78207  
Phone: (210) 458-2440  
Hours: Monday- Thursday 7:30am- 10:30pm  
Friday 7:30am- 6pm  
Saturday 9am- 6pm  
Sunday 1pm-10:30pm

#### **C. UTSA Computer Labs**

The Main Campus has two computer lab locations, in the Business Building (BB 2.01.20) and in the Multidisciplinary Studies Building (MS 1.03.06), which offer over 100 computers in each lab.

At the Downtown Campus the computer lab is located in the Frio Street Building (FS 2.400) and offers 150 computers as well as classrooms, private use areas, and study sections. Also, these labs provide software such as Microsoft Office, SPSS, and research databases such as PsychInfo, ERIC, and the Mental Measurements Yearbook that students can use to complete course assignments, presentations, and research projects.

Hours of operation vary by lab, but average from 8am to 5pm daily. Students can see a complete list of hours at the Student Computing Services website:

<http://www.utsa.edu/oit/StudentServices/ComputersAndSoftware/Hours.html>

#### **D. Tomás Rivera Center**

The Tomás Rivera Center (TRC) offers a variety of programs to meet students' individual learning assistance needs. Academic Coaches are available for personal appointments to help students identify academic strengths and to assist students in building effective study skills. Program services are specialized for the needs of graduate students. The TRC offers Graduate Student Learner Series Workshops, with such topics as tools for graduate student success, synthesizing research, presentation skills, and strategies for publishing research.

Furthermore, the TRC offers a specific program just for graduate students called Graduate Student Learning Assistance. This program assists UTSA graduate students in achieving academic success at all levels, including beginning students, international students, doctoral students, and those working on their thesis or dissertation.

(from <https://www.utsa.edu/trcss/>)

The TRC also offers two Writing Institutes during the spring (spring break) and summer (Maymester) to aid students in completing large writing projects such as a major research paper. They cover topics such as grammar, research, citations, transitions, and structure. They also give students focused writing time and one-on-one writing consultations.

The TRC offers many online resources as well, through their website and through a Blackboard course that all graduate students are automatically enrolled in called Grad Assist. Additionally, the TRC has a weekly podcast, Grad Radio, that runs during the long semesters to give students access to study and writing tips in a short, radio show format. Students can either go to the website weekly, or load them automatically onto their MP3 player.

The Thomas Rivera Center Contact Information

Website: <http://www.utsa.edu/trcss/index.html>

Main Campus:

Multidisciplinary Studies Building (MS), room 1.02.02

Phone: 210-458-4694

Hours: Monday- Friday 8:00 am- 5:00 pm with extended hours for some programs

Downtown Campus:  
Durango Building 2.114  
Phone: 458-2838  
Hours: Monday- Thursday 8:00 am- 6:00 pm  
Friday 8:00 am – 12:00 pm

### **E. The Graduate School**

The UTSA Graduate School offers an Academic and Professional Development Workshop Series for all graduate students at UTSA. Workshop topics include financial aid for graduate students, ethics in research, public speaking, graduate writing skills, grant writing, resume development, and interview preparation. Students are encouraged to take advantage of these opportunities.

### **F. The Writing Center**

The Judith G. Gardner Center for Writing Excellence offers writing tutors at both the Main and Downtown campuses. These services are available by walk-in or appointment; for appointments, students are advised to call 458-6086. On the Main Campus, tutoring services are located in the Humanities and Social Sciences Building (HSS) and in the John Peace Library. On the Downtown Campus, tutoring services are located in the Frio Street Building and in the Downtown Library. The Center also has a computer lab available seven days a week in the HSS.

### **G. Students with Disabilities**

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School Psychology program. A student with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. At the same time, students must demonstrate the motor and sensory abilities to attend and participate in class, complete class assignments effectively (e.g., administering psychological tests under standardized conditions), and successfully complete practicum and internship placements, with or without accommodations as recommended by the Office of Disability Services.

Any student with a qualified disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. An Educational Psychology (EDP) ad hoc committee will review academic performance criteria in light of individual circumstances to explore issues of appropriate accommodation. An initial assessment, subsequent plans, use of outside experts (including the Office of Disability Services), and periodic checks between the committee and the student are appropriate courses of action in making accommodations.

## UTSA Disability Services Offices

Main Campus:

Multidisciplinary Studies Building (MS), room 2.03.18

Telephone: (210) 458-4157

Fax: (210) 458-4980

Hours of Operation:

Monday – Friday 8:00 am – 5:00 pm

Website: <http://www.utsa.edu/disability/>

### **H. Affirmative Action/Diversity Statement**

The Regents adopted the following revised statement against discrimination for The University of Texas System and all institutions: To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the System or any of its institutions, on the basis of race, color, national origin, religion, sex, age, veteran status, or disability. Discrimination on the basis of sexual orientation is also prohibited pursuant to University policy. (Regents' *Rules and Regulations*, Series 10000, Rule 10701, Sec. 1, and Handbook of Operating Procedures, Chapter 9, 9.1). (from <http://www.utsa.edu/hop/chapter9/9-1.html>)

### **I. Financial Support**

Financial Aid and Scholarships:

All students interested in financial aid should fill out the FAFSA (Free Application for Federal Student Assistance) application. The link to this site is: <http://www.fafsa.ed.gov/>

Students may also be interested in Graduate Assistantship positions available within the College. Typically, these assistantships are 10-19 hours per week, and involve assisting faculty with research projects and program/department administration.

Scholarships are also available to Graduate Students. Attached are links to scholarship databases:

<https://graduateschool.utsa.edu/tuition-funding/>

<http://www.utsa.edu/scholarships/>

<http://graduateschool.utsa.edu/current-students/coehd-gars/>

### **Academic Advisement**

Advising information will be posted on the departmental website and distributed through UTSA email accounts. Students are responsible for becoming familiar with university and program

requirements and for meeting degree requirements, following policies and procedures, and meeting all deadlines. Students should examine the Graduate Catalog, this Program Handbook, and the Educational Psychology department website to learn more about program policies, procedures, and deadlines.

Students needing advising related to the School Psychology program should contact our Student Development Specialist, Samantha Sifuentes, at [Samantha.sifuentes@utsa.edu](mailto:Samantha.sifuentes@utsa.edu). Samantha can clarify questions related to admissions and other academic issues (e.g., degree requirements, policies and procedures, applications for practicum and internship, petitions for reinstatement, comprehensive examinations, course transfer information, and other academic advising issues). Each student is also assigned an academic advisor upon admission. Students should contact their assigned program advisor for individual program of study questions, graduate assistantship inquiries, and/or for specific program and professional issues. Please keep in mind that your advisor is a faculty member who teaches courses during day and evening hours. Further, faculty members work on a nine-month contract, and are not always available during regular business hours and may not be available after final examinations, between semesters, and during the summer sessions.

## General Academic Policies

Most of this information is taken either from the Graduate Catalog or the Student Information Bulletin.

### Repeating Courses

Courses designated “may be repeated for credit” in the catalog may be repeated with both semester credit hours and grade points earned being counted. Otherwise, students at the graduate level may not elect to repeat courses for the purpose of raising a grade. However, when a course was taken more than six years ago, or upon the recommendation of the appropriate Graduate Program Committee, the course may be repeated; in such cases, both grades in the course appear on the transcript and both are counted in the student’s grade point average. Only semester credit hours for the repeated course may be counted toward the degree.

### Academic Standing

A student’s academic standing, whether the student is a doctoral student, a graduate degree-seeking student, a special graduate student, or a non-degree-seeking graduate student, is defined as good standing, academic probation, or academic dismissal.

#### *Good Standing*

Good standing is the absence of any contingency that would result in the student’s being on academic probation or academic dismissal.

#### *Academic Probation*

Academic probation describes the standing of a student at the graduate level who is in one of the following categories:

1. A student who fails to achieve a grade point average in any term at UTSA of 3.0 or higher, irrespective of level of courses taken.
2. A student who received a grade of “D” in any course in a term.
3. A student who does not meet all requirements for unconditional or regular admission and who, by special action, is admitted on academic probation.
4. A student who has been reinstated following academic dismissal.

To graduate, all graduate students must have a grade point average of at least a 3.0 (on a 4.0 scale). Academic probation is cleared only when none of the above criteria apply and when the student achieves an overall grade point average of 3.0 as a graduate student at UTSA. Students on academic probation are encouraged to discuss their status with their academic advisors.

#### *Academic Dismissal*

Academic dismissal occurs:

1. When a student at the graduate level earns a grade point average of less than 2.0 in any term.
2. When a student at the graduate level earns a grade of “F” in any course.
3. When a student at the graduate level is admitted on probation with conditions and fails to meet a condition.
4. When a student at the graduate level, who is on academic probation during a term would again be placed on academic probation under the provisions of academic probation set forth above. If, however, the student’s UTSA grade point average for the term is at least 3.0, he or she will continue on academic probation.

### *Graduate Reinstatement*

A student who has been dismissed academically may petition for reinstatement after one long semester (Fall or Spring) has elapsed from date of dismissal. Under exceptional circumstances, a petition may be considered earlier. A letter containing all explanations, recommendations, or doctors’ statements in support of the student’s request for reinstatement should be submitted to the Dean of the Graduate School on or before June 15 for Fall Semesters, October 15 for Spring Semesters, or March 15 for Summer Semesters.

The Graduate School prepares the petition for reinstatement and submits it to the Department’s Graduate Program Committee. The Graduate Program Committee will review the petitioner’s letter and academic record and make a recommendation concerning reinstatement to the Dean of the Graduate School. If the Petition for Reinstatement is disapproved, the student may not file another petition until the following semester.

### **Dropping Courses**

Students may drop courses from their schedules for a limited time each semester. The online registration calendar for each semester indicates the deadlines for students to drop courses each term. Courses officially dropped before the Census Date do not appear on a student’s transcript. See the online registration calendar each semester for Census Dates.

Students who drop courses between the Census Date and the Automatic “W” Date have a record of the courses on their transcripts with an automatic grade of “W.” See the online registration calendar for the Automatic “W” Date. The change becomes official after it is processed by the Office of the Registrar.

It is the student’s responsibility to drop a course by the appropriate deadline. If a student fails to drop a course, even if the student does not attend the course, he or she will receive a grade of “F” in the class.

Faculty and staff will not drop a student from a course automatically for nonattendance. The student must initiate the process and complete any necessary steps to ensure that the class is dropped.

Under certain circumstances, students may be dropped from courses administratively by college deans. Students who do not meet course prerequisites or who fail to attend a course prior to Census Date may be dropped from courses. If a dean determines that a student should be dropped from a course for these or other documented circumstances, the student will be notified by the college overseeing the course. Students cannot assume that they will be automatically dropped from any class for failure to attend or failure to pay tuition and fees. Students are still responsible for dropping courses by the official deadline or they will receive a grade of “F” in the class. Students are responsible for checking their schedules on ASAP and for checking their official UTSA email accounts to determine if they have been dropped from class.

After the Automatic “W” Date, a student may not drop a course except with the approval of the Dean of the college in which the course is offered and then only for urgent and substantiated, nonacademic reasons. Students who want to drop all classes after the semester begins should refer to the section “Withdrawal from the University”.

