# Table of Contents

CFSP Core and Associated Faculty and Staff .................................................................................. 5

About the Child, Family, and School Psychology Field Experiences ............................................ 6

Field Experiences Overview ........................................................................................................... 6

Field Placement Philosophy and Program Goals ........................................................................... 7

Field Placement Objectives .......................................................................................................... 9

Settings ......................................................................................................................................... 9

Supervision .................................................................................................................................... 9

Evaluation ....................................................................................................................................... 9

General Behavioral Expectations .................................................................................................. 10

Introduction to Practica ................................................................................................................ 11

Practicum I ..................................................................................................................................... 11

Overview ........................................................................................................................................ 11

Practicum I Components ................................................................................................................ 12

Practicum I Requirements and Responsibilities ............................................................................. 13

Practicum I Expectations ................................................................................................................. 14

Practicum I Evaluation .................................................................................................................... 15

Practicum I Logistical Timeline ..................................................................................................... 16

Practicum II .................................................................................................................................... 18

Overview ........................................................................................................................................ 18

Practicum II Components ................................................................................................................ 18

Field Practicum Site ......................................................................................................................... 19

Practicum II Requirements and Responsibilities ............................................................................. 19

Practicum II Expectations ................................................................................................................. 20

Practicum II Timeline ....................................................................................................................... 22

Advanced Practicum ....................................................................................................................... 24

Eligibility .......................................................................................................................................... 24

Initiating advanced practicum .......................................................................................................... 25

Advanced practicum requirements .................................................................................................. 25

Role of advanced practicum supervisors and field supervisors ....................................................... 26

Contract .......................................................................................................................................... 27

Insurance ......................................................................................................................................... 27

Grading ............................................................................................................................................ 27

Introduction to Clinic Assignment .................................................................................................. 28

Counseling and Educational Services Clinic .................................................................................. 28

Clinic Assignment Requirements and Responsibilities ................................................................. 29

Clinic Assignment Procedural Expectations ................................................................................... 31

Clinic Assignment Evaluation ......................................................................................................... 32

Introduction to Internship ............................................................................................................... 34

Ed.S. Internship .............................................................................................................................. 34
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About the Child, Family, and School Psychology Field Experiences

Field Experiences Overview
All CFSP degree programs involve innovative, integrative, closely supervised practice experiences during coursework and independent field experiences that begin the first year and end with Ed.S. and Ph.D. School Psychology Licensure track degree students completing a culminating year-long internship where they gain additional supervised experience. Practice experiences are designed as a developmental Chain of Relevant Experiences (CoRE; see Figure 1) where students progress during coursework and through supervised field placements, initially as Critical Observers, then as Directed Participants, then as Active Contributors, and finally as Independent Practitioners. These progressive experience levels are defined as follows:

- **Critical Observers**: Students acting as Critical Observers engage in activities that provide them with the opportunity to increase their knowledge base by linking theory and empirically based concepts through observational activities. These activities challenge the students to integrate information while critiquing current practices.

- **Directed Participants**: Students acting as Directed Participants engage in activities addressing professional skill development and enhancement (e.g., role play, simulation activities, and supervised experiences). These activities are specifically outlined and directed by the faculty in the Student Learning Objectives (SLOs; see Appendix A).

- **Active Contributors**: Students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the supervision of a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.

- **Independent Practitioners**: Students acting as Independent Practitioners engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.

![CoRE Model](CoRE.png)

Figure 1. CoRE Model

Integrated and well-supervised field experiences taken during coursework and as independent placement courses are an integral part of the training of future school psychologists. Such experiences in total provide opportunities for students to build and reflect upon professional roles and competencies and to master critical professional skills. Field coursework experiences are
designed within the CoRE framework and overseen by the Director of Clinical Training (DCT). Field-based coursework includes training and practice in the following:

- Practical application in universal, targeted and intensive prevention and intervention techniques within the home, school and community.
- Comprehensive assessment of developmental strengths and weaknesses.
- Communication and collaboration with families and children with diverse life experiences.
- Individual, group, and family crisis counseling.
- Interdisciplinary and transdisciplinary team collaboration in school and community settings.
- Delivery of in-service trainings and presentations.
- System-wide program evaluation, research, and intervention.
- Applications of emergent technology.

Field Placement Philosophy and Program Goals

The field coursework philosophy is closely aligned to the philosophy of the CFSP program in that there is a strong focus on utilizing an ecological approach to assessment and intervention. Students and faculty view clients using a whole-person approach, and recognize that the strengths and challenges that clients present are intricately linked to and influenced by individual, family, community, and systemic factors. Further, the actions of all students and faculty demonstrate respect and consideration for diversity and diverse practices, collaborative problem solving, and the knowledge and utilization of empirically valid educational and psychological principles. Students are expected to conduct themselves under the professional and ethical guidelines set forth by the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

Our Program goal is to prepare highly competent, collaborative, ethical, and self-reflective scientist-practitioners who can problem-solve and share decision-making with others to optimize social-emotional, cognitive, academic, and behavioral outcomes for typically and atypically developing children and youth. Ultimately, the CFSP Program strives to produce professionals who are competent Consumers, Collaborators, Interventionists, and Advocates as they work on behalf of individuals, families, schools, and communities. These competency areas are defined as follows:

- *Consumers*: able to apply, translate, and expand upon scientifically-based pedagogy and professional practice;
- *Collaborators*: able to collaborate in strengths-based, problem-solving, transdisciplinary teams with families, teachers, administrators, and other school and community personnel and to demonstrate appropriate interpersonal relations and professional dispositions and work characteristics;
- *Interventionists*: able to employ data-based decision-making and systems thinking that links assessment outcomes to effective individual, family, and group change and to deliver preventative, remedial strategic accommodations, intervention, and crisis services in a timely and professional manner;
- *Advocates*: able to advocate for the needs of children and families, to respect the dignity and worth of all persons, to exhibit compassion and self-awareness, and to demonstrate strong listening, oral and written communication skills.
Graduates of the CFSP Program must demonstrate proficiency in the following standards of professional training as articulated in *Standards for Graduate Preparation of School Psychologists* (National Association of School Psychologists [NASP], 2010) and profession-wide competencies outlined by the *Standards of Accreditation for Health Service Psychology* (American Psychological Association [APA], 2017). Each objective is also aligned with one of the four above-mentioned competency areas, which are used to evaluate student progress in the Program.

Students who graduate from the CFSP Program are expected to demonstrate:

- Application of contemporary, scientifically-based knowledge of typical and atypical development within the core areas of cognition and learning, language and communication, motor and movement, social-emotional, and adaptive behavior. *(Consumer)*
- Family sensitive practice that acknowledges the impact of biological, social, cultural, ethnic, socioeconomic, and linguistic factors on the learning and development of students and families from diverse backgrounds. *(Advocate)*
- Collaborative problem-solving with school, family, and community professionals leading to practical applications of human learning and development theory and a full continuum of empirically valid prevention and intervention strategies to promote mental health, learning, and physical well-being for students in regular and special education. *(Collaborator)*
- Recursive data-based decision-making and goal-setting using a broad array of assessment approaches, the results of which are functionally linked to program interventions and services that result in measurable positive academic, social-emotional, and behavioral outcomes. *(Interventionist)*
- The ability to design, implement, and appraise a continuum of universal, targeted, and intensive individual, group, family, classroom, district, or community mental health agency interventions and educational services intended to create and maintain safe and supportive environments for learners of all abilities and with diverse needs. *(Interventionist)*
- Program development and evaluation that include, but are not limited to, progress monitoring, outcome accountability, and formative and summative evaluation of school, family, and community partnerships to enhance academic, social-emotional, and behavioral outcomes for students. *(Collaborator)*
- The ability to appraise and communicate empirical evidence and literature based on a thorough understanding of research design, measurement, and statistics. *(Consumer)*
- Ethical, legal, and socially responsible practice in the professional fields of School Psychology and Child and Family studies that reflects current knowledge of public policy, federal and state legislation and regulations, and a strong professional identity. *(Advocate)*
- Shared decision-making that utilizes information sources and technology to safeguard and enhance services and promote change at the individual, family, classroom, building, district, or community level. *(Consumer)*
- Advocacy that promotes wellness and ensures that prevention of learning, emotional, and behavior problems commands as much attention, effort, and resources as remediation. *(Advocate)*
Field Placement Objectives
Field coursework experiences are designed within the CoRE framework. All students complete Practicum I, Practicum II, Clinic Assignment, Advanced Practicum, and Internship. All fieldwork is related to the Program’s primary focus, which is to develop professionals with child and family expertise within an ecological and social justice orientation. The settings are varied, but all field placements emphasize children (birth to 21) and families as clients. Additionally, the clients often have group membership with underrepresented or marginalized populations (e.g., mental illness, dis/ability) that represent the racial, ethnic, and socioeconomic continuum of the metro-Denver area. Dedicated field placement classes, quarterly Town Hall meetings, an active student and alumni listserv, a state-level Practicum/Internship Fair, a networking breakfast sponsored by the Colorado Society of School Psychologists (CSSP), and a Practicum and Internship bank sponsored by the Colorado Department of Education (CDE) serve to keep our CFSP students informed about field experiences.

Settings
A strength of the Child, Family, and School Psychology (CFSP) Program is the number and diversity of field placement sites we have established both in and outside of schools. In addition to PK-12 school-based practicum sites, we have had students at the Aurora Mental Health Center, University of Denver Counseling Center, Children’s Hospital of Denver, Colorado Department of Education, and several community mental health sites (e.g., Emerge). CFSP students can also gain valuable practical and work experiences at the Counseling and Educational Services Clinic (CESC), the Fisher Early Learning Center, and the Ricks Center for Gifted Children (all housed within the Morgridge College of Education). This range from school-based, community centers, hospitals, and clinics, allows our students to obtain well-rounded experiences across mental health. All settings must be approved by the DCT to ensure that it provides experiences that are consistent with NASP and APA standards and the Program’s aims, and that it enable students to attain and demonstrate appropriate competencies. Because the CFSP Programs are NASP-approved, all students must accrue a minimum of 600 hours, across all field experiences, in a school setting. Doctoral students in the Licensure program must complete a 2000 hour pre-doctoral internship to meet APA approval.

Supervision
In addition to field site supervision, which must be provided by a licensed or allied mental health provider, all students in a field-based experience must take a Program-specific course that offers University site supervision. The practica courses are taught by core faculty and offer group supervision through case discussions, presentations, and self-reflections. The University Supervisor meets with the student and may meet with the Field Supervisor at the beginning, middle, and end of the field placement to develop and then evaluate individual performance goals and objectives.

Evaluation
All field-based courses have course evaluations that must be completed by the Field Supervisors at two points during the academic year. Students will also complete field placement evaluations. Like the CFSP Annual Evaluation, faculty expect to see growth over time. In the rare cases where a student does not meet minimum competencies, we will work with the site supervisor to assist students. Sites vary in their policies, and we will encourage sites to follow their policies. At the same time, we will also work collaboratively with the site to support the student. For instance, if a student does not meet the minimum competency requirement, then the supervisor,
faculty, and student will meet and develop strategies for improvement. If the issue is more severe, then a formal probation and remediation plan will be implemented by the faculty in collaboration with the site. Students will upload signed Field Evaluation documentation to Canvas.