### **Withdrawal from the University**

Continuing students who wish to withdraw (drop all courses for which they are enrolled during a specific semester) from the University before the first class day of the Fall or Spring Semester may do so via ASAP. Students who wish to withdraw from the University before the start of Summer classes may withdraw via ASAP through the Friday prior to the start of the May Mini-semester. All other Summer withdrawals must be completed as stated in the following paragraph.

Students who find it necessary to withdraw (drop all courses for which they are enrolled during a specific term) from the University after the term begins must complete a Withdrawal Form at the Enrollment Services Center. The Withdrawal Form is available on the Registrar’s Web site.

Students may not withdraw from the University later than the third class day preceding final examinations in the Spring and Fall Semesters. Students who officially withdraw from the University after Census Date receive grades of “W” in all classes.

Students who withdraw from all classes are subject to the University’s academic probation and dismissal regulations. Students withdrawing should refer to the regulations on refunds of tuition and fees, readmission policies, and requirements for maintaining registration.

### **Medical and/or Mental Health Withdrawal from the University**

Students who encounter a significant, unforeseeable, and/or highly unusual challenge related to medical or mental health issues, which makes the student unable to effectively participate in their educational program, may withdraw from classes (or in extremely rare circumstances, reduce their course loads) at the University without excessive or unnecessary financial and/or academic penalty. A Medical or Mental Health (M/MH) Withdrawal from the University should be used only when no other options are available to the student. Such withdrawals can be granted only for the current semester or the semester immediately preceding the current semester; no other “retroactive” withdrawals are allowed.



Students should refer to the Academic Calendar for the established withdrawal and drop dates. Students affected by the six-drop limit policy who find it necessary to drop some of their courses but not withdraw entirely from the University may petition to have the dropped courses exempted from the six-drop limit (see section “Six-Drop Policy” in this chapter). A student granted a M/MH Withdrawal or course load reduction will be assigned grades of “W” in the affected courses, unless the effective date of the withdrawal or course load reduction is on or before Census Date, in which case no record of the courses appears on the student’s transcript.

This option should be used only when there is a significant medical or mental health issue which requires the student’s withdrawal. Students will normally be limited to one M/MH Withdrawal during their academic career at UTSA, unless given special approval by the Dean of the Graduate School. Furthermore, any challenges a student may face as a result of their issues will be identified by the appropriate Service Director (Director of Student Health Services for a medical health issue, the Director of Counseling Services for a mental health issue, or their respective designees) during the withdrawal process and recommendations will be provided to the student in an effort to ensure the student is able to continue their academic pursuits without further interference once they decide and are permitted to return to UTSA.

### **Academic Honesty**

*[\(From the UTSA Information Bulletin\)](#)*

#### *Ethical Standards*

The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate, or practice these principles. Consequently, alleged cases of academic dishonesty involving UTSA students will inevitably occur.

Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in [Appendix B, Sec. 203](#), of the Information Bulletin.

Students are not at liberty to disregard previous college work attempted. All students transferring to UTSA *must list all* colleges attended on their UTSA application for admission. While enrolled at UTSA, students who attend other colleges are required to submit official academic transcripts to Graduate Admissions from every college attended at the end of the semester during which coursework was taken, even if coursework had been withdrawn. This includes concurrent enrollment while attending UTSA. Failure to do so may result in the rejection of the admission application, withdrawal of any offer of acceptance, cancellation of enrollment, permanent dismissal from UTSA, or other appropriate disciplinary action.

## *Fraudulent Degrees*

Under [Chapter 61, Subchapter G, of the Texas Education Code](#), it is illegal to use a fraudulent or substandard degree for gaining admission into an educational program, presenting oneself to the public as an expert, gaining employment or promotion, or gaining a governmental position with authority over others. Violation of this subchapter is a misdemeanor and falls under the Deceptive Trade Practices Act.

## **Reporting of Grades**

Grades are posted to students' ASAP accounts at the end of every semester. The due date for grades is posted on the ASAP semester schedule and varies each term. **It is a violation of federal privacy laws for grades to be reported via phone or e-mail.** Therefore, graduate students are respectfully asked not to contact the Student Development Specialist (SDS) or the department staff to inquire about their final grades. The SDS is happy to answer any questions students may have regarding Academic Standing or GPA calculation.

## **Academic and Grade Grievance Procedure**

*(From the UTSA Information Bulletin)*

In resolving any student grievance regarding grades, evaluations, or other academically-related concern or incident regarding a faculty member, the student must first make a serious effort to resolve the matter with the faculty member with whom the grievance originated. It is University policy that individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgment regarding grades and evaluations is final unless compelling evidence shows discrimination, differential treatment, factual mistake, or violation of a relevant University policy. In resolving a student grievance regarding other academically-related issues involving a faculty member, the student must follow the same process as used when grieving a grade or evaluation. If the matter is not resolved, the student may file a formal grievance, in writing, with the Department Chair. The student must file the grievance with the Department Chair within **90 calendar days** from the end of the semester in which the grade was assigned or the other concern or incident occurred.

The Department Chair will communicate his or her decision to the student and forward a copy to the Dean of the College. The student may appeal the decision to the Dean of the College and then to the Dean of the Graduate School. Appeals must be submitted on the Student Academic and Grade Grievance Form. The decisions of the Dean of Undergraduate Studies and the Graduate School are final. The administrator handling the appeal at each level will notify individuals involved, including those who have already ruled on the appeal, once a decision has been made.

**IN NO CIRCUMSTANCES WILL GRADES BE CHANGED AFTER ONE CALENDAR YEAR.**

## **Additional Standards and Procedures Specific to the School Psychology Program** (from the Graduate Catalog)

In order to complete the MA in School Psychology and to be eligible to take certification or licensing examinations, students must:

- Maintain scholastic performance meeting or exceeding department standards.
- Demonstrate the acquisition of, *and ability to apply*, skills necessary to work effectively with persons and systems having diverse needs.
- Demonstrate professionalism in their interactions with others.
- Conform with the codes of ethics of relevant professional associations in psychology (e.g., National Association of School Psychologists, American Psychological Association) in addition to the ethical and legal regulations relevant to the practice of psychology in the State of Texas (e.g., Texas Administrative Code, Rules and Regulations of the Texas State Board of Examiners of Psychologists).

It is the duty of faculty members in the School Psychology program to evaluate all students according to these standards in all settings in which faculty members and students interact, including classes, practicum and internship sites, advising, and supervision. It is expected that students will respond to evaluations, formal or informal, in appropriate ways and will attempt to conform to professional standards as explained to them.

Admission to the program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to provide psychological services to others, that student will be removed from continuation in the program.

Only one course with the grade of “C” will be accepted toward this degree. A minimum of a 3.0 GPA will be required for graduation. Those who obtain more than one grade of “C” will be put on probation and may be required to complete appropriate remedial work. Further, students must earn at least a grade of B in their Practicum and Internship courses in order to continue in the program.

## Appendix

### Important Documents for the School Psychology Program

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Department of Educational Psychology (210)458-2650 [http://education.utsa.edu/educational\\_psychology](http://education.utsa.edu/educational_psychology)

**MASTER OF ARTS IN SCHOOL PSYCHOLOGY**

**2019-2021**

Student Name \_\_\_\_\_ Banner ID \_\_\_\_\_  
 Program Advisor \_\_\_\_\_ Catalog of Admission \_\_\_\_\_

**DEGREE REQUIREMENTS**

**I. Background Requirements** (if applicable; See Note 2 on the reverse)

Course Number	Course Name	Prerequisites	Grade	Semester Completed

**II. Required Coursework** (66 semester credit hours)

Course Number	Course Name	Prerequisites	Grade	Semester Completed
EDP 5003	Psychological Learning Theories			
EDP 5033	Human Development across the Lifespan			
EDP 5603	Psychology of Human Motivation			
EDP 5303	Principles and Techniques of Evaluation			
EDP 6033	Legal, Ethical and Professional Issues			
EDP 6103	Introductory Statistics			
EDP 6203	Quasi and Experimental Research Design	EDP 6103		
EDP 6213	School Based Counseling Theories			
EDP 6233	Mental Health Services in the Schools	EDP 6213		
EDP 6243	Cognitive Assessment and Intervention	EDP 5303		
EDP 6253	Academic Assessment and Intervention	EDP 5303		
EDP 6263	Behavior Assessment	EDP 5003 & EDP 5303		
EDP 6293	Consultation in the Schools	EDP 6103 & EDP 6203		
EDP 6343	Social Emotional Assessment in the Schools	EDP 5303 & EDP 6243		
EDP 6643	Child and Adolescent Psychopathology	EDP 5033		
EDP 6703	Clinical Neuropsychology	EDP 5303, EDP 6243, & EDP 6833		
EDP 6733	Multicultural Assessment and Intervention	EDP 5303, EDP 6643, & EDP 6833		
EDP 6833	Practicum in School Psychology	EDP 5303, EDP 6033, EDP 6233, EDP 6243, EDP 6253, & EDP 6643		
EDP 6833	Practicum in School Psychology	EDP 5303, EDP 6033, EDP 6233, EDP 6243, EDP 6253, & EDP 6643		
EDP 6943	Internship in School Psychology	ALL PREVIOUS COURSEWORK		
EDP 6943	Internship in School Psychology	ALL PREVIOUS COURSEWORK		
SPE 5403	Survey of Special Education			

N O T E S

1. Total number of hours for the Master's degree in School Psychology is 66 semester credit hours.
2. UTSA requires a background of 18 semester credit hours in a field of study appropriate to the master's degree sought. Students with the appropriate background in Psychology, Education, or a closely related field will not be required to take background requirements for the degree. Students who are admitted to the program without appropriate background courses must take background courses. Background courses must be approved by the Graduate Advisor of Record.
3. Candidates for the M.A. degree in School Psychology must earn a minimum of 66 semester credit hours. Students must pass a comprehensive examination toward the end of their formal coursework. The examination may be repeated, but students must be registered for coursework at UTSA during the semester in which they take the exam. Thus, students who have finished all of their required coursework but have not passed the comprehensive examination must register for EDP 6961 Comprehensive Examination during the semester in which they take the exam.
4. With departmental approval, a maximum of six hours of coursework already taken and passed with a B or better in an equivalent course as the degree and must be transferred during the first semester of study at UTSA. No class counted toward another degree can be used to satisfy the requirements of the M.A. in School Psychology. Classes applied to another graduate degree may serve as substitutes for up to 6 hours of core classes with the student's advisor's approval (but students will need to take additional courses, with advisor approval, to achieve the 66 hours necessary for the M.A. degree). Students will need to provide copies of the course syllabus and a transcript indicating course completion and grade.
5. Only one course with a grade of "C" (defined as grades of "C" or "C+") will be accepted toward this degree. A minimum of a 3.0 grade point average will be required for graduation. Those students who obtain a grade of "C" will be required to complete a remediation plan (i.e., retaking appropriate coursework and/or taking other coursework as deemed necessary by the student's advisor and Graduate Advisor of Record). Students on academic probation or not in good academic standing will not be permitted to enroll in Practicum courses.
6. Students must earn a "B" or better in all Practicum courses. Students who fail must retake that course and earn a "B" or better before progressing in the school psychology course sequence.
7. Graduation candidates must apply for graduation early in the semester in which they plan to graduate through the ASAP student account. Deadlines are posted on the schedule of classes.

**School Psychology Suggested Course Sequencing:**

<b>SUGGESTED COURSE SEQUENCING</b>										
<b>PART - TIME</b>										
Year 1			Year 2			Year 3				
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
EDP 6033	EDP 6243	EDP 5003	EDP 6103	EDP 6203	EDP 6643	EDP 6263	EDP 5603	EDP 6733	EDP 6943	EDP 6943
EDP 5303	EDP 6253		SPE 5403	EDP 6233		EDP 6343	EDP 6293	EDP 6703		
EDP 6213				EDP 5033		EDP 6833	EDP 6833			
<b>SUGGESTED COURSE SEQUENCING</b>										
<b>FULL-TIME</b>										
Year 1			Year 2			Year 3				
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring			
EDP 6033	EDP 6243	EDP 5003	EDP 6263	EDP 5033	EDP 6733	EDP 6943	EDP 6943			
EDP 6103	EDP 6203	EDP 6643	EDP 6343	EDP 6293	EDP 6703					
EDP 6213	EDP 6233		SPE 5403	EDP 5603						
EDP 5303	EDP 6253		EDP 6833	EDP 6833						

## School Psychology Program: Fitness to Practice Policy

This Fitness to Practice Policy applies to all students upon enrollment in the School Psychology Program, and remains in effect until completion of the Program. It is important to note that satisfying the curricular requirements is not sufficient for completion of the School Psychology Program. In addition to satisfactory completion of the academic requirements and standards of the UTSA Graduate School (delineated in the Graduate Catalog), all candidates are expected to demonstrate skills sufficient to provide psychological and educational services to children, families, and schools. Progress in the Program is a result of successful completion of university coursework *and* the demonstration of important characteristics and dispositions identified below as Fitness to Practice Standards. These Standards are guided by the School Psychology Program Principles, which are based on the profession's values and reflect goals for those graduating from the Program. The Fitness to Practice Standards are especially critical given the nature of the services provided by school psychologists, and program faculty reserve the right to recommend or not recommend students' continuation in the Program on the basis of whether students demonstrate Fitness to Practice as outlined below.

### School Psychology Program Principles

Three principles represent core values demonstrated across all levels of school psychology, and guide every aspect of the UTSA School Psychology Program. Implied with each is the expectation that students will embrace a rigorous and closely monitored academic plan necessary to acquire requisite skills that will be used in providing professional services to diverse schools, communities, individuals, and families. The values of human rights, respect, dignity, and integrity are clearly mandated by all those associated with this program.

Principle A: Cultural and Individual Dignity

Principle B: Commitment to Self-Reflection

Principle C: Honesty and Integrity

- **Principle A: Cultural and Individual Dignity:** Students must maintain an active cultural self-awareness in serving diverse communities and individuals. Personal self-awareness of values and beliefs is an important disposition that facilitates working with other group values, cultures, mores, and experiences. Students should be able to demonstrate appreciation and respect of persons of different cultural, racial, and/or individual differences. Student efforts to understand underrepresented communities are important components of all professional contacts.
- **Principle B: Commitment to Self-Reflection:** All students are expected to be self-regulated learners. Thus, the principle of self-reflection involves deliberate self-monitoring and self-regulatory management in order to reflect on skill development, academic progress, and professional strengths and weaknesses. Students should set personal goals on a regular basis and then monitor progress towards goal attainment so that professional behaviors can be adjusted as necessary.

- **Principle C: Honesty and Integrity:** Students will demonstrate honesty and integrity in all areas of their professional development. These behaviors will be observable in how the students prepare and complete assignments, maintain themselves in relationship to all professional and informal contacts, and how they operate in consultation settings. Students will also be expected to demonstrate how they respond to potentially challenging situations and ethical dilemmas.

## **Fitness to Practice Standards**

In addition to all curriculum requirements (including taking advanced coursework, enrolling in practicum and internship, and applying to take the comprehensive examination) students must meet the following standards in order to progress through the School Psychology Program:

- **Academic Excellence:** Maintenance of scholastic performance meeting or exceeding UTSA and department standards.

*Academic standards include:*

- Attendance of all classes; preparedness and punctuality are the expected norm.
  - Completion of all course assignments in a professional and timely manner.
  - Demonstration of academic integrity (i.e., refraining from dishonest behaviors such as cheating and plagiarism).
  - Demonstration of written and oral communication skills necessary to convey their ideas within both academic (e.g., in the classroom, during supervision) and professional (e.g., with children, parents, and school personnel) contexts. Written communication includes the ability to write clearly, use correct grammar and spelling, and convey ideas to a range of audiences in a way that facilitates understanding. Oral communication includes the ability to communicate effectively with other students, faculty, staff, and professionals by expressing ideas and feelings clearly and demonstrating a willingness and an ability to listen to others. This also includes the professional level skills in spoken English required to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.
- **Acquisition and Application of Skills:** Demonstration of the acquisition of, *and ability to apply*, skills necessary to work effectively with persons and systems having diverse needs. This standard will be evaluated throughout the curriculum, but will be most directly observed in Practicum in School Psychology and Internship in School Psychology. Both university faculty and site-based supervisors will ensure that students demonstrate the skills necessary to work as practitioners of school psychology.

*These skills include (but are not limited to) the following:*

- Psychoeducational assessment and diagnosis;



- Individual and group counseling;
  - Consultation with teachers, parents, and other professionals;
  - Crisis intervention;
  - Ethical decision making; and
  - In-service training.
- **Professionalism:** Demonstration of professionalism in interactions with others. This standard will be evaluated throughout the curriculum as the student's interactions with classmates, faculty, clients, and supervisors are monitored.

*Students must demonstrate:*

- Flexibility and openness to new perspectives and ways of thinking.
  - Acceptance and openness to professional feedback and constructive coaching.
  - The ability to separate personal and professional issues when working with clients and when completing coursework.
  - The ability to build effective professional relationships with children and parents/families.
  - The ability to work collegially and productively with classmates, university faculty and staff, and school personnel at field-based sites.
  - Appropriate social skills in professional and social interactions with faculty, colleagues, and clients.
  - Skills in working with culturally diverse populations.
  - Behaviors that would preclude any risk of sexual harassment, verbal and physical aggression, and sexual relationships with clients, supervisors, and faculty.
  - The ability to maintain a professional appearance when in professional contexts (e.g., field-based experiences).
- **Emotional and Mental Fitness:** Demonstration of emotional and mental fitness in their interactions with others, and in completing curricular requirements. This standard will be evaluated throughout the curriculum as the student's interactions with classmates, faculty, clients, and supervisors are monitored.

*Student emotional and mental fitness are demonstrated through the following behaviors:*

- Ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she will handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
  - Demonstration of the judgment, emotional health, and mental health required to function effectively as a school psychologist.
  - Ability to think analytically about professional and scholarly issues.
  - Ability to self-reflect on their own learning and professional practice and competence.
- **Ethical Standards:** Students will conform to the codes of ethics of relevant professional associations in psychology (e.g., National Association of School Psychologists, American Psychological Association) in addition to the ethical and legal regulations relevant to the

practice of psychology in the State of Texas (e.g., Texas Administrative Code, Rules and Regulations of the Texas State Board of Examiners of Psychologists; <http://www.tsbep.state.tx.us/>).

*Examples of student ethical behaviors include the following:*

- Maintenance of confidential information concerning clients unless disclosure serves professional purposes or is required by law.
- Demonstration of self-awareness and management of the limits of their own competence.
- Adherence to informed consent procedures prior to providing professional services.
- Maintenance of test security of all assessment-related materials.
- Adherence to clients' right to privacy, and requirements associated with the storage of all client records (in a secure location).
- Commitment to seek supervision when faced with ethical dilemmas or difficult situations.

It is the duty of faculty members in the School Psychology Program to evaluate all students according to these standards in all settings in which faculty members and students interact, including classes, practicum and internship sites, advising, and supervision. It is expected that students will respond to reviews, formal or informal, in appropriate ways and will attempt to conform to professional standards as explained to them.

**Admission to the Program does not guarantee fitness to remain in the program to completion.** Only those students who meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to provide psychological services to others, that student will be removed from continuation in the program.

### **Fitness to Practice Review (FPR) Procedures**

Faculty members, staff, advisors, and field supervisors (Evaluators) will evaluate students according to the standards outlined above. All faculty members may have some input into student performance or conduct.

Students may be evaluated using the Fitness to Practice Review Form at any time during their program if and when, in the opinion of one or more Evaluators, significant deviations from the Standards have occurred. All students referred for review are expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on factors such as the nature, severity, and frequency of the incident or concern. For example, repeated violations may result in immediate Formal Level 2 Review. Violations of the UTSA or field-based site's code of conduct will result in immediate Formal Level 2 Review.

## Levels of Review

### 1. Informal Review

An informal review involves a faculty member and a student. When a faculty member has concerns about a student meeting any of the Fitness to Practice criteria, the faculty member may take any or all of the following steps as necessary:

- a. Discuss the concerns directly with the student and seek to work with the student to resolve the difficulties.
- b. Advise the Department Chair and the student's Advisor of the concern(s) in order to identify potential patterns and issues related to the student.
- c. Document dates and content of meetings with students using the Fitness to Practice Review Form, and provide a copy of the signed form to the Graduate Advisor of Record for documentation purposes.
- d. If a problem arises at a field-based site, the site supervisor may discuss concerns directly with the UTSA faculty member. The student may also be included in this meeting.

### 2. Formal Review: Level 1

When a faculty member or supervisor is sufficiently concerned about a student's Fitness to Practice, he or she will fill out the Fitness to Practice Review Form. These forms are to be turned in to the student's Advisor, the Graduate Advisor of Record, and the Department Chair.

A conference will then be scheduled with the instructor/supervisor, the student, the student's Advisor, the Graduate Advisor of Record, and the Department Chair. When possible, the conference will be mediated by a departmental faculty member who has not had the student in class. During this conference, a plan for remediation will be developed. The nature and content of the plan will depend on the specific situation. The remediation plan will include a reasonable timeline for the student to demonstrate adequate progress, and will be signed by all parties involved. The remediation plan may continue for more than one semester, depending on the individual circumstances. If the student fails to implement the remediation plan(s) satisfactorily, he/she will be placed on Formal Level 2 Review.

The Associate Dean of Graduate Studies for the COEHD will be informed of all Level 1 reviews.