**General Behavioral Expectations**

In order to participate in any field experiences, students must:

(a) be in good academic standing;

(b) demonstrate appropriate professional and interpersonal behaviors (e.g., attendance at training and supervisory sessions; timeliness with reports and assignments; professional appearance and demeanor; adaptive communication skills, oral, written, and listening; rapport with families, children, and others; preparation, punctuality, and organization; ability to handle constructive criticism; and, engage in legal and ethical practice); and,

(c) act in strict accordance with ethical principles established by NASP and APA. In order to participate in any field experiences, students must be approved by faculty to do so. The first consideration is the wellbeing of children and adults with whom the student would be interacting. For this reason, not only must a CFSP student be in good academic standing in order to participate in field experiences, he or she must demonstrate appropriate professional and interpersonal behaviors.

Based on faculty judgment, a student can be denied or removed from a field placement at any time while concerns are investigated.
Introduction to Practica

Practicum I

Overview
This practicum is a supervised experience designed to enhance and extend knowledge and skills developed during ongoing assessment, intervention, and consultation coursework. During Practicum I, students act as Directed Participants, engaging in activities specifically outlined and directed by faculty to address professional skill development and enhancement. The tasks include, but are not limited to role-play, team activities, and collaborative participation in authentic client cases. Practicum I is conducted at both the CESC located in Ruffatto Hall and at an off-campus school partnership site. During Practicum I, students receive real-time and videotaped supervision from our Clinic Director, a licensed faculty member, and other licensed community professionals who provide in-vivo supervision and guidance as students engage in assessment and diagnosis of social-emotional, cognitive, learning, and behavioral needs and in consultation with parents and school or community professionals. Two hundred (200) total hours are required in Practicum I: 150 hours in a school setting and 50 in the clinic. Written evaluations of a student’s practica performance and areas in need of further improvement are completed at the end of the year by the Clinic Director and other program faculty. The Practicum I experience extends over 3 quarters. Proficiency in specific diagnostic, interviewing, report writing, and teaming skills must be evident in order for a student to be recommended for placement in a school or community practicum. Advancement to Practicum II depends on satisfactory Clinic Director evaluation and the completion of the Continuing Professional Development Plan and Intent to Complete a School Psychology Practicum I forms, which contain individualized professional development goals that are collaboratively developed with the Clinic Director. For students who are not deemed ready to move onto the Practicum II experience, the Program Director and CFSP faculty will develop a probation plan that may include repeated coursework, extended or additional clinic experiences, or other appropriate remedial actions.

As a three-quarter sequence, participation in Practicum I is based upon admission to the CFSP program. The following are skills that students are expected to be actively acquiring at the developing level by the end of their Practicum I experience in order to be eligible for their Practicum II experience.

- Students should demonstrate a beginning ability to self-evaluate in terms of strengths and weaknesses concerning assessment, data-based decision making, and report writing;
- Students should be acquiring skills to work as team members thinking critically about the best methods to address the needs of clients;
- As acquired in coursework, students should demonstrate beginning assessment, interviewing, and parent/student feedback skills
- Students should demonstrate professionalism and respect for diversity, sensitivity, objectivity, and flexibility.
- Students should demonstrate a beginning ability to relate effectively with students, teachers, parents and other professionals.
- Students should demonstrate a basic understanding of professional ethical and legal responsibilities and standards.
**Practicum I Components**

The Practicum I Class is a weekly seminar that provides students with opportunities to discuss their field experiences, clinic experiences, and relevant school psychology topics. Class discussions are designed to complement and reinforce concepts learned in the assessment and intervention classes and to explore Practicum I experiences in a group supervision setting. There are two experiential components to the Practicum I seminar: participation in the Counseling and Educational Services Clinic (CESC) during the Fall, Winter, and Spring quarters and participation in a Field Site placement during the Winter and Spring quarters.

The Practicum I field experience focuses on developing skills in the following areas:

- Assessment and identification of individual learning problems or developmental differences in a school setting;
- Consultation and collaboration with parents, teachers, administrators, and other school and agency personnel;
- Academic, behavioral, cognitive, and systemic intervention;
- Influence of diversity in development and learning.

*It is the responsibility of the student to immediately approach the teaching assistant or Practicum I instructor or Field/ Clinic supervisor if they have questions or concerns about their own or a client’s safety.*

**Practicum I: CESC.** Practicum I students are expected to complete designated hours at our on-campus CESC under the supervision of a credentialed school psychologist and licensed Clinic Director. Participation in the CESC is an essential part of Practicum I because concepts discussed in courses are observed and applied in a real-life setting.

During the Practicum I Clinic experience, students attend scheduled clinic hours and a designated clinic team meeting to discuss relevant topics. These experiences are designed to strengthen collaborative problem-solving and analytical skills and to strengthen professional consultation, assessment, and communication.

Clinic experiences begin by observing all Educational Services Clinic procedures and practices. As students complete first year coursework they will be expected to take on additional responsibilities with clients served at the Clinic. Students also will be expected to present cases to faculty and peers, discuss possible interpretations of assessment results, apply scientific inquiry methods, and develop recommendations consistent with findings. Cooperation and regular communication among colleagues is strongly emphasized. Self-reflective practice, application of legal requirements and adherence to ethical guidelines is expected during this multi-quarter experience.

*Note:* Student readiness to participate in ongoing Clinic assessments will be determined on an individual basis by the Practicum I faculty and faculty teaching assessment courses. Students enrolled in Practicum I can only administer assessments if they have passed the appropriate assessment courses and have permission from faculty. **Assessments may not be conducted at the Clinic until the student has demonstrated proficiency in their assessment courses.**

All assessments will occur under the direct supervision of the Clinic Director or Clinic Staff Supervisor and graduate assistant in collaboration with peer colleagues. After any assessments
are completed, students are expected to initially score and confirm scoring before presenting findings to colleagues during class. When taking assessment courses, students are required to score most protocols by hand. \textit{Thus, use of Clinic scoring software to score protocols when taking assessment courses is a violation of our academic code of conduct.}

\textbf{Practicum I - Field Placement.} Beginning in the winter quarter, Practicum I students complete a field placement at a site within the Denver Metro area under the supervision of a credentialed school psychologist. All Practicum I field sites are selected to allow for the development of a range of professional skills. Participation at a field placement is an essential part of Practicum I to further apply and practice concepts covered during the first year of coursework. During field practicum, students participate at the site minimally one day at a time scheduled in consultation with their field supervisor. Students also are expected to receive one hour of supervision at the site and attend a weekly field practicum seminar taught by a University Instructor where they will share ongoing site work to strengthen collaboration, problem-solving, and analytical skills. In general, student responsibilities for and involvement in Practicum I field experiences increase in accordance with developing proficiencies, level of mastery, and perceived readiness. The assumption is that as students’ progress through their first year course sequence, they will be able to utilize newly developed competencies at their field site. As designated courses are completed, students gain experience in direct assessment, observations, interventions, counseling, and consultative services.

Field experiences typically begin by shadowing the supervisor and then quickly move towards mentored and then independent experiences that complement the coursework students take during the first year of the program. Collaboration with school personnel and family members is expected to identify learner goals and to develop, implement, and evaluate effective supports, interventions, and services across home, school, and community learning environments. Cultural and linguistic diversity issues are fully considered to design interventions, evaluate outcomes, and develop future plans. Students gradually acquire more independent skills to gather diagnostic information such as targeted assessment, interviews, observations, and record reviews and to develop hypotheses and interventions that address educational and behavioral referral concerns. Practice in written and verbal communication of data gathered and interventions planned is also reviewed at the field site and during practicum seminar. Self-reflective practice to evaluate one’s application of legal requirements and ethical guidelines are emphasized during this multi-quarter experience.

Note: Student readiness to participate in ongoing Field site assessments will be determined on an individual basis by the Practicum I faculty and faculty teaching assessment courses. Students enrolled in Practicum I can only administer assessments if they have passed the appropriate assessment courses and have permission from faculty. \textit{Assessments may not be conducted at the Field Site until the student has approval of demonstrated proficiency in their assessment courses.} Practicum I students can only administer assessments after receiving permission from faculty and their field supervisor. When taking assessment courses students are required to score protocols by hand. \textit{Thus, use of Field site scoring software to score protocols when taking assessment courses is a violation of our academic code of conduct.}

\textbf{Practicum I Requirements and Responsibilities} Over three quarters, Practicum I students will enroll in 6 credit hours and will complete a minimum of 150-200 hours between both their field placements. Students should plan to spend
additional time outside the field site to practice assessment administration, write reports, complete assigned readings, and receive additional case supervision.

For Ed.S. and Ph.D. students to progress to Practicum II in year two of their program, they must successfully complete all Practicum I Clinic and Field Site experiences, meet all professional expectations, and complete all Practicum I seminar written requirements.

Students who do not meet expected professional competencies or skills at the end of Practicum I will be required, in consultation with faculty and their advisor, to develop a specific personal remediation plan before approval is obtained to enroll in a subsequent practicum experience.

**Practicum I Expectations**

Practicum I field experiences in which students have the opportunity to engage may differ in variety and breadth of activities. The following set of student expectations was developed in accordance with the philosophy and training emphasis of the CFSP Program, as well as to comply with state and national licensure requirements.

- Attend and participate in weekly professional Practicum I activities and supervision for Clinic and field sites
- Familiarize themselves with the materials, forms, and procedures in both field placements
- Attend weekly class seminars, complete assignments, and collaborate with peers with professional respect and a professional voice
- Complete Field Logs at both field placements
- Complete Field Placement Goals and Performance Evaluation form and schedule a feedback session with the field-site supervisor and Practicum I faculty at specified times
- Review this manual with their field supervisor and emphasize the relevant portions of the manual including the field logs and the Field Placement Goals and Performance Evaluation form.
- Students are responsible for submitting the Practicum I Field Supervision Memorandum and Contract, completed and signed.
- Students will collaborate with their Practicum I field site supervisor to arrange times and day of the week to be at their site
- Students are responsible for notifying their field supervisor of illness or circumstances in a timely fashion that prevent them from showing up at their site and making arrangements to make up whatever they may have missed;
- Students will collaborate with their Practicum I field supervisor to select a range of activities that reflect the roles and responsibilities that meet field, program, and professional development requirements;
- Practicum I students are expected to participate in a variety of opportunities and tasks;
- Students are responsible for documenting their attendance at Practicum each week and getting the signature of their field supervisor for all field log sheets;
- Students are expected to follow the calendar year of their field site, i.e. the student will observe winter and spring breaks of their field site should it differ from the University winter and spring breaks;
- Students receive a minimum of one hour per week of supervision with the field supervisor;
• Students will complete a Field Placement Goals and Performance Evaluation to be reviewed at the beginning of the Practicum placement year, at the mid-point of the placement, and again at the end of the placement.

• Students will be evaluated by their field supervisor via the Field Placement Goals and Performance Evaluation form in March and May.

• Students will review their Field Placement Goals and Performance Evaluation in collaboration with the Practicum I instructor at the end of the year; Students are expected to reflect upon and identify professional development goals and activities for their Practicum II year. A plan for remediation will be developed at these meetings if necessary.

• Students are expected to know and follow all required University policies and practices.

• Students are responsible for all assigned duties and are expected to adhere to all professional dress codes and to observe all professional regulations.

• Students will act in strict accordance with all professional ethical standards and principles outlined by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students will exhibit high levels of professionalism and ethics that maintain client confidentiality.