### 3. Formal Review: Level 2

If a second incident or concern is reported on the same student, the student has failed a remediation plan during the Level 1 Review, or the seriousness of the incident or concern warrants it, the Fitness to Practice Committee will be convened. This group (made up of at least one School Psychology faculty member, at least one additional faculty member from the Department of Educational Psychology, the Graduate Advisor of Record, and chaired by the Department Chair) will meet to:

- a. Review the paperwork,
  - b. Interview the faculty members who have instructed the student,
  - c. Interview the student, and
  - d. Make a determination regarding the student's suitability to continue in the program.
-

The Associate Dean of Graduate Studies for the COEHD (or the Associate Dean's designee) will attend the Fitness to Practice Committee meeting in order to review the case and participate in the decision-making process.

### **Appeals and Procedures Subsequent to Request for Withdrawal**

Following the review of information at the Fitness to Practice Committee meeting, the Committee must make a decision and report to the student, the Graduate Advisor of Record, and the Associate Dean for Graduate Studies that the student: (1) should be allowed to remain in the program with conditions/without conditions or (2) should be removed from the program, immediately dropped from enrollment in current courses, and prevented from enrolling in subsequent courses.

If the decision is to allow the student to remain in the program, the Committee may place remedial conditions (a corrective plan) on the student's continuing in the program, may set time limits for meeting the conditions, or may make other recommendations.

If the student is dissatisfied with the decision of the Fitness to Practice Committee, he or she may appeal to the Office of the Dean of the COEHD by submitting a written appeal to the Dean's office. This appeal must be submitted within 10 working days after receiving the decision from the Fitness to Practice Committee. The Dean (or Dean's designee) will consider the matter, and based on information submitted by the Fitness to Practice Committee, the Dean (or Dean's designee) may meet with the Fitness to Practice Committee and/or with the student. After gathering and reviewing all information, the Dean (or Dean's designee) will communicate his/her decision to the student in writing. The final decision will be either continuation in the program (with conditions) or dismissal from the program. The decision of the Dean (or Dean's designee) will be final.

## School Psychology Program: Fitness to Practice Review Form

Student's name: \_\_\_\_\_ ID#: @\_\_\_\_\_

Check one: \_\_\_\_\_ Informal Review    \_\_\_\_\_ Formal Level I Review    \_\_\_\_\_ Formal Level II Review

This concern is related to the following Fitness to Practice Standard(s) (Check all that apply):

- Academic Excellence
- Acquisition and Application of Skills
- Professionalism
- Emotional and Mental Fitness
- Ethical Standards

### Directions:

1. If this is an Informal Review, please describe the specific behavior, situation, or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Also, summarize the discussion with the student about the concern (and possible solutions) including the dates of the discussions.
2. If this is a Formal Review, please describe the specific behavior, situation, or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Also, include any contextual information that is important in understanding this review (e.g., previous Informal Reviews, patterns of behavior, severity of behavior).
3. Please use the back of this sheet if necessary, and attach any additional relevant documentation.

Student signature indicates notification regarding concern(s) and is not an indication of agreement.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty signature indicates that the student has been informed in writing of the concern(s) and of the formal Fitness to Practice review (when applicable).

Faculty Name (please print): \_\_\_\_\_ Department: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course title: \_\_\_\_\_

*If this is an Informal Review, please provide this signed form to the Graduate Advisor of Record for documentation purposes.  
If this is a Formal Review, please provide this signed form to the student's Advisor, the Graduate Advisor of Record, and the Department Chair.*

**Comprehensive Exam Application  
Department of Educational Psychology  
College of Education and Human Development**

**Instructions:**

Please complete this application and return to the Department of Educational Psychology in Durango Building (DB) 4.322, Downtown Campus. Late applications are normally not accepted. Incomplete applications will be returned to the student.

A typed and signed copy of your degree plan must be included with this application. All coursework required for the degree, with the exceptions of EDP 6943 (Internship) and 6833 (practicum) must be completed with a grade of “C” or better before taking the exam.\*

**Please note:** Students will be contacted through their university-issued e-mail address only. Also, you must enroll in EDP 6961 (Comprehensive Examination) if you are not enrolled in any other courses during the semester the exam is to be taken.

Approximately 1 week AFTER the deadline, an e-mail outlining test procedure, instructions, and location will be sent to you. Please note that the addresses that you supply on this form will be used for this correspondence. It is recommended that you make a copy of this completed form for your records.

**Applicant Information:**

Student's Legal Name:	
Mailing Address:	
City:	State:
Zip:	Phone (with area code):
Banner ID (8 digits): @	
UTSA e-mail address: @my.utsa.edu	
Semester Admitted:	Anticipated Graduation Date:
Typed and Signed Degree Plan Attached:	Applied for graduation via ASAP:

***\*No more than 1 “C” is allowed on your Program of Study.***

**Applicant Certification:**

I verify that the information provided is correct.

Student Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Student Application for Practicum (EDP 6833)**  
**Department of Educational Psychology**  
**College of Education and Human Development**

**Instructions:**

Please submit this application to the Educational Psychology Department in Durango Building (DB) 4.322, Downtown Campus. Late applications are normally not accepted. Incomplete application will be returned to the student. Applicants will be notified via UTSA e-mail of their application status and procedures for registration after the deadline.

**Student Information:**

Student's Legal Name:		Banner ID: @		
Street Address:				
City:		State:		Zip:
Home Phone:		Cell Phone:		UTSA E-mail:
Academic Degree:				
Catalog of Admittance:	2013-2015	2015-2017	2017-2019	2019-2021

**Practicum Information:**

Affiliated Site Name/Code:		
Phone:	Fax:	Specialization:
Does this site allow students to audio or videotape for the purpose of supervision?		Yes      No

**Pre-Requisites:**

Course Name/Number	Semester Completed	Grade Received
EDP 5303 Principles & Techs. of Evaluation		
EDP 6033 Legal, Ethical, and Prof. Issues		
EDP 6243 Cognitive Assessment & Intervention		
EDP 6973 Academic Assessment & Intervention		
EDP 6213 School-Based Counseling Theories		
EDP 6233 Mental Health Services in the Schools		
EDP 6643 Child/Adol. Psychopathology		
<b>The following courses may be taken either prior to or concurrently with EDP 6833:</b>		
EDP 6263 Behavior Assessment		
EDP 6323 Soc. Emot. Assessment in the Schools		
EDP 6293 Consultation in the Schools		

**Applicant Certification:**

Student's Signature: \_\_\_\_\_

Student's Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

# UTSA

## School Psychology Program Practicum Student Evaluation Form

---

Practicum Student Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Practicum Site \_\_\_\_\_

Supervisor's Mailing Address \_\_\_\_\_

Supervisor's Email Address \_\_\_\_\_

Dates of Practicum \_\_\_\_\_

Semester of Evaluation: Fall Semester \_\_\_\_\_ Spring Semester \_\_\_\_\_ Summer Semester \_\_\_\_\_

Total Number of Clock Hours Completed: Fall Semester \_\_\_\_\_ (150 clock hours required)

Spring Semester \_\_\_\_\_ (150 clock hours required)

Summer Semester \_\_\_\_\_ (150 clock hours required)

### Instructions for completion:

- Each item is to be marked by the site supervisor based on the rating that best describes the student's level of performance.
- The student shall be given the opportunity for a conference with the evaluator to review the contents of the completed evaluation form.
- The following definitions shall serve to clarify the terminology used in the rating form:

5. <i>Clearly outstanding</i>	Exemplary performance requiring very little improvement or growth; reflects a special degree of effort by the student.
4. <i>Exceeds expectations</i>	Exceeds what might be regarded as adequate or minimum standards; a rating that signifies little room for improvement.
3. <i>Satisfactory</i>	A rating indicating that the student's performance meets district / agency standards; level of competence is consistent with level of training.
2. <i>Below expectations</i>	Indicates performance that is slightly below expected competency level; student should receive specific feedback for how to improve performance.
1. <i>Unsatisfactory</i>	A rating that signifies that minimally acceptable standards are not being met; indicates a problem area in which steps have been or are being taken to secure improvement.
NA	Not applicable / little opportunity to observe.



### Domain 1: Data-Based Decision Making and Accountability

1. Demonstrates knowledge of varied methods of assessment and data collection methods for identifying strengths and needs	1	2	3	4	5	NA
2. Gathers information from multiple sources (i.e., consistent with a systems approach) as a context for assessment and intervention	1	2	3	4	5	NA
3. Demonstrates skills to administer and use varied forms of psychological and educational assessments (e.g., measures of intellectual functioning, measures of academic achievement) to understand students' problems	1	2	3	4	5	NA
4. Follows district and departmental policies regarding evaluation procedures	1	2	3	4	5	NA
5. Selects appropriate measures for each case	1	2	3	4	5	NA
6. Conducts appropriate clinical interviews (student, parent, teacher)	1	2	3	4	5	NA
7. Gathers relevant developmental history information	1	2	3	4	5	NA
8. Presents background information/developmental history appropriately in reports	1	2	3	4	5	NA
9. Conducts appropriate observations of students	1	2	3	4	5	NA
10. Interprets test results accurately	1	2	3	4	5	NA
11. Incorporates information gained from observations and other informants appropriately	1	2	3	4	5	NA
12. Communicates findings and recommendations clearly to school staff, parents, and students	1	2	3	4	5	NA
13. Develops an appropriate case conceptualization based on information from multiple sources	1	2	3	4	5	NA
14. Generates appropriate and useful recommendations based on assessment results	1	2	3	4	5	NA
15. As part of a team, conducts assessments to identify students' eligibility for special education and other educational services and demonstrates knowledge of special education eligibility criteria	1	2	3	4	5	NA
16. Based on a problem-solving framework, assists with the design and implementation of interventions to address student problems	1	2	3	4	5	NA

### Domain 2: Consultation and Collaboration

17. Demonstrates knowledge of various consultation models and methods	1	2	3	4	5	NA
18. Consults and collaborates at the individual, family, group, and systems levels	1	2	3	4	5	NA
19. Provides appropriate consultation services to teachers and support staff related to academic issues, following accepted psychological practices	1	2	3	4	5	NA
20. Provides appropriate consultation services to teachers and support staff related to behavioral management issues, following accepted psychological practices	1	2	3	4	5	NA
21. Provides appropriate consultation services to teachers and support staff related to emotional / mental health issues, following accepted psychological practices	1	2	3	4	5	NA
22. Provides appropriate consultation services to parents following accepted psychological practices	1	2	3	4	5	NA
23. Monitors progress towards consultation goals and objectives	1	2	3	4	5	NA
24. Demonstrates positive impact on student outcomes through consultation services	1	2	3	4	5	NA
25. Demonstrates effective communication skills with teachers, parents, and staff	1	2	3	4	5	NA

26. Facilitates communication and collaboration among diverse school personnel and families	1	2	3	4	5	NA
27. Is responsive to the needs of teachers, parents, and staff	1	2	3	4	5	NA
28. Participates appropriately in team meetings (IEP committee meetings, 504 meetings, staffings) and attends staff, professional, and interagency meetings as requested	1	2	3	4	5	NA