Professional Expectations. In order to participate in any field experiences, all Child, Family and School Psychology graduate students must be approved by faculty to do so. Since the first consideration is the wellbeing of children and adults with whom a student would be interacting, all CFSP students must be in good academic standing to participate in field experiences. Note: When participating at the Clinic or Field site, students must be completing activities and assignments related to the Practicum I experience. Work on other coursework will not be tolerated during Practicum I placement hours. In addition, there is zero tolerance for engaging in extraneous technology use or activities not pertaining to Practicum I class work, such as texting, emailing, or using social media. If a student is expecting an important call or email, please let the instructor, teaching assistant or supervisor know. These professional considerations are expected during all Clinic and Field site hours.

Practicum I Evaluation
Students are responsible for developing the aforementioned skills and meeting the above requirements throughout their professional training program.

Based on faculty judgment, a student can be denied or removed from a field placement at any time while concerns are investigated. In order for students to be successfully recommended for Practicum II placement in their second-year of the CFSP program, professional skills and behavioral expectations must meet or exceed a specific set of criteria. Deficiencies noted in Practicum I may necessitate additional coursework or extended Practicum I/assessment experiences to improve or further support developing skills, and to encourage confidence and independence.

In some cases where deficiencies are apparent, a student may be asked to take additional Practicum I coursework and/or to postpone a second year Practicum II due to skill needs or professional conduct identified at the end of the Practicum I experience. This can occur even if a Practicum II field placement had already been determined.
Practicum I Logistical Timeline
While there are no hard and fast rules about designated activities during Practicum I, the activities listed below are typical (but not exhaustive) of the activities completed as a student progresses through Practicum I. Please refer to your practicum I syllabus for details on assignments and activities. Not all activities will be relevant for all students.

<table>
<thead>
<tr>
<th>FALL QUARTER</th>
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| **Review**            | • All policies, practices and paperwork in the Practicum I manual  
                        | • Assessment protocols from clinic cases and discuss ensuing interpretations |
| **Observe**           | • Intake, assessment, team meetings, report writing, and feedback in the Clinic |
| **Prepare**           | • Initial goals for your field experience |
| **Execute**           | • Completion of all Practicum I assignments in a timely fashion  
                        | • Secure a field site experience, for the winter-spring quarters |

<table>
<thead>
<tr>
<th>WINTER BREAK</th>
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<tbody>
<tr>
<td><strong>Review</strong></td>
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<tr>
<td><strong>Observe</strong></td>
<td>•</td>
</tr>
<tr>
<td><strong>Prepare</strong></td>
<td>•</td>
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<tr>
<td><strong>Execute</strong></td>
<td>• Meet with field supervisor to establish days/hours of practicum, establish communication, and interview your supervisor regarding the role of a school psychologist</td>
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<tr>
<th>WINTER QUARTER</th>
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| **Review**            | • Review and update Field Placement Goals and Performance Evaluation (Appendix B) with field supervisor at feedback session  
                        | •                                                |
| **Observe**           | • Observe assessments conducted by field supervisor  
                        | • Observe intake, assessment, team meetings, report writing, and feedback in the Clinic |
| **Prepare**           | • For Prac II applications |
| **Execute**           | • Meet with field supervisor to review mid-year Field Placement Goals and Performance Evaluation (Appendix B) (end of quarter)  
                        | • Work with field supervisor to redefine roles based on increasing abilities (end of quarter)  
                        | • Facilitate meeting with field supervisor and Practicum I instructor  
                        | • Conduct observations and interviews for assigned cases  
                        | • Conduct classroom observations as appropriate  
                        | • Assist with scoring and interpretation of assessments done by classmates |

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<th>SPRING QUARTER</th>
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<td><strong>Review</strong></td>
<td>• Consult with teachers or other professionals on a case referral as appropriate</td>
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<tr>
<td>Observe</td>
<td>Revisit and update Field Placement Goals and Performance Evaluation (Appendix B) for Practicum I experience</td>
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<tr>
<td>Observe</td>
<td>Observe assessments done by classmates, and assist with scoring and interpretation as appropriate</td>
</tr>
<tr>
<td>Prepare</td>
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<tr>
<td>Execute</td>
<td>Begin process of securing a Practicum II placement</td>
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<td>Conduct at least one independent assessment and write up interpretation results</td>
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<td>Conduct intake interviews with the support of Practicum I students</td>
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<td>Conduct classroom observations as appropriate</td>
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<td>Complete all Practicum I assignments in a timely fashion</td>
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<td>Administer approved assessments and get supervisor feedback</td>
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<td>Complete Field Placement Goals and Performance Evaluation (Appendix B) at the end of the quarter (May) and discuss at feedback meeting with field supervisor; review practicum goals with Practicum I instructor</td>
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Practicum II

Overview
Practicum II is an 600 hour advanced supervised experience designed to extend knowledge and skills and to enhance critical intervention competencies that are addressed in simultaneous coursework. During Practicum II, students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the supervision of the faculty and site supervisors, bring about a specific result that adds to the productivity of the field placement. As well as working in the clinic, students are assigned to an approved school-based Practicum site in consultation with the assigned faculty Practicum Supervisor. Students must commit to a designated Field Practicum site for one to two days per week for the academic year; this develops their skills and proficiencies as a school psychologist. Practicum II is completed across three quarters. Most approved Practicum sites are located within driving distance of the University, throughout the greater metropolitan Denver area. Practicum II sites must meet all standards outlined by NASP and CDE, including appropriately credentialed supervisors who are able to provide one-hour minimum of weekly face-to-face supervision and who also agree to help oversee all Practicum activities at the site. Field sites are selected that allow CFSP students to experience working collaboratively with children and families across regular and special education settings and to be involved in a range of site-based activities. Students are expected to design, conduct, and evaluate intervention and prevention services and consult with parents, teachers, and other school or community agency personnel.

As a three-quarter, full academic year sequence, participation in Practicum II is based upon successful completion of all first-year coursework with a grade of B or better before students become eligible to enroll in Practicum II. In addition, students must have successfully completed the required Practicum I, with adequate supervisor ratings, and have demonstrated applied skills and competencies working effectively with clients and teams. The following are emerging skills that students are expected to be at a developing level prior to beginning Practicum II:

- Students should demonstrate a beginning ability to self-evaluate in terms of strengths and weaknesses concerning assessment, data-based decision making, and report writing;
- Students should be able to work as team members, demonstrating professional respect for other’s thoughts, ideas, and work while thinking critically about the best methods to address the needs of clients;
- Students should demonstrate basic assessment, interviewing, and parent/student feedback skills and be effective at least at a minimally facilitative level;
- Students should demonstrate sensitivity, objectivity, and flexibility to adapt to the needs of various clients and situations;
- Students should demonstrate a beginning ability to relate effectively with students, teachers, parents and other professionals;
- Students should demonstrate a basic understanding of professional ethical and legal responsibilities and standards.

Practicum II Components
The Practicum II Class is a weekly seminar that provides students with opportunities to discuss their field experiences, clinic experiences, and relevant school psychology topics. Class discussions are designed to complement and reinforce concepts learned in the assessment and intervention classes and to explore experiences during Practicum II hours in a group supervision setting. Weekly meetings may include discussions of relevant topics designed to strengthen
collaboration, problem-solving, and analytical skills or practical experiences in order to strengthen assessment and communication skills. As students gain increasing responsibility for service provision to clients in the Clinic, they are required to present cases to faculty and peers, discuss possible interpretations of assessment results, apply scientific inquiry methods, and develop recommendations consistent with findings. Communication skills among colleagues are strongly emphasized.

**Field Practicum Site**

Students in consultation with the DCT and Practicum Supervisors select and make necessary arrangements for their own site placements, which must be officially approved by the DCT through the completion of a Field Practicum Supervision Memorandum before a student begins a Practicum II placement. Students are informed that a verbal acceptance of a Practicum II placement is considered binding and thus, breaking such an agreement is considered to be in violation of professional standards. Exceptions will be considered only for extenuating circumstances.

Practicum II students are assigned field placements with a credentialed school psychologist. In general and as students are ready, students engage in the provision of direct assessment, observations, interventions, counseling, and consultative services. The CFSP Practicum II field placement sites allow CFSP students a full range of opportunities to develop skills under the supervision of a licensed school psychologist. CFSP students work collaboratively with their field supervisors, school personnel, and family members to identify learner goals, develop interventions, evaluate outcomes, and develop future plans. Issues of the learning environment and personal diversity are considered through this field placement. Further, educators, families, and children are assured confidentiality and respect along with consistent communication during this year-long experience.

The Practicum II field experience focuses on developing proficient skills in the following areas:

- Assessment and identification of individual learning problems or developmental differences in a school setting;
- Consultation and collaboration with parents, teachers, administrators, and other school and agency personnel;
- Academic, behavioral, social-emotional, cognitive, and systemic intervention;
- Influence of diversity in development and learning.

During Field Practicum hours, school-based skills are developed through direct work at a field placement site within the Denver Metro area. Graduate students gradually acquire skills to gather diagnostic information, conduct targeted assessment, interviews, observations, and record reviews to develop hypotheses and specific interventions regarding educational or behavioral concerns. Practice in written and verbal communication of data gathered and interventions planned is received in the Practicum II environment. At the field site, students are closely supervised by a licensed school psychologist. Skills and services that students enrolled in Practicum II are able to perform with clients complement the coursework students take during their second year of the program.

**Practicum II Requirements and Responsibilities**

During Practicum II, students complete a series of activities to meet explicit Program and professional development requirements. As school psychology is the area emphasis, CFSP
doctoral students are expected to act in strict accordance with ethical principles established by NASP and APA. Practicum II students are supervised by an appropriately credentialed on-site field supervisor (this includes one hour face-to-face weekly meetings) and also receive supervision during a weekly seminar class taught by a University faculty member. The University Practicum Supervisor meets with the student and the Field Supervisor at the beginning, middle, and end of the field placement to develop and then evaluate individual performance goals and objectives; they also visit at other times to observe specific student activities. Students maintain a weekly log of hours and submit a supervisor-signed cumulative summary of all Practicum II hours each quarter. Written formal evaluations of a student’s Practicum performance objectives and goals, current competencies, and areas in need of further improvement are completed at the midpoint and at the end of Field Practicum by both the Field Supervisor and the student (self-assessment). These evaluation results are then shared with the University faculty who will assign a grade and determine a student’s readiness for Advanced Practicum. In order to advance to Advanced Practicum, students must have successfully completed all prior coursework; receive all satisfactory Practicum II supervisor performance ratings; and complete the Goals and Continuing Professional Development Plan that contain individualized professional development goals collaboratively developed with the Field Supervisor. For students who are not deemed ready to move onto the Advanced Practicum experience, the CFSP faculty and DCT will develop a probation plan that may include repeated coursework, extended or additional practica experiences, or other appropriate remedial actions.

Student responsibilities for and involvement in Practicum II will increase based on the performance, level of mastery, and perceived readiness, with the assumption that as student’s progress through the course sequence of the second year and practice their skills, they will be able to utilize them in the Practicum II settings with students and families.

Participation in and successful completion of Practicum as well as the weekly seminar meeting is required in order for Ed.S. and Ph.D. students to progress to Internship/Advanced Practicum. If skills of students are found to not meet the expectations of faculty, students will be required to develop a specific plan to strengthen those skills before they enter the next field experience. Over three quarters, Practicum II students will enroll in 6 credit hours and will complete a minimum of 600 hours in their field placement. Students should plan to spend additional time outside the field site to practice assessment administration, write reports, complete assigned readings, and receive additional case supervision.

In addition to the aforementioned requirements, there are quarterly assignments and behavioral requirements/expectations for both the Field Practicum hours and class portions of Practicum II. Practicum II assignments must be completed in a timely and thorough fashion. These requirements are listed below and on the quarterly syllabus.