### Domain 3: Interventions and Instructional Support to Develop Academic Skills

29. Demonstrates knowledge of biological, cultural, and other influences (e.g., cognition) on academic skills	1	2	3	4	5	NA
30. Demonstrates knowledge of evidence-based instructional / academic interventions	1	2	3	4	5	NA
31. Implements effective instructional / academic interventions	1	2	3	4	5	NA
32. Works with other school personnel to develop and implement effective interventions	1	2	3	4	5	NA
33. Shares information about academic performance with educators and parents	1	2	3	4	5	NA
34. Demonstrates knowledge of psychological learning theories	1	2	3	4	5	NA
35. Applies knowledge of learning theories to develop instructional strategies to promote student learning	1	2	3	4	5	NA
36. Uses assessment data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs	1	2	3	4	5	NA
37. Monitors progress towards goals and objectives and evaluates instructional interventions	1	2	3	4	5	NA
38. Demonstrates positive impact on student outcomes through instructional interventions	1	2	3	4	5	NA

### Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

39. Demonstrates knowledge of biological, cultural, and social influences on behavior and mental health	1	2	3	4	5	NA
40. Demonstrates knowledge of evidence-based strategies to promote social-emotional functioning and mental health	1	2	3	4	5	NA
41. Uses assessment data to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs	1	2	3	4	5	NA
42. Develops and implements programs at individual, group, classroom, and school-wide levels that demonstrate appropriate psychological and behavioral approaches	1	2	3	4	5	NA
43. Conducts Functional Behavior Assessments effectively	1	2	3	4	5	NA
44. Designs effective Behavior Intervention Plans	1	2	3	4	5	NA
45. Establishes effective relationships with students as part of counseling relationships	1	2	3	4	5	NA
46. Develops appropriate goals and objectives for counseling	1	2	3	4	5	NA
47. Considers both individual and group needs in providing counseling services	1	2	3	4	5	NA
48. Implements appropriate strategies and activities based on goals and objectives	1	2	3	4	5	NA
49. Bases clinical decisions on a theoretically sound rationale	1	2	3	4	5	NA

50. Monitors progress towards behavioral intervention and counseling goals and objectives	1	2	3	4	5	NA
51. Demonstrates positive impact on student outcomes through behavioral interventions and counseling services	1	2	3	4	5	NA

#### Domain 5: School-Wide Practices to Promote Learning

52. Demonstrates knowledge of school and systems structure and organization	1	2	3	4	5	NA
53. Demonstrates knowledge of evidence-based school practices that promote learning and mental health	1	2	3	4	5	NA
54. Demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others	1	2	3	4	5	NA
55. Demonstrates appropriate knowledge and use of technology to enhance service delivery	1	2	3	4	5	NA
56. Demonstrates knowledge of the general education system and procedures (e.g., organization of schools, roles of staff members such as school counselors)	1	2	3	4	5	NA
57. Demonstrates knowledge of the special education system and procedures (e.g., referral and assessment process, ARD meetings)	1	2	3	4	5	NA
58. Works collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support students	1	2	3	4	5	NA
59. Assists in promoting a respectful and supportive atmosphere for decision making and collaboration	1	2	3	4	5	NA

#### Domain 6: Preventive and Responsive Services

60. Demonstrates theoretical understanding of child and adolescent development and psychopathology	1	2	3	4	5	NA
61. Demonstrates knowledge of risk and protective factors vital to understanding systemic problems (e.g., bullying)	1	2	3	4	5	NA
62. Assists school staff in the event of a student crisis and follows up appropriately on crisis cases	1	2	3	4	5	NA
63. Notifies and seeks appropriate supervision from the site supervisor or other staff during a crisis situation	1	2	3	4	5	NA
64. Demonstrates knowledge of effective crisis intervention strategies	1	2	3	4	5	NA
65. Utilizes referral resources and collaborates with others when appropriate	1	2	3	4	5	NA
66. Provides direct counseling, behavioral coaching, and other interventions through consultation for students exhibiting mental health problems	1	2	3	4	5	NA
67. Demonstrates knowledge of risk factors and prevention services	1	2	3	4	5	NA
68. Participates in the design and delivery of prevention programs	1	2	3	4	5	NA
69. Creates and maintains effective and supportive learning environments for children	1	2	3	4	5	NA

#### Domain 7: Family–School Collaboration Services

70. Demonstrates knowledge of strategies to develop collaboration between families and schools	1	2	3	4	5	NA
71. Develops collaborative relationships between families and schools	1	2	3	4	5	NA

72. Establishes effective relationships with families	1	2	3	4	5	NA
73. Demonstrates knowledge of family systems and family-based interventions	1	2	3	4	5	NA
74. Demonstrates positive impact on student outcomes through family-school collaboration	1	2	3	4	5	NA
75. Advocates for families and supports parents in their involvement in school activities and with school personnel	1	2	3	4	5	NA
76. Consults with personnel in private practice, community health and social welfare agencies, private and public psychiatric hospitals, and other social service systems when appropriate	1	2	3	4	5	NA
77. Identifies diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and addresses those factors when developing and providing services for families	1	2	3	4	5	NA

#### Domain 8: Diversity in Development and Learning

78. Demonstrates sensitivity to cultural, family, and environmental issues	1	2	3	4	5	NA
79. Demonstrates knowledge of the potential influences of biological, environmental, cultural, socioeconomic, and linguistic factors in children's learning and development	1	2	3	4	5	NA
80. Demonstrates knowledge of the potential impact of individual differences, abilities, disabilities, and other diverse characteristics on children's development and learning	1	2	3	4	5	NA
81. Considers individual differences in the design and implementation of services	1	2	3	4	5	NA
82. Provides services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts	1	2	3	4	5	NA
83. Utilizes a problem solving framework for addressing the needs of diverse learners	1	2	3	4	5	NA
84. Provides culturally competent and effective practices in all areas of service delivery	1	2	3	4	5	NA

#### Domain 9: Research and Program Evaluation

85. Demonstrates knowledge of research design, statistics, measurement, data collection and analysis, and program evaluation methods	1	2	3	4	5	NA
86. Evaluates and synthesizes research findings as a foundation for effective service delivery, including assessment and intervention	1	2	3	4	5	NA
87. Demonstrates the ability to apply these concepts in order to monitor progress towards goals	1	2	3	4	5	NA
88. Demonstrates the ability to apply these concepts in order to evaluate outcomes of interventions	1	2	3	4	5	NA
89. Provides support for school personnel in collecting and analyzing progress monitoring data	1	2	3	4	5	NA
90. Incorporates various techniques for data collection, measurement, and evaluation to support effective practices	1	2	3	4	5	NA

## Domain 10: Legal, Ethical, and Professional Practice

91. Demonstrates knowledge of state and national ethical standards and recognizes relevant ethical issues/dilemmas as they arise in practice	1	2	3	4	5	NA
92. Demonstrates behavior that is consistent with these standards	1	2	3	4	5	NA
93. Demonstrates knowledge of relevant legal standards (e.g., IDEA, state law)	1	2	3	4	5	NA
94. Upholds and adheres to administrative and school board policies and procedures (e.g., follows district / agency policies regarding limits of confidentiality with students, follows policies and procedures for record keeping)	1	2	3	4	5	NA
95. Maintains accurate and up-to-date records	1	2	3	4	5	NA
96. Consults with site supervisor and others when necessary and appropriate (e.g., when faced with ethical dilemmas)	1	2	3	4	5	NA
97. Shows promptness and punctuality in completing responsibilities and maintains an organized style that permits timely, careful completion of assigned tasks	1	2	3	4	5	NA
98. Works cooperatively with teachers, administrators, and other district personnel	1	2	3	4	5	NA
99. Maintains scheduled appointments for supervision and comes prepared for supervision	1	2	3	4	5	NA
100. Accepts constructive supervisory feedback in a mature, professional manner and uses feedback from supervision appropriately	1	2	3	4	5	NA
101. Functions in a generally independent, self-regulated, mature, and professional manner in all settings	1	2	3	4	5	NA
102. Recognizes areas of professional strength and weakness	1	2	3	4	5	NA

**OPEN-ENDED QUESTIONS:**

Please provide a brief summary of the student's strengths:

Please provide a brief summary of areas in which improvement is needed:

Other comments:

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Site Supervisor's Signature

Date

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Student's Signature

Date

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University Supervisor's Signature

Date

# UTSA

## School Psychology Program Practicum Site Feedback Form

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Instructions: Please enter your information into the appropriate fields. Once you have entered your information, you may save the data so it will appear the next time you open the form. Choose File > Save As... Create a new name for your copy and save it on your computer.

Directions: Please indicate your level of agreement with each of the following statements regarding the practicum site's capabilities/performance by circling one of the following numbers:

- 1 = very poor performance
- 2 = poor performance
- 3 = adequate or average performance
- 4 = good performance
- 5 = excellent performance
- NA = not applicable or not observed

Students should complete this form at the end of each practicum experience and submit to their university supervisor.

### STUDENT INFORMATION

Student Name: \_\_\_\_\_ Banner ID: \_\_\_\_\_  
Street Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Evaluation Period: \_\_\_\_\_

### CLINICAL SITE INFORMATION

Practicum Site Name: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Specialization: \_\_\_\_\_  
Website Address: \_\_\_\_\_

### SITE SUPERVISOR INFORMATION

Site Supervisor Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

### UNIVERSITY SUPERVISOR INFORMATION

University Supervisor Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

### ORGANIZATIONAL EVALUATION

#### Evaluation Statement

#### Rating

1. Relevance of experience to career goals	1	2	3	4	5	NA
2. Site provided clear communication about site goals	1	2	3	4	5	NA
3. Site provided clear communication of site policies/regulations/procedures	1	2	3	4	5	NA
4. Exposure to professional roles and functions within the setting	1	2	3	4	5	NA
5. Exposure to information about community resources	1	2	3	4	5	NA

6. Access to professional materials (e.g., tests, books, scoring software)	1	2	3	4	5	NA
7. Administrative support for practicum students	1	2	3	4	5	NA
8. Appropriate office space and working conditions	1	2	3	4	5	NA
9. Site was committed to the practicum as a learning experience	1	2	3	4	5	NA

### **SUPERVISION EVALUATION**

<b>Evaluation Statement</b>	<b>Rating</b>					
10. Amount of on-site supervision	1	2	3	4	5	NA
11. Quality of on-site supervision	1	2	3	4	5	NA
12. Supervisor gave me useful feedback when I did something wrong	1	2	3	4	5	NA
13. Supervisor gave me useful feedback when I did something well	1	2	3	4	5	NA
14. Supervisor provided suggestions for developing my knowledge and skills	1	2	3	4	5	NA
15. Supervisor encouraged me to use new and different techniques when appropriate	1	2	3	4	5	NA
16. Supervisor allowed me to discuss problems I encountered in my practicum setting	1	2	3	4	5	NA
17. Supervisor helped me define and achieve specific concrete goals for myself during my practicum experience	1	2	3	4	5	NA
18. Supervisor helped me define and maintain ethical and professional behavior in service delivery	1	2	3	4	5	NA
19. Supervisor helped me develop increased insight into the impact of my behavior on clients	1	2	3	4	5	NA
20. Supervisor encouraged self-evaluation	1	2	3	4	5	NA
21. Supervisor explained evaluation criteria and evaluated my performance fairly	1	2	3	4	5	NA

### **PROFESSIONAL OPPORTUNITIES EVALUATION**

<b>Site offers opportunities in:</b>	<b>Rating</b>					
22. Administration and scoring of psychoeducational tests	1	2	3	4	5	NA
23. Interpretation of psychoeducational test results	1	2	3	4	5	NA
24. Report writing	1	2	3	4	5	NA
25. Classroom observations	1	2	3	4	5	NA
26. Interviewing students	1	2	3	4	5	NA
27. Interviewing parents and teachers	1	2	3	4	5	NA
28. Individual counseling	1	2	3	4	5	NA
29. Group counseling	1	2	3	4	5	NA







**Student Application for Internship (EDP 6943)**  
**Department of Educational Psychology**  
**College of Education and Human Development**

**Instructions:**

Please submit this application to the Educational Psychology Department in Durango Building (DB) 4.322, Downtown Campus or scan and email to [Samantha.Sifuentes@utsa.edu](mailto:Samantha.Sifuentes@utsa.edu). Late applications are normally not accepted. Incomplete application will be returned to the student. Applicants will be notified via UTSA e-mail of their application status and procedures for registration after the deadline.