**Practicum II Expectations**

Practicum II field experiences in which students have the opportunity to engage may differ in variety and breadth of activities. The following set of student expectations was developed in accordance with the philosophy and training emphasis of the CFSP Program, as well as to comply with state and national licensure requirements.

- Attend and participate in weekly professional Practicum II activities and supervision
- Familiarize selves with the rules and regulations of all sites
Attend weekly class meetings, complete assignments, and collaborate with peers with professional respect and a professional voice;

Complete Field Logs at the Practicum II field site;

Complete Field Placement Goals and Performance Evaluation form and schedule a feedback session with the field supervisor and Practicum II faculty at specified times;

Review this manual with their field supervisor and emphasize the relevant portions of the manual including the field logs and the Field Placement Goals and Performance Evaluation form.

Students are responsible for submitting the Practicum II Field Supervision Agreement, completed and signed.

Students will facilitate meetings among the field supervisor, university faculty, and themselves typically at the beginning, middle, and end of the school year and other times as needed;

Students will collaborate with their Practicum II field site supervisor to arrange times and day of the week to be at their site;

Students are responsible for notifying their field supervisor of illness or circumstances in a timely fashion that prevent them from showing up at their site and making arrangements to make up whatever they may have missed;

Students will collaborate with their Practicum II field supervisor to select a range of activities that reflect the roles and responsibilities that meet field, program, and professional development requirements;

Practicum II students are expected to participate in a variety of opportunities and tasks;

Students are responsible for documenting their attendance at Practicum each week and getting the signature of their field supervisor for all field log sheets;

Students are expected to follow the calendar year of their field site, i.e. the student will observe winter and spring breaks of their field site should it differ from the University winter and spring breaks;

Students receive a minimum of one hour per week of supervision with the field supervisor;

Students will complete a Field Placement Goals and Performance Evaluation to be reviewed at the beginning of the school year (September), at the mid-point of the year (January), and again at the end of the year (May);

Students will be evaluated by their field supervisor via the Field Placement Goals and Performance Evaluation form in January and May.

Students will review their Field Placement Goals and Performance Evaluation in collaboration with the Practicum II instructor at the end of the year; Students are expected to reflect upon and identify professional development goals and activities for their internship year. A plan for remediation will be developed at these meetings if necessary.

Students are expected to know and follow all required University policies and practices;

Students are responsible for all assigned duties and are expected to adhere to all professional dress codes and to observe all professional regulations;

Students will act in strict accordance with all professional ethical standards and principles outlined by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students will exhibit high levels of professionalism and ethics that maintain client confidentiality.
Students are responsible for developing the aforementioned skills and meeting the above requirements throughout their professional training program (including Practicum II), and these skills must meet or exceed a specific set of criteria in order for students to be successfully recommended for Internship in their third-year of the CFSP program. Deficiencies noted in Practicum II may necessitate additional coursework or extended Practicum II/assessment experiences to improve or further support developing skills, and to encourage confidence and independence. In some cases where deficiencies are apparent, a student may be asked to postpone Internship and complete additional Practicum II hours. At times, students may have a field placement determined, but are asked by faculty to postpone Internship because of skill needs or professional conduct identified at the end of the Practicum II experience.

**Practicum II Timeline**

While there are no hard and fast rules about designated activities during Practicum II, the activities listed below are typical (but not exhaustive) of the activities completed as a student progresses through Practicum II. Not all activities will be relevant for all students. It should be noted that when a student is not working directly with a client, the student must be completing activities and assignments related to the Practicum II experience. Work on other coursework will not be tolerated during Practicum II Hours. In addition, use of technology during Practicum II Hours must be restricted to tasks related to Practicum II cases or activities. There is zero tolerance for using Practicum II class time for activities not pertaining to class. This includes texting, emailing, and Facebooking during class. If a student is expecting an important call or email, please let the instructor or G.A. know and the student can step out to take the call or read the email. These professional considerations are extended to the field site.

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<thead>
<tr>
<th>Requirement</th>
<th>Fall Quarter</th>
<th>Winter Break</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>• Review all policies, practices and paperwork in the Practicum II manual</td>
<td>X</td>
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<tr>
<td>• Demonstrate a clear understanding of supervision expectations and communication routines</td>
<td>X</td>
<td>X</td>
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<tr>
<td>• Demonstrate a clear understanding of the field site’s policy on abuse and neglect reports and making outside referrals</td>
<td>X</td>
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<tr>
<td>• Complete all Practicum II assignments in a timely fashion</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>• Begin field site experience, define roles with field supervisor, and review Practicum II manual with field supervisor</td>
<td>X</td>
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<tr>
<td>• Facilitate meeting with field supervisor and Practicum II instructor</td>
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<tr>
<td>• Complete Field Placement Goals and Performance Evaluation and review with Instructors at feedback session</td>
<td>X</td>
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<tr>
<td>• Begin application process for Internship</td>
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<td>X</td>
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<tr>
<td>• Review and update Field Placement Goals and Performance Evaluation with Instructor at feedback session</td>
<td>X</td>
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<tr>
<td>Meet with field supervisor to review Field Placement Goals and Performance Evaluation</td>
<td>X</td>
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<tr>
<td>Work with field supervisor to redefine roles based on increasing abilities</td>
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<td>X</td>
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<tr>
<td>Review Internship goals with Practicum II instructor</td>
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Advanced Practicum

**Overview**
The Advanced Practicum (AP) experience for the CFSP program at the Morgridge College of Education (MCE) in the University of Denver (DU) provides supervised clinical field experiences to doctoral level school psychology students in the areas of child clinical and school psychology. AP is a collaboration between CFSP faculty and students and experienced community Supervisors. It entails a supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of AP is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies required by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Students are encouraged to pursue AP experiences in a variety of settings within the health service psychology field.

The Ph.D. program requires a minimum of three quarters of full-time placement in Advanced Practicum, for a minimum of 450 hours of the 450 hours, a minimum of 200 hours must be direct client contact. At least 1 hour per week must be dedicated to face-to-face supervision; the field Supervisor must be a licensed doctoral-level psychologist (unless an exception is made). It is possible, with the prior approval of the faculty, to arrange a 600-hour advanced doctoral practicum in a special school, community mental health site, clinic, or non-school setting if the setting provides experiences that are consistent with professional school psychology practices and includes appropriate supervision by a licensed psychologist.

Advanced Practicum students are supervised by an appropriately credentialed on-site field supervisor and also receive supervision during a weekly seminar class taught by a University faculty member. The University Supervisor meets with the student to develop and then evaluate individual performance goals and objectives. Students maintain a weekly log of hours and submit a supervisor-signed cumulative summary of all Advanced Practicum hours each quarter. Written formal evaluations of a student’s Advanced Practicum performance objectives and goals, current competencies, and areas in need of further improvement are completed at the midpoint and at the end of Field Practicum by both the Field Supervisor and the student (self-assessment). These evaluation results are then shared with the University faculty who will assign a grade and determine a student’s readiness for Pre-Doctoral Internship. For students who are not deemed ready to move onto the Internship experience, the CFSP faculty and DCT will develop a probation plan that may include repeated coursework, extended or additional practica experiences, or other appropriate remedial actions.

**Eligibility**
Doctoral Students must have completed a CFSP Clinic Assignment and a School-based practica with satisfactory Supervisor ratings prior to AP. Doctoral students should consider applying for an AP when the following fundamental skills have been developed:

- Students demonstrate proficient abilities to self-evaluate (e.g., strengths and weaknesses concerning assessment, data-based decision making, and report writing);
- Students demonstrate proficient collaborative skills (e.g., work as team members, show professional respect for other’s thoughts, ideas, and work)
- Students demonstrate proficient critical-thinking skills pertaining to data-based decision making, treatment implementation, and other matter that will address the needs of clients;
- Students demonstrate proficient assessment, interviewing, and parent/student feedback skills;
- Students demonstrate proficient sensitivity, objectivity, and flexibility to adapt to the needs of various clients and situations;
- Students demonstrate proficient ability to relate effectively to students, teachers, parents, and other professionals;
- Students demonstrate proficient understanding of professional ethical and legal responsibilities and standards.

**Initiating advanced practicum**

The student must be aware that some sites require one or more interviews with AP candidates before agreeing to provide training experience. Therefore, advance planning is essential when preparing for AP placement. AP sites in Denver and the surrounding areas are quite varied, and choices should be made on the basis of the student's interests, preparation, and experience.

Students are responsible for securing an AP placement. All potential placement site should be reviewed by the student’s advisor before students initiate contact. This is a safeguard to ensure fit between the setting and the student’s academic interests and career trajectory. A repository of sites will be available through the Clinical Director and posted via the CFSP PhD Listserv.

Students should be prepared to visit several sites and talk with each about possible AP activities. It is recommended that students take with them a copy of their vita, be prepared to discuss their training, experience, and goals for training experience, and be informed about CFSP requirements for the site. Copies of the School Psychology Advanced Practicum Handbook should be taken for the potential Supervisor.

Those who are planning to do their AP experience in a school district must ensure that new and appropriate training experiences will be provided that vary from prior practica experiences. Students who are planning to do their AP in a non-school setting should be prepared to demonstrate how school psychology skills demonstrate to other organizations/agencies/fields.

Final approval for an AP site is the responsibility of the advisor in consultation with the student and the DCT.

**Advanced practicum requirements**

The Advanced Practicum should foster:

a. social and professional responsibility in accord with the profession's ethical code;  
b. the ability to conceptualize human problems;  
c. knowledge of human difference  
d. skill development such as interviewing, diagnosis, testing, treatment planning, etc.;  
e. an understanding of how personality and individual biases may influence human interactions; and
f. the ability to contribute to current knowledge and/or practice.

At least half of the field time should be spent in direct service. Unless specifically contracted ahead of time, part of this direct service time must include individual contacts with clients (e.g., assessment, counseling, intervention, intake procedures). AP hours that are not considered direct contact hours include: research, program development and evaluation, and record keeping. All students must participate in Field supervision.

For the Doctoral-level Advanced Practicum the following requirements must be met:

1. The student must accumulate 450 hours of field experience, including 200 client contact hours and at least 50 individual client contact hours.
2. The policy of the CFSP program is that students are not allowed to pay for AP Field supervision as it increases the risk of problems arising from a dual relationship.
3. Doctoral level students must be field supervised by a licensed psychologist.

Different University Supervisors will require different assignments as specified in course outlines. All students will participate in a 2 credit Advanced Practicum class each week, as part of which they will receive group supervision. Individual supervision with the University Supervisor may be made upon request.

Students are required to accumulate the 450 hours required at one site. If a Doctoral student wants to change sites for some extraordinary reason, the procedures outlined below must be followed:

1. Discuss the situation with the University Supervisor and advisor.
2. Write a letter of petition to the faculty explaining the situation and requesting a change.
3. Wait for a faculty decision before any new site is contacted.

It is very important that these steps be followed in order to ensure that both AP students and sites have the best experience possible.

**Role of advanced practicum supervisors and field supervisors**

During AP, the student will meet weekly with the Field Supervisor. In supervision, student reviews professional activities, case progress, and discusses issues. Student will record weekly activities on Time Sheet Logs that are signed by the Field Supervisor and then sent to the University Supervisor. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances. Further the Field Supervisor will review the CFSP trainee twice annually, each evaluation must be based in part on direct observation of the CFSP trainee and her/his developing skills (either live or electronically).