**Student Information:**

Student's Legal Name:		Banner ID: @
Street Address:		
City:	State:	Zip:
Home Phone:	Cell Phone:	UTSA E-mail:
Academic Degree:		
Catalog of Admittance:	2013-2015	2015-2017      2017-2019      2019-2021

**Internship Site Information:**

Affiliated Site Name/Code:		
Phone:	Fax:	Specialization:
Does this site allow students to audio or videotape for the purpose of supervision?		Yes      No

**Pre-Requisites:**

Course Name/Number	Semester Completed	Grade Received
EDP 6213: School-Based Counseling Theories		
EDP 5003: Psychological Learning Theories		
EDP 5033: Human Dev. Across Lifespan		
EDP 5603: Psychology of Human Motivation		
EDP 5303: Principles & Techniques of Evaluation		
EDP 6033: Legal, Ethical, Prof. Issues		
EDP 6103: Introductory Statistics		
EDP 6203: Quasi and Experimental Research Design		
EDP 6233: Mental Health Services in the Schools		
EDP 6243: Cognitive Assessment and Intervention		
EDP 6263: Beh. Assessment & Intervention		
EDP 6293: Consultation in the Schools		
EDP 6343: Soc. Emot. Assessment in the Schools		
EDP 6643: Child/Adol. Psychopathology		
EDP 6703: Clinical Neuropsychology		
EDP 6733: Multicultural Assessment & Int.		
EDP 6833: Practicum in School Psy. (6 hrs.)		
EDP 6253: Academic Assessment & Intervention		
SPE 5403: Survey of Special Education		

**Applicant Certification:**

Student's Signature: \_\_\_\_\_  
 Student's Printed Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

# UTSA

## School Psychology Program Intern Evaluation Form

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Student Intern Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Internship Site \_\_\_\_\_

Supervisor's Mailing Address \_\_\_\_\_

Supervisor's Email Address \_\_\_\_\_

Dates of Internship \_\_\_\_\_

Semester of Evaluation: Fall Semester \_\_\_\_\_ Spring Semester \_\_\_\_\_

Total Number of Clock Hours Completed: Fall Semester \_\_\_\_\_ (600 clock hours required)

Spring Semester \_\_\_\_\_ (600 clock hours required)

### Instructions for completion:

- Each item is to be marked by the site supervisor based on the rating that best describes the intern's level of performance, *when compared to other school psychology interns*.
- The intern shall be given the opportunity for a conference with the evaluator to review the contents of the completed evaluation form.
- The following definitions shall serve to clarify the terminology used in the rating form:

5. <i>Clearly outstanding</i>	Exemplary performance requiring very little improvement or growth; reflects a special degree of effort by the intern.
4. <i>Exceeds expectations</i>	Exceeds what might be regarded as adequate or minimum standards; a rating that signifies little room for improvement.
3. <i>Satisfactory</i>	A rating indicating that the intern's performance meets district / agency standards; level of competence is consistent with level of training.
2. <i>Below expectations</i>	Indicates performance that is slightly below expected competency level; intern should receive specific feedback for how to improve performance.
1. <i>Unsatisfactory</i>	A rating that signifies that minimally acceptable standards are not being met; indicates a problem area in which steps have been or are being taken to secure improvement.
NA	Not applicable / little opportunity to observe.

Domain 1: Data-Based Decision Making and Accountability

1. Demonstrates knowledge of varied methods of assessment and data collection methods for identifying strengths and needs	1	2	3	4	5	NA
2. Gathers information from multiple sources (i.e., consistent with a systems approach) as a context for assessment and intervention	1	2	3	4	5	NA
3. Demonstrates skills to administer and use varied forms of psychological and educational assessments (e.g., measures of intellectual functioning, measures of academic achievement) to understand students' problems	1	2	3	4	5	NA
4. Follows district and departmental policies regarding evaluation procedures	1	2	3	4	5	NA
5. Selects appropriate measures for each case	1	2	3	4	5	NA
6. Conducts appropriate clinical interviews (student, parent, teacher)	1	2	3	4	5	NA
7. Gathers relevant developmental history information	1	2	3	4	5	NA
8. Presents background information/developmental history appropriately in reports	1	2	3	4	5	NA
9. Conducts appropriate observations of students	1	2	3	4	5	NA
10. Interprets test results accurately	1	2	3	4	5	NA
11. Incorporates information gained from observations and other informants appropriately	1	2	3	4	5	NA
12. Communicates findings and recommendations clearly to school staff, parents, and students	1	2	3	4	5	NA
13. Develops an appropriate case conceptualization based on information from multiple sources	1	2	3	4	5	NA
14. Generates appropriate and useful recommendations based on assessment results	1	2	3	4	5	NA
15. As part of a team, conducts assessments to identify students' eligibility for special education and other educational services and demonstrates knowledge of special education eligibility criteria	1	2	3	4	5	NA
16. Based on a problem-solving framework, assists with the design and implementation of interventions to address student problems	1	2	3	4	5	NA

Domain 2: Consultation and Collaboration

17. Demonstrates knowledge of various consultation models and methods	1	2	3	4	5	NA
18. Consults and collaborates at the individual, family, group, and systems levels	1	2	3	4	5	NA
19. Provides appropriate consultation services to teachers and support staff related to academic issues, following accepted psychological practices	1	2	3	4	5	NA
20. Provides appropriate consultation services to teachers and support staff related to behavioral management issues, following accepted psychological practices	1	2	3	4	5	NA
21. Provides appropriate consultation services to teachers and support staff related to emotional / mental health issues, following accepted psychological practices	1	2	3	4	5	NA
22. Provides appropriate consultation services to parents following accepted psychological practices	1	2	3	4	5	NA
23. Monitors progress towards consultation goals and objectives	1	2	3	4	5	NA
24. Demonstrates positive impact on student outcomes through consultation services	1	2	3	4	5	NA
25. Demonstrates effective communication skills with teachers, parents, and staff	1	2	3	4	5	NA

26. Facilitates communication and collaboration among diverse school personnel and families	1	2	3	4	5	NA
27. Is responsive to the needs of teachers, parents, and staff	1	2	3	4	5	NA
28. Participates appropriately in team meetings (IEP committee meetings, 504 meetings, staffings) and attends staff, professional, and interagency meetings as requested	1	2	3	4	5	NA

#### Domain 3: Interventions and Instructional Support to Develop Academic Skills

29. Demonstrates knowledge of biological, cultural, and other influences (e.g., cognition) on academic skills	1	2	3	4	5	NA
30. Demonstrates knowledge of evidence-based instructional / academic interventions	1	2	3	4	5	NA
31. Implements effective instructional / academic interventions	1	2	3	4	5	NA
32. Works with other school personnel to develop and implement effective interventions	1	2	3	4	5	NA
33. Shares information about academic performance with educators and parents	1	2	3	4	5	NA
34. Demonstrates knowledge of psychological learning theories	1	2	3	4	5	NA
35. Applies knowledge of learning theories to develop instructional strategies to promote student learning	1	2	3	4	5	NA
36. Uses assessment data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs	1	2	3	4	5	NA
37. Monitors progress towards goals and objectives and evaluates instructional interventions	1	2	3	4	5	NA
38. Demonstrates positive impact on student outcomes through instructional interventions	1	2	3	4	5	NA

#### Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

39. Demonstrates knowledge of biological, cultural, and social influences on behavior and mental health	1	2	3	4	5	NA
40. Demonstrates knowledge of evidence-based strategies to promote social-emotional functioning and mental health	1	2	3	4	5	NA
41. Uses assessment data to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs	1	2	3	4	5	NA
42. Develops and implements programs at individual, group, classroom, and school-wide levels that demonstrate appropriate psychological and behavioral approaches	1	2	3	4	5	NA
43. Conducts Functional Behavior Assessments effectively	1	2	3	4	5	NA
44. Designs effective Behavior Intervention Plans	1	2	3	4	5	NA
45. Establishes effective relationships with students as part of counseling relationships	1	2	3	4	5	NA
46. Develops appropriate goals and objectives for counseling	1	2	3	4	5	NA
47. Considers both individual and group needs in providing counseling services	1	2	3	4	5	NA
48. Implements appropriate strategies and activities based on goals and objectives	1	2	3	4	5	NA
49. Bases clinical decisions on a theoretically sound rationale	1	2	3	4	5	NA

50. Monitors progress towards behavioral intervention and counseling goals and objectives	1	2	3	4	5	NA
51. Demonstrates positive impact on student outcomes through behavioral interventions and counseling services	1	2	3	4	5	NA

Domain 5: School-Wide Practices to Promote Learning

52. Demonstrates knowledge of school and systems structure and organization	1	2	3	4	5	NA
53. Demonstrates knowledge of evidence-based school practices that promote learning and mental health	1	2	3	4	5	NA
54. Demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others	1	2	3	4	5	NA
55. Demonstrates appropriate knowledge and use of technology to enhance service delivery	1	2	3	4	5	NA
56. Demonstrates knowledge of the general education system and procedures (e.g., organization of schools, roles of staff members such as school counselors)	1	2	3	4	5	NA
57. Demonstrates knowledge of the special education system and procedures (e.g., referral and assessment process, ARD meetings)	1	2	3	4	5	NA
58. Works collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support students	1	2	3	4	5	NA
59. Assists in promoting a respectful and supportive atmosphere for decision making and collaboration	1	2	3	4	5	NA

Domain 6: Preventive and Responsive Services

60. Demonstrates theoretical understanding of child and adolescent development and psychopathology	1	2	3	4	5	NA
61. Demonstrates knowledge of risk and protective factors vital to understanding systemic problems (e.g., bullying)	1	2	3	4	5	NA
62. Assists school staff in the event of a student crisis and follows up appropriately on crisis cases	1	2	3	4	5	NA
63. Notifies and seeks appropriate supervision from the site supervisor or other staff during a crisis situation	1	2	3	4	5	NA
64. Demonstrates knowledge of effective crisis intervention strategies	1	2	3	4	5	NA
65. Utilizes referral resources and collaborates with others when appropriate	1	2	3	4	5	NA
66. Provides direct counseling, behavioral coaching, and other interventions through consultation for students exhibiting mental health problems	1	2	3	4	5	NA
67. Demonstrates knowledge of risk factors and prevention services	1	2	3	4	5	NA
68. Participates in the design and delivery of prevention programs	1	2	3	4	5	NA
69. Creates and maintains effective and supportive learning environments for children	1	2	3	4	5	NA