The University Supervisor plays the role of the program monitor of student’s clinical skills and skill development. While the Supervisor uses many of the same skills and procedures that a Supervisor would use, because of the limited contact with the student and the student’s cases, his or her role is different. As a skill monitor, the Advanced Practicum Supervisor will ask students to review cases that both illustrate strengths and weaknesses in their work.

Sometimes because of theoretical or other differences, the Field and University Supervisors may have different views about treating a client. Ideally, students should integrate both sets of recommendations; however, since Field Supervisors have primary
responsibility for students’ work, students should ultimately follow the Field Supervisor’s feedback.

It should be noted that students may sometimes have difficulties on their site. Under those circumstances, students should assume the responsibility of bringing up issues or difficulties for discussion with his or her Field Supervisor. The University Supervisor will work with the site in resolving training issues. Field Supervisors and/or students are encouraged to contact the University Supervisor in case of inter-personal conflicts that require confidentiality and mediation.

**Contract**
The University of Denver will provide students with a contract to assist the AP sites, the students, and the University in delineating responsibilities. The contract will address issues of time commitment, specific duties and expectations of the student, the functions of the Field Supervisor, the AP agency, and the University Supervisor.

**Insurance**
All AP students are required to obtain their own psychology malpractice insurance during the time you are doing supervised Advanced Practicum experience. This insurance may be purchased from NASP or APA for greatly reduced student rates.

**Grading**
The University Supervisor will assign grades by on the basis of the Field Supervisor's recommendation, the University Supervisor's observations, and class assignments. The following criteria will be used:

- **A** = Student is performing at a higher than expected level compared to other students of equivalent training.
- **B** = Student is performing at the expected level compared with other students of equivalent training (typical grade for 1st and 2nd quarters).
- **C** = Student is deficient in some area of expected competence or has been unable to complete the required number of hours Field or assignments.
Introduction to Clinic Assignment

Overview

As a three-quarter sequence, participation in Clinic Assignment is based upon successful completion of all first-year coursework with a grade of B or better before students become eligible to enroll. In addition, students must have successfully completed the required Practicum I experience and have demonstrated applied skills and competencies working effectively with clients and teams.

The following are skills that students are expected to demonstrate at a developing level prior to beginning Clinic Assignment:

- Students should demonstrate an intermediate ability to self-evaluate in terms of strengths and weaknesses concerning assessment, data-based decision making, and report writing;
- Students should be able to work as team members, demonstrating professional respect for other’s thoughts, ideas, and work while thinking critically about the best methods to address the needs of clients;
- Students should demonstrate intermediate assessment, interviewing, and parent/student feedback skills and be effective at least at a minimally facilitative level;
- Students should demonstrate intermediate understanding of mental health interventions including individual, group and family counseling.
- Students should demonstrate sensitivity, objectivity, and flexibility to adapt to the needs of various clients and situations;
- Students should demonstrate intermediate ability to relate effectively with students, teachers, parents and other professionals;
- Students should demonstrate intermediate understanding of professional ethical and legal responsibilities and standards.

Counseling and Educational Services Clinic

The CESC houses the Counseling Psychology Services Clinic (led by the Counseling Psychology Clinic Director) and the Educational Services Clinic (led by the CFSP Clinic Director). The Educational Services Clinic provides children and adults with the opportunity to obtain reasonable-cost, high quality assessment and general counseling services. Assessment and intervention services are provided by students enrolled in the CFSP graduate program and who are pursuing either an Educational Specialist (Ed.S.) degree or a Doctorate (Ph.D.) in School Psychology. Services are geared toward helping children, adolescents, and young adults who may be experiencing difficulties with learning and school related behavior problems. As a training facility, the Clinic offers community members valuable assessment services while providing a rare opportunity for graduate students to obtain first-hand assessment, intervention, collaborative problem-solving, interpersonal communication, and report-writing experience under the supervision of licensed school psychologists and interventionists for a full academic year.

The purpose of the Clinic is as follows:

1. To serve as a training site for master’s, specialist and doctoral level students in the Child, Family, & School Psychology (CFSP) program of the University of Denver’s Morgridge College of Education. Students are observed by a live and recorded observation team during their sessions with clients and receive verbal and written feedback. Students also participate as a part of a reflection team. There are opportunities for research, consultation, and other experiences.
2. To serve as a research facility for students and faculty in the CFSP program.
3. To offer a community service by providing testing/assessment and individual, couples, family and group counseling and consultation for persons with educational, career, personal, family or other life transitional concerns at a reasonable cost (sliding scale).
4. To provide consultation and intervention for schools and other agencies dealing with school related problems

Clinic Assignment Requirements and Responsibilities

Participation in and successful completion of the Clinic Assignment as well as the weekly seminar is required in order for Ed.S. students to begin their third-year field-based internship experience and for Ph.D. students to supplement their field-based advanced practica and supervision courses. Ed.S. and Ph.D. students will have distinctly different expectations and class requirements as outlined in their syllabi. If skills of students are found to not meet the expectations of faculty, students will be required to develop a specific plan to strengthen those skills before they enter into their next field experiences. Through the year, Clinic Assignment students will complete 250 hours of Clinic experience.

Student responsibilities for and involvement in the Clinic Assignment will increase based on the performance, level of mastery, and perceived readiness, with the assumption that as students progress through the assessment and counseling course sequences and practice skills, they will be able to utilize them in the Clinic setting with clients. It should be noted however, that student readiness to conduct assessments and counseling during Clinic hours will be determined by the Clinic Director and faculty of assessment and counseling courses on an individual basis.

Assessments conducted as part of the Clinic Assignment experience include formal and informal measures, interviews and observations, and Transdisciplinary Play-Based Assessment techniques that result in individualized recommendations consistent with the unique needs of clients. Specific assessment areas with which students gain experience include but are not limited to: cognitive, developmental, and achievement testing, learning disability assessment, intellectually gifted assessment, screening for Attention Deficit Hyperactivity Disorder, and the assessment of social and emotional concerns that may interfere with school performance. Throughout the evaluation process, all clients are assured that they will be treated with the utmost respect and that confidentiality will be maintained. Assessments must be scored immediately after they are conducted. **Assessments may not be conducted in the clinic or field setting until the student has demonstrated proficiency. Proficiency is demonstrated through completion of the assessment course sequence; for assessments not taught in the assessment courses, proficiency is demonstrated with training and supervision from the Clinic Director, Clinic Supervisor, Clinic Post-Doctoral Intern, Clinic Pre-Doctoral Intern and/or a graduate assistant.**

In addition to providing assessments and related services, students in the Clinic Assignment have the option to deliver counseling services in individual and group settings to child, adolescent, and family clients. Presenting concerns of clients are wide-ranging, and the ability for students in training to provide appropriate services is considered on a case-by-case basis before clients are matched with a counselor; when circumstances suggest that a client would be best served in a different setting, the client will be provided with a list of referral options. **Counseling may not be conducted in the clinic or field setting until the student has demonstrated proficiency. Proficiency is demonstrated through completion of the counseling course sequence; for counseling techniques not taught in the assessment courses, proficiency is demonstrated with**
Once assessments or counseling sessions have been conducted, the student presents his or her findings to colleagues during the Clinic Assignment Seminar. Presentations should be concerned with client strengths and should synthesize information rather than merely presenting a series of unrelated bits of information. Students should be prepared to explain discrepancies in data, to seek input from colleagues to explain what may appear to be inconsistencies in data, be prepared to rule in or out relevant diagnoses, and to have some ideas about recommendations which are tied to assessment results. When discussing counseling-based cases in Seminar, students must present all data gathered and develop evidence-based treatment plans. When discussing school-based cases in class, students must present all data gathered through records, interviews, observations, and targeted assessments. Students must be ready to engage in the problem-solving process either as presenters or as collaborators. It is the responsibility of the student to approach their graduate supervisor or Clinic Director if they have questions or concerns. **In addition, if data is found that concerns a client’s safety, the student is required to work with the clinic supervisor or Clinic Director to address the safety issue immediately.** No feedback about results, written or oral, will be given to clients or parents without appropriate processing with colleagues and the Clinic Director. In incremental stages, students will be responsible for report writing and providing feedback to parents. Students should plan to spend additional time outside of Clinic to practice counseling techniques and assessment administration, writing reports, completing assigned readings, and receiving additional case supervision.

It should be noted that when a student is not working directly with a Clinic client, the student must be completing activities and assignments related to the Clinic experience. Work on other coursework will not be tolerated during Clinic hours. In addition, use of technology during Clinic hours must be restricted to tasks related to Clinic Assignment cases or activities. There is zero tolerance for using Clinic Assignment class time for activities not pertaining to class. This includes texting, emailing, and social media use during class. Consequences for misuse of class time are outlined in the DU Student Honor Code. If a student is expecting an important call or email, please let the instructor or GA know and the student can step out to take the call or read the email. These professional considerations are extended to the field site.

During Clinic Assignment hours, students complete a variety of tasks designed to foster the continued development of school-based interviewing, assessment, counseling, observation, targeted intervention, interpretation of information, and report-writing skills. Students receive exposure to and experience with clients who come to the Clinic by initially observing clinic evaluations during their Practicum I year in an assessment room via the use of audio/visual equipment. As their skills are honed, Clinic Assignment students begin providing direct services to clients with supervision. As team members, students collaborate with their colleagues to provide feedback about assessment administration and to develop hypotheses regarding client strengths, areas of need, and possible recommendations. When the Clinic Director determines that a student is able to participate in direct service, schedules are set and the student conducts all aspects of services (assessment or counseling) with direct supervision from the Clinic Director, Clinic Supervisor, Clinic Post-Doctoral Intern, Clinic Pre-Doctoral Intern and/or a graduate assistant and with support from peer colleagues.
In addition to the aforementioned requirements, there are quarterly assignments and behavioral requirements/expectations for both the Clinic hours and seminar portions of Clinic Assignment that must be completed in a timely and thorough fashion. These requirements are listed below:

- Students will attend and participate in weekly professional Clinic activities and supervision;
- Students will seek individual, group and peer supervision to learn new assessment measures with proficiency for administration in the clinic;
- Students will attend weekly seminar, complete assignments, and collaborate with peers with professional respect and a professional voice;
- Students will complete hour logs;
- Students will turn in written reports for each client assessed by the student each quarter;
- Students will turn in case-conceptualization reports for each client assessed by the student each quarter.

The number of Clinic-based assessments students are required to observe or complete will depend upon the demand at the Clinic and the number of client referrals. A student may be responsible for administering only a portion of an assessment, (e.g., cognitive testing), while a more advanced graduate student conducts the achievement testing and more specialized single-skill assessments. As students are introduced to new tests and fulfill requirements in assessment classes, they will have opportunities to practice their new skills in the Clinic. For each assessment or part of the assessment completed, students are asked to present the findings during case conceptualizations in class.

**Clinic Assignment Procedural Expectations**

During Clinic hours, clinical skills are developed through direct work with clients. Graduate students are supported in their acquisition of skills related to mental health interventions, diagnostic information, conducting targeted assessments, interviews, observations, and record reviews to develop hypotheses and specific recommendations regarding educational or behavioral concerns. These experiences are closely supervised by CFSP faculty and graduate supervisors through observation and individual and group supervision meetings.

Clinic experiences in which students have the opportunity to engage may differ in variety and breadth of activities. The following set of student expectations was developed in accordance with the philosophy and training emphasis of the CFSP Program, as well as to comply with state and national licensure requirements.

- Familiarize themselves with the Clinic-related materials and forms;
- Attend and participate in relevant/assigned activities and supervision;
- Students are expected to follow their assigned case participation times; e.g., parent/guardian intake interview, assessment day(s), and feedback session, counseling sessions, etc.
- Students are expected to know and follow all required University policies and practices;
- Remain aware that your work has a direct and immediate impact on the children and families that come to the Clinic for help.
- Students are responsible for all assigned duties and are expected to adhere to all professional dress codes and to observe all professional regulations;
- Dress and act professionally. Use common social courtesies and active listening skills to put parents and students at ease.
• Students will act in strict accordance with all professional ethical standards and principles outlined by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students will exhibit high levels of professionalism and ethics that maintain client confidentiality;
• Students are responsible for documenting their attendance on their Clinic Participation Matrix (See Clinic Server and Canvas) and getting the signature of either the Clinic Director or Supervisor in order to capture the relevant activities that contribute to their clinic experience hours.

Students are responsible for developing the aforementioned skills and meeting the above requirements throughout their professional training program (including Clinic), and these skills must meet or exceed a specific set of criteria in order for students to be successfully recommended for Advanced Practica or Internship in their third-year of the CFSP program. Deficiencies noted in Clinic may necessitate additional coursework or extended Clinic/assessment experiences to improve or further support developing skills, and to encourage confidence and independence. **In some cases where deficiencies are apparent, a student may be asked to postpone his/her next field placement and complete additional Clinic hours. At times, students may have a field placement determined, but are asked by faculty to postpone Internship because of skill needs or professional conduct identified during the Clinic experience.**

**Clinic Assignment Evaluation**

Success as a school psychologist is critically dependent upon the ability to work and consult successfully with a diverse clientele in a wide range of settings. Skills in assessment, interpretation, counseling, and consultation are essential to these goals. The Clinic Assignment is designed to enhance and extend the knowledge and skills gained through graduate courses. A critical aspect of the Clinic Assignment experience is supervision provided by advanced graduate students, faculty, and the field supervisor whose guidance is intended to help in the development of such skills. Evaluation is an ongoing process of self-reflection and feedback that focuses on incoming strengths and the development of critical interpersonal, communication, and professional skills.

We acknowledge the fact that everyone begins at very different levels of experience. Thus, evidence of steady improvement over time as well as the attainment of critical competencies is highlighted. In addition, students are evaluated on their responsiveness to supervisor feedback and on their increased ability to self-monitor and reflect upon personal performance. Students are expected to set personal goals, engage in levels of professional behavior, and to provide evidence of demonstrated mastery of critical clinical competencies. The ultimate goal of the Clinic Assignment is to ensure that students have attained the necessary competencies for success in subsequent field placements. As such, the Clinic Assignment fulfills many of the CFSP program professional training and development goals.

Students are responsible for completing a *Clinic Performance Evaluation* at specified times through the year. The results of this evaluation are discussed with Supervisors and should help in formulating specific goals for the following year. In addition, students will independently rate themselves on the same form and set a meeting with their clinic supervisors to compare the ratings in hard copy prior to the supervisor going online to enter his/her ratings at the mid-point of the year (January) and at the end of the year (May). Performance feedback meetings occur at the end of each quarter and focus on accomplishments, ongoing competencies, and areas in need
of continued mastery. The goal of these meetings is to outline future professional development goals and opportunities, and develop an outline of required activities for the following quarter. While performance evaluation results are not the sole basis upon which a Clinic Assignment grade is assigned, it is expected that students will demonstrate significant progress and adequate mastery of key competencies before a recommendation for field placements will be made. Individual meetings may be scheduled with students throughout or at the end of the academic year on an as needed basis to address professional skills, communication, or specific areas needing attention or development.
Introduction to Internship

Eligibility for Internship

Ed.S. Internship

Ed.S. students must have satisfactorily completed all core professional coursework, a Clinic Assignment, and a Field-based Practicum. Before applying for a school-based internship, a student must also have completed the Professional Work Characteristics form, received satisfactory mid-year supervisor evaluations, and made adequate progress on assignments (e.g. case studies, professional presentation). In addition, the student and student’s advisor must review the Cumulative Sequence of Annual Review (Appendix H of the CFSP Handbook) to determine student readiness for internship. At the end of Field Practicum a signed Intent to Accept and Complete a School Psychology internship is required. Internship students have the knowledge and skills needed to successfully perform assessments, counseling, consultation, and a variety of interventions with minimal supervisory oversight.

To proceed to internship, Practicum students must receive satisfactory Field Supervisor ratings scores.

A student is expected to have developed the following fundamental skills to be eligible for internship. A student should:

1. Be able to evaluate him/herself in terms of strengths and weaknesses in applicable areas including assessment, counseling, prevention, intervention, consultative training, and/or leadership areas;
2. Possess assessment, writing, counseling, academic intervention, educational collaboration and consultation skills at a semi-independent to independent level that allows one to provide general and special education services with regular supervisory guidance and feedback;
3. Demonstrate sensitivity, objectivity and have the flexibility to adapt to the needs of various situations;
4. Relate effectively with students, teachers, parents and other professionals;
5. Understand expected professional standards of ethics as applied in community service settings.

In addition to demonstrating the above skills, students are required to submit Practicum paperwork signed by the University Internship Supervisor for approval and sign-off for advancement to Internship.

Internship Registration Policy

Students are required to complete a year-long internship as part of the course requirements to complete the Ed.S. degree. Per program requirements, students must register for CFSP 4355 Internship for fall, winter, and spring quarters of the internship year. Students will continue to do so each quarter that they are on the required, year-long internship. Students are required to do the following:

1. Students must obtain program approval every academic quarter for clearance to register for the field experience course (CFSP 4356 4355?) by contacting the program’s Academic Services Associate (ASA), who will confirm that the student is eligible for field experience registration. The ASA will contact students via their email account once they have determined that the student is eligible to register for CFSP 4356.
2. Students must then register for **CFSP 4356 (currently the full time sections are 4355)**
   **School Psych Field Experience** EVERY academic quarter during your year-long internship. This is listed in the regular course offerings for CFSP students. Students will need to go online and register for each academic quarter (fall, winter, and spring) to reflect that they are involved in the off-campus field experience. This course looks like a regular course but it is not graded. Once registered for this new course, CFSP 4356 School Psych Field Experience, you will be “flagged” as a full-time student even though you have only 1 credit for that quarter (recall that you must register for CFSP 4355 each quarter as well). Students will be required to pay the necessary DU fees associated with this new course. Please also note that there are multiple of CFSP 4356.

3. **Half-time time students will register for credit** during fall, winter, and spring quarters of the first year of internship. A grade of incomplete will be given at the end of the first year. A form granting permission for an incomplete must be obtained from the registrar, completed by the student, approved and signed by the instructor, and submitted by the instructor to the registrar’s office to be kept on file. At the culmination of the internship at the end of the second year, a grade will be entered. The half-time student will not register for CFSP 4355 during the second year of internship. It is necessary for the half-time student to register for CFSP 4356 (Section 1) for the first and second years of internship. (Preceding two sentences seem contradictory.)

**Professional Insurance**
Students who will be at field sites during the upcoming school year are strongly encouraged to purchase personal malpractice insurance. Students can obtain malpractice insurance through their membership with the National Association of School Psychologists (NASP), Council for Exceptional Children (CEC), or the American Psychological Association (APA).

**Initiating an Internship**
The Internship requirements for the Ed.S. degree are designed to provide a year-long minimum of 1200 hour, culminating supervised professional experience. All students must have successfully completed a Field Practicum experience to be eligible for internship. In certain cases where deficiencies are apparent, a student will be required to submit a remediation plan (see Eligibility above) and may be asked to complete additional training or coursework before proceeding with Internship.

Numerous Internship sites are located in the Denver metropolitan area, surrounding communities, and out of state. Students may develop their own internship sites but all sites must be pre-approved by the DCT. Internship sites for students enrolled in the Ed.S. program must meet all standards outlined by both NASP and CDE, including appropriately credentialed field supervisors.

An Internship Field Supervision Agreement Contract must be completed and approved by the University Practicum or Internship Supervisor prior to beginning any Internship activities. Copies of this agreement contract must then be given to the Field Supervisor and University Internship Supervisor. This agreement contract constitutes a formal agreement that should be considered binding. Students who break such an agreement without just cause are considered in violation of professional standards.
**Beginning an Internship**

When possible, students should attend any teacher training or agency orientation, as it allows the student to meet team professionals in a more relaxed setting and establish rapport. It is also recommended that students read all information and obtain any employee handbook given to new staff. A meeting with the Field Supervisor should be held before the Internship begins to outline specific work duties, performance expectations, and to discuss ideas about the supervision process. Many activities will be determined by the Internship requirements of the University, but the way in which they are carried out may be different depending upon the Field Supervisor’s preference, the setting, age level of children, etc.

Finally, it is expected that a face-to-face or phone meeting will be held between the student, the University Internship Supervisor, and the Field Supervisor soon after beginning internship. The Internship Field Supervision Agreement Contract (Appendix A) should have been completed and already discussed by the student and Field Supervisor prior to this meeting. The purpose of the initial joint supervisor meeting is to establish a professional working relationship, clarify roles and expectations, and facilitate communication about the student’s internship goals and program requirements—review goals and sign off on them at this meeting.

**Internship Requirements**

The 1200-1500-hour internship for Ed.S. students, is typically completed during one entire academic year but also can be taken over two years. Students make a full-time or half-time commitment to be at a designated site. Students register for one credit each for a total of three (3) credits. For a half-time Internship, make sure to clarify registration requirements with the Internship Supervisor prior to enrolling. Internship hours must allow for the student to work with at least two of the following age groups: infancy, preschool, elementary, middle, secondary levels across both regular and special education populations.

During internship, students are required to engage in a wide array of general and special educational services and roles. Specific requirements and expectations are listed in the course syllabus and below. In general, students develop personal and professional goals in cooperation with their Field Supervisor that include: direct assessment, intervention, counseling, and consultative services with individuals, small groups, classrooms or families to help foster academic, behavioral, learning or social-emotional goals. We also require students to take part in site-based teams and to be involved with system-wide or district-level projects. Students are also required to complete a minimum of TWO case studies and one professional in-service presentation during the internship.

Internship students who are also getting an additional early childhood credential must provide some direct service with children, families, and/or teachers in a birth to five years of age setting. The arrangement of this experience is the responsibility of the intern in consultation with the Field Supervisor and University Internship Supervisor. The experience can be subsumed at the primary placement site or may entail another placement during one or more quarters.