Domain 7: Family–School Collaboration Services

70. Demonstrates knowledge of strategies to develop collaboration between families and schools	1	2	3	4	5	NA
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71. Develops collaborative relationships between families and schools	1	2	3	4	5	NA
72. Establishes effective relationships with families	1	2	3	4	5	NA
73. Demonstrates knowledge of family systems and family-based interventions	1	2	3	4	5	NA
74. Demonstrates positive impact on student outcomes through family-school collaboration	1	2	3	4	5	NA
75. Advocates for families and supports parents in their involvement in school activities and with school personnel	1	2	3	4	5	NA
76. Consults with personnel in private practice, community health and social welfare agencies, private and public psychiatric hospitals, and other social service systems when appropriate	1	2	3	4	5	NA
77. Identifies diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and addresses those factors when developing and providing services for families	1	2	3	4	5	NA

#### Domain 8: Diversity in Development and Learning

78. Demonstrates sensitivity to cultural, family, and environmental issues	1	2	3	4	5	NA
79. Demonstrates knowledge of the potential influences of biological, environmental, cultural, socioeconomic, and linguistic factors in children's learning and development	1	2	3	4	5	NA
80. Demonstrates knowledge of the potential impact of individual differences, abilities, disabilities, and other diverse characteristics on children's development and learning	1	2	3	4	5	NA
81. Considers individual differences in the design and implementation of services	1	2	3	4	5	NA
82. Provides services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts	1	2	3	4	5	NA
83. Utilizes a problem solving framework for addressing the needs of diverse learners	1	2	3	4	5	NA
84. Provides culturally competent and effective practices in all areas of service delivery	1	2	3	4	5	NA

#### Domain 9: Research and Program Evaluation

85. Demonstrates knowledge of research design, statistics, measurement, data collection and analysis, and program evaluation methods	1	2	3	4	5	NA
86. Evaluates and synthesizes research findings as a foundation for effective service delivery, including assessment and intervention	1	2	3	4	5	NA
87. Demonstrates the ability to apply these concepts in order to monitor progress towards goals	1	2	3	4	5	NA
88. Demonstrates the ability to apply these concepts in order to evaluate outcomes of interventions	1	2	3	4	5	NA
89. Provides support for school personnel in collecting and analyzing progress monitoring data	1	2	3	4	5	NA
90. Incorporates various techniques for data collection, measurement, and evaluation to support effective practices	1	2	3	4	5	NA



## Domain 10: Legal, Ethical, and Professional Practice

91. Demonstrates knowledge of state and national ethical standards and recognizes relevant ethical issues/dilemmas as they arise in practice	1	2	3	4	5	NA
92. Demonstrates behavior that is consistent with these standards	1	2	3	4	5	NA
93. Demonstrates knowledge of relevant legal standards (e.g., IDEA, state law)	1	2	3	4	5	NA
94. Upholds and adheres to administrative and school board policies and procedures (e.g., follows district / agency policies regarding limits of confidentiality with students, follows policies and procedures for record keeping)	1	2	3	4	5	NA
95. Maintains accurate and up-to-date records	1	2	3	4	5	NA
96. Consults with site supervisor and others when necessary and appropriate (e.g., when faced with ethical dilemmas)	1	2	3	4	5	NA
97. Shows promptness and punctuality in completing responsibilities and maintains an organized style that permits timely, careful completion of assigned tasks	1	2	3	4	5	NA
98. Works cooperatively with teachers, administrators, and other district personnel	1	2	3	4	5	NA
99. Maintains scheduled appointments for supervision and comes prepared for supervision	1	2	3	4	5	NA
100. Accepts constructive supervisory feedback in a mature, professional manner and uses feedback from supervision appropriately	1	2	3	4	5	NA
101. Functions in a generally independent, self-regulated, mature, and professional manner in all settings	1	2	3	4	5	NA
102. Recognizes areas of professional strength and weakness	1	2	3	4	5	NA

## SUMMATIVE EVALUATION OF PROFESSIONAL WORK CHARACTERISTICS:

Consistent with the NASP expectations for recent graduates, please use the same 5-point scale to evaluate the intern on the following characteristics, *when compared to other school psychology interns*:

Communication skills	1	2	3	4	5
Adaptability	1	2	3	4	5
Effective interpersonal skills	1	2	3	4	5
Initiative and dependability	1	2	3	4	5
Ethical responsibility	1	2	3	4	5
Respect for human diversity	1	2	3	4	5

**OPEN-ENDED QUESTIONS:**

Please provide a brief summary of the intern's strengths:

Please provide a brief summary of areas in which improvement is needed:

Other comments:

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Site Supervisor's Signature Date

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Intern's Signature Date

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University Supervisor's Signature Date

# UTSA

## School Psychology Program Internship Site Feedback Form

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Instructions: Please enter your information into the appropriate fields. Once you have entered your information, you may save the data so it will appear the next time you open the form. Choose File > Save As... Create a new name for your copy and save it on your computer.

Directions: Please indicate your level of agreement with each of the following statements regarding the internship site's capabilities/performance by circling one of the following numbers:

- 1 = very poor performance
- 2 = poor performance
- 3 = adequate or average performance
- 4 = good performance
- 5 = excellent performance
- NA = not applicable or not observed

Students should complete this form at the end of each internship experience and submit to their university supervisor.

### STUDENT INFORMATION

Student Name: \_\_\_\_\_ Banner ID: \_\_\_\_\_  
Street Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Evaluation Period: \_\_\_\_\_

### CLINICAL SITE INFORMATION

Internship Site Name: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Specialization: \_\_\_\_\_  
Website Address: \_\_\_\_\_

### SITE SUPERVISOR INFORMATION

Site Supervisor Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

### UNIVERSITY SUPERVISOR INFORMATION

University Supervisor Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

### ORGANIZATIONAL EVALUATION

#### Evaluation Statement

Evaluation Statement	Rating					
1. Relevance of experience to career goals	1	2	3	4	5	NA
2. Site provided clear communication about site goals	1	2	3	4	5	NA
3. Site provided clear communication of site policies/regulations/procedures	1	2	3	4	5	NA
4. Exposure to professional roles and functions within the setting	1	2	3	4	5	NA
5. Exposure to information about community resources	1	2	3	4	5	NA

6. Access to professional materials (e.g., tests, books, scoring software)	1	2	3	4	5	NA
7. Administrative support for interns	1	2	3	4	5	NA
8. Appropriate office space and working conditions	1	2	3	4	5	NA
9. Site was committed to the internship as a learning experience	1	2	3	4	5	NA

### **SUPERVISION EVALUATION**

<b>Evaluation Statement</b>	<b>Rating</b>					
10. Amount of on-site supervision	1	2	3	4	5	NA
11. Quality of on-site supervision	1	2	3	4	5	NA
12. Supervisor gave me useful feedback when I did something wrong	1	2	3	4	5	NA
13. Supervisor gave me useful feedback when I did something well	1	2	3	4	5	NA
14. Supervisor provided suggestions for developing my knowledge and skills	1	2	3	4	5	NA
15. Supervisor encouraged me to use new and different techniques when appropriate	1	2	3	4	5	NA
16. Supervisor allowed me to discuss problems I encountered in my internship setting	1	2	3	4	5	NA
17. Supervisor helped me define and achieve specific concrete goals for myself during my internship experience	1	2	3	4	5	NA
18. Supervisor helped me define and maintain ethical and professional behavior in service delivery	1	2	3	4	5	NA
19. Supervisor helped me develop increased insight into the impact of my behavior on clients	1	2	3	4	5	NA
20. Supervisor encouraged self-evaluation	1	2	3	4	5	NA
21. Supervisor explained evaluation criteria and evaluated my performance fairly	1	2	3	4	5	NA

### **PROFESSIONAL OPPORTUNITIES EVALUATION**

<b>Site offers opportunities in:</b>	<b>Rating</b>					
22. Administration and scoring of psychoeducational tests	1	2	3	4	5	NA
23. Interpretation of psychoeducational test results	1	2	3	4	5	NA
24. Report writing	1	2	3	4	5	NA
25. Classroom observations	1	2	3	4	5	NA
26. Interviewing students	1	2	3	4	5	NA
27. Interviewing parents and teachers	1	2	3	4	5	NA
28. Individual counseling	1	2	3	4	5	NA
29. Group counseling	1	2	3	4	5	NA

30. Consultation with parents and teachers	1	2	3	4	5	NA
31. Collaboration with other professionals within the school system/agency	1	2	3	4	5	NA
32. Collaboration with other professionals outside of the school system/ agency	1	2	3	4	5	NA
33. Crisis intervention	1	2	3	4	5	NA
34. Response to Intervention activities	1	2	3	4	5	NA
35. Attending ARDs/pre-referral meetings	1	2	3	4	5	NA
36. Development of academic goals and interventions for students	1	2	3	4	5	NA
37. Implementation of academic interventions	1	2	3	4	5	NA
38. Development of behavioral and social-emotional goals and interventions for students	1	2	3	4	5	NA
39. Implementation of behavioral and social-emotional interventions	1	2	3	4	5	NA
40. Exposure to a wide range of professional activities and experiences	1	2	3	4	5	NA
41. Exposure to a wide range of clients and presenting issues	1	2	3	4	5	NA
42. Participation in prevention activities	1	2	3	4	5	NA
43. Participation in the delivery of systems-level services (e.g., parent workshops, teacher in-services)	1	2	3	4	5	NA
44. Professional development opportunities (e.g., attending in-services, workshops)	1	2	3	4	5	NA
45. Program evaluation	1	2	3	4	5	NA

**OPEN-ENDED QUESTIONS:**

1. What were the most positive aspects of your internship?
2. What were the most frustrating or challenging aspects of your internship? Or, what changes would you suggest, to make the experience more effective?
3. What knowledge or skills from your coursework at UTSA were especially helpful or important for you during your internship?



# UTSA

## School Psychology Program

### Memorandum of Agreement Between Program and Practicum Site

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Instructions: Please enter your information into the appropriate fields, either electronically or on a hard copy.