**Field Placement Requirements**

Interns are expected to do the following:

- Attend first week (or more) of agency, district, and/or school orientation and training; some districts require state licensing paperwork;
• Within the first week or two, discuss roles and responsibilities with your Field Supervisor(s); this includes developing/updating your initial Goals and Continuing Professional Development plan;
• Copy your Internship Field Supervision Agreement Contract and share with your Field Supervisor(s) prior to meeting with your University Internship Supervisor;
• Make sure your University Internship Supervisor has all your updated contact information. The CFSP program assistant must have this information too;
• Coordinate site visit or conference call with the University Internship Supervisor and Field Supervisors within first academic quarter;
• Perform daily activities as assigned and as consistent with your emerging competence levels;
• Schedule, structure, and participate in two hours of weekly supervision (one hour if half-time);
• Engage in professional behavior respectful of individual differences and diversity throughout decision making and applied practices;
• Screen, assess/diagnose, and monitor progress of students consistent with expectations in your school;
• Participate in data-based decision making and accountability and other school or agency based experiences that require planning, ongoing implementation, and follow-up evaluation;
• Apply learning, motivation, and developmental theories to promote cognitive and academic skills through effective instruction;
• Provide individual and group counseling, or crisis intervention for special or general education students and families;
• Participate in collaborative consultation with parents, teachers, and other school or community agency personnel at the individual, group, and systems levels;
• Apply knowledge of research and program evaluation to implement and evaluate services and interventions to promote socialization and development of life skills across communities;
• Collaborate with a variety of communities (school, district, community) to implement and evaluate prevention and intervention mental health programs and policies, and practices that create and maintain safe, supportive, and effective learning environments;
• Communicate with and facilitate communication among students, families, educators, and community members in a variety of settings;
• Continue professional development which exemplifies and contributes to the advancement of the field of School Psychology;
• Use current technology to enhance the quality of service delivery.
• Assignments: (1) TWO case studies- Design, implement, and evaluate outcome-based interventions for individuals, small groups, or classrooms with special or general education students; (Appendix F); (2) Complete one professional in-service presentation at your field placement during the school year (Appendix G) Other assignments will be provided by Internship instructors.

**Case Studies Requirements**
You will complete at least TWO cases studies over the course of your internship. Prior approval of the case studies by Field Supervisor and University Internship Supervisor is required. Written parent permission is required for the case studies. As you choose your case studies, remember to select **TWO** cases interventions/problem solving case studies, one with a focus on behavioral change and one with a focus on academic change. Divide your case studies into the areas and
subparts listed under each area (see Appendix F). Be sure to proofread and check spelling. All graphs, tables or figures must be appropriately labeled and explained in the narrative. The case studies shall be submitted in a single spaced, typed format. Only a maximum of 12 pages (12 pt. font, Times New Roman) will be accepted. Attachments such as behavioral contracts, etc., are acceptable. Recommendations and Reflection sections are required for the Internship case studies assignment but will not be included in the scoring rubric. Refer to the scoring rubric to ensure that each rating item has been adequately addressed (see Appendix F).

**Internship Completion Requirements**

- **Weekly**
  - Maintain Time Sheet Weekly Logs (using Excel spreadsheet provided by CFSP program) to document all activities.

- **Quarterly**
  - Complete and submit copies of Time Sheet Quarterly Summary Logs using Excel spreadsheet provided by CFSP program signed by your Field Supervisor, documenting time and cumulative activities;
  - Initiate or respond to at least two Discussions or Reflections posted on Canvas for the class each quarter;
  - Attend required class meetings (out-of-area, video call) with University Internship Supervisor and cohort to discuss experiences and assignments; two meetings during Fall Quarter, one during Winter Quarter, and one during Spring Quarter;
  - Register for one (1) credit hour of Internship and Field Experience each quarter (see p. 4-5 for details);
  - If not already taken, take the Praxis exam during November or December prior to spring graduation. Refer to your Student Handbook for specific requirements.

- **Mid-year and End of Year:**
  - Review all University graduation requirements and submit necessary University paperwork. For information pertaining to graduation, go to: [http://www.du.edu/learn/graduates/](http://www.du.edu/learn/graduates/). Click on “Graduates,” then “Student Resources,” then “Policies and Forms,” and then “Graduation Information.”
  - Student and Field Supervisor-of-Record should complete and submit an online mid-year and an end-of-year on-line Field Placement Goals and Performance Evaluation (See Appendix D for Hard Copy Worksheet of On-Line Evaluation);
  - At mid-year, review your initial Field Placement Goals and Performance Evaluation with your Field Supervisor and update goals if needed; at end-of-year, review cumulative progress with your Field Supervisor who will rate your performance for each domain;
  - Complete and submit end-of-year vita.
  - Complete and submit state licensure paperwork to **CFSP Program Director** by last week of Spring Quarter for signatures;
  - Submit Case Studies and professional in-service presentation summary.
  - Complete a Documentation of Internship Completion form (Appendix E) in order to receive the final grade for the class.

**Internship Expectations**

Interns are expected to engage in and gain proficiency in the following:
**Data-Based Decision Making and Accountability**

- Where appropriate, internship students should gain experience interviewing the referral source before conducting a screening, evaluation, or participating in meetings for intervention design.
- The internship student should gain experience in observing referred students in their primary home or educational settings.
- The NASP case studies will be used to evaluate the outcome of an empirically-based individual behavioral and academic intervention.

**Consultation and Home, School, and Community Collaboration**

- Following formal or informal evaluations, the Internship student should actively participate on child study teams and post-evaluation meetings to share results and recommendations with parents, teachers, and other specialists. In cases where follow-up is needed, the internship student should ensure that such collaboration is scheduled and executed in a timely fashion.
- The internship student must establish a consultative relationship with members of the school or agency staff or parents for referral situations regarding individual, classroom, or family issues.

**Instruction and Intervention**

- The internship student must help to organize and conduct several student or parent groups that meet regularly for a specified period of time. Co-facilitation of a group with an experienced staff member is an acceptable alternative for conducting group counseling sessions with populations and/or issues that are less familiar.
- The internship student should design, deliver, and evaluate interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior.

**Prevention, Crisis Intervention, School and Systems Organization**

- The internship student must individually or jointly prepare, deliver, and evaluate at least one professional or in-service presentation. Presentation topics should be: collaboratively decided; based on a needs assessment; of mutual benefit for the placement site/Internship student; and delivered to colleagues, families and/or other professionals.
- The internship student participates in practices to promote safe, healthy, and nurturing environments for learning and development.

**Professional Practice and Work Characteristics**

- The internship student will be prepared to discuss and collaborate on all Internship activities with their Field Supervisor each week and will demonstrate professional judgment to arrange other supervision as needed.
- The internship student will check in with his or her University Internship Supervisor on a quarterly basis to report on progress in all areas. It is the responsibility of the student to notify and consult with the University Internship Supervisor at any time during the internship should an issue or concern arise that warrants immediate attention.
- The internship student will participate in on-line or face-to-face check-ins with the University Internship Supervisor and other Internship students at least once each quarter to share and review professional problems, activities, or issues that arise during internship.
- The internship student displays respect for diversity, ethical behavior, flexibility, and best practice when working with students, families, colleagues, and the community as a whole.
- The internship student will engage in professional development activities.
**Roles and Responsibilities**

See Internship Field Supervision Agreement Contract for an overview of Roles and Responsibilities of all parties.

**Internship Evaluation**

Students will demonstrate mastery of expected personal-professional competencies, fulfillment of professional obligations, competent service delivery, adherence to professional standards, and constructive utilization of supervisory feedback. Additionally, students are expected to make thoughtful contributions to the profession, the placement site, and to their peer cohort during online or seminar discussions. Final evaluations will also be based on satisfactory completion of all required course activities and assignments.

After the initial meeting with the student, Field Supervisor, and University Internship Supervisor, contact between the Field Supervisor and University Internship Supervisor occurs on an as-needed basis. It is the responsibility of the student to notify and consult with the University Internship Supervisor at any time during the Internship should an issue or concern arise that warrants immediate attention. A formal on-line Field Placement Goals and Performance Evaluation is expected to be completed independently by the Field Supervisor at the middle and the end of Internship. A hard copy of the on-line evaluation can be used as a worksheet to assist in completing the on-line evaluation. The student is responsible for evaluating him/herself and the Field Supervisor receives a copy of the self The University Internship Supervisor with send a link to the On-line Performance Evaluation to the Field Supervisor of Record in order to evaluate the student. The Online Performance Evaluation is automatically sent to the Field Supervisor, University Supervisor, Student and DCT upon completion. After the student and Field Supervisor have individually completed the evaluation, they should meet to discuss the rankings to ensure that the ratings have been applied in a similar manner. This also is intended to facilitate a conversation about progress and areas in need of additional opportunities. The appropriate University faculty member will contact the Field Supervisor with information on how to access the on-line evaluation system.

The student also arranges a joint feedback session if needed with the University Internship Supervisor to discuss the results and set subsequent professional goals. It is the responsibility of the student to see that all evaluations, time sheet logs, and goal forms are returned to the University Internship Supervisor soon after they are completed.

An Internship grade will be recorded on a quarterly basis; however the spring grade will not be recorded until all internship hours and assignments have been successfully completed. The spring quarter grade is entered after the Internship Completion Form is completed (Appendix E) indicating a satisfactory performance for the entire Internship and that all required assignments and documents have been received. Students who do not successfully complete Internship may be required to retake internship at the same or at a new site based on a remediation plan developed in conjunction with their University Internship Supervisor and Field Supervisors. In rare cases, students who do not successfully complete an Internship can be dismissed from the licensure degree program.

Student Evaluation is based on:

- Mastery of personal-professional competencies;
- Fulfilling professional obligations at internship site in a professional and ethical manner;
• Competent service delivery and adherence to professional standards;
• Constructive utilization of supervisory feedback;
• Contribution to profession and to internship site;
• Weekly professional site activities;
• Onsite supervision attendance and collaboration;
• Supervision updates with University Internship Supervisor and other faculty as required;
• Satisfactory completion of course assignments;
• Participation in quarterly check-ins/updates with the University Internship Supervisor and cohort;
• Documentation of activities through signed cumulative time sheet logs each quarter;
• Critical evaluation of one professional in-service presentation to peers and colleagues;
• Completion of a well-designed and written case studies following rubric
• Satisfactory mid-year and end-of-year performance evaluations by Field Supervisor;
• Initial goal setting, ongoing self-evaluation, and the development of an end-of-year continuing professional development plan.
Ph.D. Pre-Doctoral Internship

Pre-Doctoral Internship Overview
Internship is a required field experience for the Ph.D. Licensure students and an optional opportunity for the Ph.D. Pathways students. However, if the CFSP faculty determine that a Pathways student’s prior graduate training did not provide adequate field experiences, the student will be required to complete some or all of the year of internship. Students interested in obtaining licensure as a professional psychologist should refer to the State’s licensure requirements, but a standard expectation is a doctoral-level internship experience.

Internship is an advanced, off-campus, culminating supervised experience. Internship is designed to broaden one’s professional skills, to provide advanced clinical practice activities, and to enhance one’s professional identity and readiness for independent practice. During internship, students act as Independent Practitioners and engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision. Students are required to receive face-to-face, weekly supervision from a qualified supervisor. Internship is typically completed during one entire academic year, but also can be taken over two consecutive years.

Eligibility for Internship
Internship students have the knowledge and skills needed to successfully perform assessments, counseling, consultation, and a variety of interventions with minimal supervisory oversight. Doctoral students must have satisfactorily completed all core professional coursework, a Clinic Assignment, Practicum I, Practicum II, Advanced Practicum, Supervision and propose dissertation. Before applying for a pre-doctoral internship, a student must also have received satisfactory mid-year supervisor evaluations, made adequate progress on assignments, and receive approval from the Director of Clinical Training (DCT). In addition, the student and student’s advisor must review the Cumulative Sequence of Annual Review (CFSP Handbook) to determine student readiness for internship and complete the Intent to Apply for Internship form in the Spring Quarter prior to applying for internship. The student and student’s advisor must complete a signed Intent to Accept and Complete a School Psychology internship.