#### STUDENT INFORMATION

Student Name:

Banner ID:

Home Phone:

Cell Phone:

Email:

#### SITE INFORMATION

Name of Site:

Site Supervisor Name:

Title/Licensure:

Phone:

Email:

#### UNIVERSITY SUPERVISOR / INSTRUCTOR INFORMATION

University Supervisor Name:

Title/Licensure:

Phone:

Email:

#### AGREEMENT

- **Purpose** – The purpose of this agreement is to clarify the responsibilities of all parties involved in this clinical training experience. Clinical supervision assists with understanding issues associated with school psychology practice; developing new insights and perspectives; improving knowledge, skills, and competence; 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 student that he/she 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 to facilitate communication between the university and the site.
  4. Arrange a meeting/phone conference to discuss the student's clinical training experience.
  5. Be available for consultation (\*University supervisors may not be available during UTSA semester breaks).
  6. Be available should any problem or change occur in relation to the student, site, or university.
  7. Be responsible for the assignment of a course grade.
- **Practicum Site** – The Practicum site agrees to:
  1. Assign a site supervisor who has appropriate credentials, time, and interest for training the university student. The supervisor is responsible for maintaining the integrity and quality of the Practicum, and assumes responsibility for all duties performed by the student while under supervision. For school settings, the supervisor *should* have at least three years experience and hold a valid credential as a Licensed Specialist in School Psychology. For nonschool settings, the supervisor must be a Licensed Psychologist with expertise and training appropriate for that setting.
  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 school psychology activities (e.g., assessment, intervention, behavior management, consultation, systems-level services) 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., with specific populations, with specific assessment methods), the student's career goals, and the needs of the district/agency. Negotiate and agree to a consistent and predictable schedule. Please sign and attach your agreed upon schedule to this agreement form.
  5. Provide a safe and secure work environment with adequate work space, telephone, office supplies, and staff support to conduct professional activities.
  6. Provide appropriate supervisory contact that involves examination of student work using audio/video tapes,

observation, review of case notes and psychological reports, review of test record forms, and/or live supervision. Supervision must be structured, face-to-face, and focused on helping the student attain competencies, and the preponderance of supervision should be conducted individually. For Practicum, 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, and consult with university faculty about the student's progress.
8. Contact the University supervisor if any significant problem occurs with the student's performance or clinical experience.
9. Encourage the student's participation in continuing professional development activities. In addition to the scheduled supervision, there is additional opportunity for learning experiences that could include case conferences, professional seminars, in-service training, and other activities approved by the field supervisor.

➤ **Student** – The university student agrees to:

1. Adhere to the administrative policies, rules, standards, and practices of the Practicum site.
2. Practice in accordance with relevant ethical and legal standards, including the *Principles for Professional Ethics* (NASP, 2010) 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, teachers, staff members, and supervisors.
4. Identify themselves appropriately to clients and others (i.e., as a Practicum Student).
5. Keep the clinical site and university supervisors informed regarding his/her clinical training experiences.
6. Secure professional liability insurance coverage.
7. Provide own transportation to and from the clinical site.
8. Meet the minimal level of knowledge, skills, and competence to complete course requirements.

➤ **Equal Opportunity** – It is mutually agreed that no party shall discriminate on the basis of race, color, nationality, ethnicity, age, sex, or creed.

➤ **Termination** – It is understood and agreed by and between the parties involved that the agency/institution/school district has the right to terminate the clinical training experience. If, in the opinion of the site supervisor, a student's behavior is detrimental to the operation of the agency/institution/school district 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 supervisors. The university supervisor maintains the right to terminate the Practicum in consultation with all parties when deemed necessary.

➤ The Practicum will begin on \_\_\_\_\_ (month, day, year) and end on \_\_\_\_\_ (month, day, year), for a minimum of 300 hours.

➤ The Practicum must consist of at least 150 clock hours per semester (total = 300 hours over the course of two semesters). Students are expected to spend a minimum of 10 hours per week 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). As a general guideline, time spent in all Practicum activities should not exceed 15 hours per week.

➤ For activities occurring during university winter break, practicum students should negotiate with their sites the activities they will complete while class is not in session. **Practicum students should complete all on-site activities by the end of finals week during the spring semester.** These dates may not coincide with the end of the site's academic year. University supervisors cannot guarantee university supervision during semester breaks, so students should not be allowed to have clinical contact with clients after the end of the semester.

➤ It is understood and agreed that the parties to this arrangement may revise this *Memorandum of Agreement* or the written plan for the field experience by written amendment upon mutual agreement by all parties.

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Site Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

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Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

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



University of Texas at San Antonio

Master of School Psychology Program

School-based Practicum Schedule Agreement

**This schedule is a part of the practicum memorandum of agreement; please submit a copy of this schedule agreement to your university faculty supervisor.**

**Parties to the Contract:**

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

**Practicum Placement Schedule:**

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

# UTSA

## School Psychology Program

### Memorandum of Agreement Between Program and Internship Site

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Instructions: Please enter your information into the appropriate fields, either electronically or on a hard copy.

#### STUDENT INFORMATION

Student Name:

Banner ID:

Home Phone:

Cell Phone:

Email:

#### SITE INFORMATION

Name of Site:

Site Supervisor Name:

Title/Licensure:

Phone:

Email:

#### UNIVERSITY SUPERVISOR / INSTRUCTOR INFORMATION

University Supervisor Name:

Title/Licensure:

Phone:

Email:

#### AGREEMENT

- **Purpose** – The purpose of this agreement is to clarify the responsibilities of all parties involved in this clinical training experience. Clinical supervision assists with understanding issues associated with school psychology practice; developing new insights and perspectives; improving knowledge, skills, and competence; 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 student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the Internship site.
  2. Monitor and ensure that the Internship is consistent with program goals.
  3. Assign a university faculty member to facilitate communication between the university and the site.
  4. Arrange a meeting/phone conference to discuss the student's clinical training experience.
  5. Be available for consultation.
  6. Be available should any problem or change occur in relation to the student, site, or university.
  7. Be responsible for the assignment of a course grade.
  
- **Internship Site** – The Internship site agrees to:
  1. Assign a site supervisor who has appropriate credentials, time, and interest for training the university student. The supervisor is responsible for maintaining the integrity and quality of the Internship, and assumes responsibility for all duties performed by the student while under supervision. For school settings, the supervisor must have at least three years of unsupervised experience and hold a valid credential as a Licensed Specialist in School Psychology (or equivalent licensure if the Internship occurs in a state other than Texas). For non-school settings, the supervisor must be a Licensed Psychologist with expertise and training appropriate for that setting.
  2. Make a commitment to the Internship 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 school psychology activities (e.g., assessment, intervention, behavior management, consultation, systems-level services, program evaluation) 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 and the university supervisor which will be based on desired professional experiences (e.g., with specific populations, with specific assessment methods), the student's career goals, and the needs of the district/agency.

5. Provide a safe and secure work environment with adequate work space, telephone, office supplies, and staff support to conduct professional activities.
6. Provide appropriate supervisory contact that involves examination of student work using audio/video tapes, observation, review of case notes and psychological reports, review of test record forms, and/or live supervision. Supervision must be structured, face-to-face, and focused on helping the student attain competencies. For Internship, a minimum of two hours of supervision per week must be provided and no more than half can be group format.
7. Participate in formal written evaluations of the student's progress at two points during the year, and consult with university faculty about the student's progress throughout the semester.
8. Contact the University supervisor if any significant problem occurs with the student's performance or clinical experience.
9. Encourage the student's participation in continuing professional development activities. In addition to the scheduled supervision, there is additional opportunity for learning experiences that could include case conferences, professional seminars, in-service training, and other activities approved by the field supervisor.

➤ **Student** – The university student agrees to:

1. Adhere to the administrative policies, rules, standards, and practices of the Internship site.
2. Practice in accordance with relevant ethical and legal standards, including the *Principles for Professional Ethics* (NASP, 2010) 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, teachers, staff members, and supervisors.
4. Identify themselves appropriately to clients and others (i.e., as an Intern).
5. Keep the clinical site and university supervisors informed regarding his/her clinical training experiences.
6. Secure professional liability insurance coverage.
7. Provide own transportation to and from the clinical site.
8. Meet the minimal level of knowledge, skills, and competence to complete course requirements.

➤ **Equal Opportunity** – It is mutually agreed that no party shall discriminate on the basis of race, color, nationality, ethnicity, age, sex, or creed.

➤ **Termination** – It is understood and agreed by and between the parties involved that the agency/institution/school district has the right to terminate the clinical training experience. If, in the opinion of the site supervisor, a student's behavior is detrimental to the operation of the agency/institution/school district 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 supervisors. The university supervisor maintains the right to terminate the Internship in consultation with all parties when deemed necessary.

➤ The Intern and administrative representative of the field-based site should negotiate a formal contract consistent with district/agency policy stipulating such details as intern responsibilities, including campus assignments and roles; provision of supervision; provision for continuing education; travel expenses; work environment, such as office space, computer access, secretarial/clerical; and contract and salary.

- The Internship will begin on \_\_\_\_\_ (month, day, year) and end on \_\_\_\_\_ (month, day, year), for a minimum of 1200 hours (600 hours per semester).
- It is understood and agreed that the parties to this arrangement may revise this *Memorandum of Agreement* or the written plan for the field experience by written amendment upon mutual agreement by all parties.

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Site Supervisor's Signature

Date

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Student's Signature

Date

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University Supervisor's Signature

Date

# UTSA

## School Psychology Program Practicum and Internship Agreement: Student Form

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Directions: Please complete this form and submit a copy to your University supervisor.

### STUDENT INFORMATION

Student Name: \_\_\_\_\_ Banner ID: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Check One:  Practicum  Internship  
Name of Site: \_\_\_\_\_

AGREEMENT	STUDENT INITIALS
1. I hereby attest that I have read and understand the ethical codes and standards associated with my course of study, including the <i>Principles for Professional Ethics</i> (NASP, 2020) and state guidelines. I will practice school psychology in accordance with these standards. I understand that any breach of these ethical codes or unethical behavior will result in an initiation of the Fitness to Practice process and removal from Practicum/Internship, and a failing grade may result.	
2. I agree to adhere to the administrative policies, rules, standards, and practices of my Practicum/Internship site. If said policies conflict with UTSA policy, School Psychology Program policy, professional ethical codes, or legal requirements, I will immediately report these conflicts to my University supervisor/instructor.	
3. I understand that it is my responsibility to keep my Practicum/Internship supervisor(s)/instructor informed regarding my Practicum/Internship experiences.	
4. I understand that to earn a passing grade in Practicum/Internship, I must complete all course requirements and demonstrate the minimal level of knowledge, skills, and competence in all domains of school psychology.	
5. I agree not to divulge any information regarding client material, case information, identifying information, concerns, etc. to any party outside of my supervision and class meetings. Failure to adhere to Federal and/or State confidentiality guidelines/statutes will constitute a breach of ethics and unprofessional conduct.	
6. I agree to absolve UTSA/Department of Educational Psychology/School Psychology Program of any liability in the performance of my Practicum/Internship activities.	
7. I hereby attest that I have read the Fitness to Practice Policy in the School Psychology Program's Student Handbook.	
8. I have provided verification of professional liability insurance to my University supervisor/Instructor before seeing clients at my site.	
9. I agree to keep a detailed log of all activities during Practicum/Internship, using the log provided by my instructor.	
10. I agree to develop and articulate a plan for the Practicum/Internship which will include desired professional experiences (e.g., with specific populations, with specific assessment methods), and which will be based on career goals.	

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Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

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University Supervisor's / Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_