Internship Registration Policy
Students are required to complete a year-long internship as part of the course requirements to complete the Ph.D. degree. Per program requirements, students must register for CFSP 4356 Internship for fall, winter, and spring quarters of the internship year. Students will continue to do so each quarter that they are on the required, year-long internship. Students are required to do the following:

1. You must obtain program approval every academic quarter from the DCT for clearance to register for the field experience course (CFSP 4356) by contacting the program’s Academic Services Associate (ASA), who will confirm that you are eligible for field experience registration. He/she will contact you via your email account once she has determined that you are eligible to register for CFSP 4356.

2. You must then register for CFSP 4356 School Psych Field Experience EVERY academic quarter during your year-long internship. This is listed in the regular course offerings for CFSP students. You will need to go online and register yourself each academic quarter (fall, winter, and spring) to reflect that you are involved in the off-campus field experience. This course looks like a regular course but it is not graded. Once you register for this new course, CFSP 4356 School Psych Field Experience, you will be “flagged” as a full-time student even though you have only 1 credit for that quarter (recall that you must register for CFSP 4355 each quarter as well). You will be required to pay the necessary DU fees associated with this new course. Please also note that there are multiple of CFSP 4356.
**Professional Insurance**

Students who will be at field sites during the upcoming school year are strongly encouraged to purchase personal malpractice insurance. Students can obtain malpractice insurance through their membership with NASP, CEC, or APA.

**Initiating an Internship**

Students will meet with their faculty advisors and the DCT before pursuing an internship. The CFSP program strongly encourage students to apply to and accept an APA accredited internships in Phase 1 through the Association of Psychology Postdoctoral and Internship Centers (APPIC; [www.appic.org](http://www.appic.org)) match process. However, considering the limited availability of school-based options in the APA match, we wish to acknowledge and support our students who wish to develop their expertise in a school setting. Thus, a non-APA accredited site can be considered if it meets all requirements of APPIC sites or CDSPP guidelines ([https://sites.google.com/site/cdspphome/2012guidelines](https://sites.google.com/site/cdspphome/2012guidelines)). Numerous approved School Psychology internship sites are located in the metropolitan Denver area, surrounding communities, or nationally. Students identify a preferred internship site and must confirm that the site meets all Program expectations and standards outlined by CDSPP, NASP, and CDE, including appropriately credentialed supervisors.

If a student accepts an APA internship, the quantity and quality of the work, intern salary, benefits, reimbursable travel, holidays, and other relevant internship policies are determined by APA. The match process is considered part of the contractual agreement and acceptance of a match is binding and students who break that agreement are in violation of professional standards, except under extenuating circumstances.

If students accept an APPIC-equivalent or a CDSPP internship, the internship program must provide prospective CFSP interns with a dated written statement that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for interns’ work quality. In return, Internship site directors will receive an email with our internship syllabus and evaluation submission dates from our DCT. This introductory email solicits the contact information of the clinicians who will be offering direct supervision to our students and also informs the site that they should contact the DCT if there are any concerns. The internship site, DCT, and CFSP intern must jointly agree on the goals and content of the CFSP internship, including clearly stated expectations for the nature of experiences offered by the CFSP internship program, the quantity and quality of the work, intern salary, benefits, reimbursable travel, holidays, and other relevant internship policies. An internship Supervision Memorandum letter outlining University, Field Supervisor, and student roles and responsibilities must be signed and approved by the Program Director before a student begins an internship placement. Acceptance of the internship placement is binding and students who break that agreement are in violation of professional standards, except under extenuating circumstances.

**Internship Requirements**

The CFSP doctoral internship is the culminating supervised training experience prior to the granting of a doctoral degree in health service psychology in the area of school psychology. Requirements are aligned with professional competencies and standards required for state and national School Psychology Licensure, includes the *American Psychological Association (APA) Standards of Accreditation for Health Service Psychology (SoA)* and the School Psychology Specialty, the NASP standards for approval, and CDSPP Doctoral Internship Guidelines.
During this time, The CFSP intern has a title such as “intern,” “resident,” or other designation of trainee status regardless of pay grade or temporary licensure status, etc. CFSP interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of his or her doctoral intern. Additionally, Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the CFSP intern.

Other requirements include:

1. Interns complete a minimum 2000-hour internship and engage in all internship activities in strict accordance with the ethical principles established by APA, NASP, and CDSPP.
2. Interns submit monthly and quarterly time sheet logs to their University Supervisor. This ensures:
   a. CFSP intern receives a minimum of two hours per week of individual supervision from a qualified Field Supervisor with a current Health Service Provider license. The supervisor must be a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship program must have at least two psychologists on staff available as supervisors for the CFSP intern. The CFSP intern’s primary supervisor must be actively licensed as a psychologist by the state regulatory board of psychology. The primary supervisor must directly observe the CFSP intern with the specific intent of evaluating the CFSP intern’s clinical deportment and skills in psychological service delivery, and providing formative and summative feedback to the CFSP intern and university program. An internship program that does not permit live observation or audio-video recording by policy should not be approved under these guidelines.
   b. CFSP intern spends at least two additional hours per week in scheduled group or individual supervision conducted by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.).
   c. CFSP intern engages in regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which a CFSP intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. The internship program must have two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on at least a monthly basis.
   d. Internship placements allow a student to work with at least two different age groups (i.e., infant, preschool, elementary, middle, or high school levels) and involves both general and special education populations.
   e. Internship casework should reflect a wide array of psychological roles and functions. Internship students enroll for internship credit and are also supervised by a University faculty member.
f. The CFSP intern spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers.

3. Interns develop and maintain an internship Portfolio. The portfolio will be organized in a notebook format and consist of documentation of how APA program-wide competencies were satisfied during the doctoral internship. These include the areas of:
   a. research;
   b. ethical and legal standards;
   c. individual and cultural diversity;
   d. professional values, attitudes, and behaviors;
   e. communication and interpersonal skills;
   f. assessment;
   g. intervention;
   h. supervision;
   i. consultation and interprofessional/interdisciplinary skills.

4. Interns participate in regular discussion seminars with the University Supervisor and other internship students. These group online discussion sessions are used to share and review professional activities and issues. University internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the CFSP intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described above). The use of telesupervision should be consistent with the program’s overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. Internships using telesupervision must adhere to best practices and ethical, legal, and professional guidelines.

5. Interns minimally complete TWO self-evaluations and receive TWO formal, written evaluation at the mid-point and end of the Internship year. The Internship program and doctoral program will agree in advance upon the format of the internship evaluation, which should in part be based on direct observation. The evaluated areas will be consistent with the doctoral program’s aims and address intern development of profession-wide competencies.

6. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months.

**Internship Evaluations**

Written mid-term and end-of-placement evaluations of student competencies and attainment of professional goals are completed by the student and Field Supervisor and then are shared with the faculty who will assign a grade for completion of all internship requirements. Although the internship supervisor evaluates student performance during the CFSP internship year, the doctoral program is ultimately responsible for the determination of the student’s readiness for graduation and entrance into the profession. Therefore, communication between doctoral programs and internship programs is of critical importance to the overall development of competent health service psychologists. The DCT will follow up with individual supervisors as needed based on student progress throughout the internship. The DCT will also sends out mid-year and end-of -year evaluations electronically to supervisors at the internship sites via email. Internship evaluations will be provided to supervisors and submitted electronically using the University of Denver Qualtrics survey software. Once submitted, all evaluation files will be downloaded to the CFSP.
program secure shared drive. Only program faculty and administrative assistants will have access to these evaluations.

A cumulative internship grade is entered after documentation of completed hours and satisfactory performance for the entire internship. Students who do not successfully complete internship may be required to retake internship at the same or at a new site based on a probation plan developed by the CFSP faculty and DCT. Internship program due process procedures are made available to CFSP interns prior to the beginning of the training period. If due process procedures are initiated as a result of intern behaviors, intern activities, or internship conditions, the supervisor of the Internship program will notify the CFSP intern’s doctoral program.

Internship evaluations are used to assess the application of student knowledge through skill-based practice. Faculty review these evaluations to determine if the didactic training offered in the program is adequately preparing students for internship. Additionally, at an annual meeting of practicum and internship supervisors, feedback on student performance and program processes is solicited from supervisors. Specifically, information on student skills in relationship to their preparation for internship or readiness for the profession of school psychology. That information is reviewed by faculty at the end of the year meeting and changes made if deemed appropriate.

Upon completion of the Internship, the Internship program issues to the CFSP intern written documentation (e.g., certificate, letter) reflecting successful completion of a doctoral level internship in health service psychology.
APPENDIX A: Documentation of Completion

Documentation of Hours

Please see Excel file uploaded to Canvas for complete descriptions, definitions, and pages.

Site Supervisor:

Student:

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<th>Directed Participant</th>
<th>Active Contributor</th>
<th>Indp. Practitioner</th>
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Documentation of Practicum I or Practicum II Completion

Student Name: ____________________________________________________________

Level: □ Ed.S. □ Ed.S./ECE □ Ph.D. □ MA

Placement Dates: __________________________________________________________

Practicum Site/Schools: _____________________________________________________

District/Agency: __________________________________________________________

Supervisor 1: ____________________________________________________________

Title/ Credentials: _________________________________________________________

Phone: ___________________________ Email: _________________________________

Address: _________________________________________________________________

Supervisor 2: ____________________________________________________________

Title/ Credentials: _________________________________________________________

Phone: ___________________________ Email: _________________________________

Address: _________________________________________________________________

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<th>Quarterly Assignments</th>
<th>Quarterly Signed Logs</th>
<th>Self/Supr. Performance Online Eval.</th>
<th>Site Evaluation</th>
<th>Internship Vitae &amp; Letter (reviewed)</th>
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<td>□ Fall</td>
<td>□ Mid</td>
<td>□ 1st</td>
<td>□ Vitae</td>
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<td>□ Spring</td>
<td>□ End</td>
<td>□ 2nd as needed</td>
<td>□ Letter</td>
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<tr>
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<td>□ Final</td>
<td>□ Spring</td>
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Student: ___________________________________________ Date: ____________

CFSP Clinic Director: _________________________________ Date: ____________

CFSP Advisor: ________________________________________ Date: ____________

These signatures verify that this student has successfully completed all Practicum ___ requirements and obligations and is eligible to proceed to further Practicum, Internship, or Advanced Practicum.

Graduation as long as all other eligibility requirements has been met.
APPENDIX B: SITE AGREEMENTS

Practicum I or Practicum II Agreement for the 20XX-20XX Academic Year

THIS AGREEMENT, by and between
1) Child, Family, and School Psychology Program
   Morgridge College of Education
   University of Denver
   Denver, CO  80208

2) School or Agency Name: ____________________________________________________________
   School District: ____________________________________________________________________
   Field Supervisor-of-Record Name: __________________________________________________
   Position/Title: ______________________________________________________________________
   State License Number: __________________________________________________________________
   NCSP Number (if applicable): __________________________________________________________________
   Licensed Psychologist Credential--- State + Number (if applicable):
   ___________________________________________________________
   Address: __________________________________________________________________________
   Phone: ____________________________________________________________________________
   E-mail: __________________________________________________________________________

3) Student Name: ________________________________________________________
   Address: __________________________________________________________________________
   Phone: ____________________________________________________________________________
   E-mail: __________________________________________________________________________

is for the purpose of providing Practicum II Coursework for the above-named student for:

   Course Number: ____________________________________________ Credits: __________
   Quarter(s): __________________________________________________________

It is mutually agreed that the above-named school or agency and identified Supervisor-of-Record will provide the following services and supervision for the above-named student:
1. Ensure a safe and professional learning and work environment.
2. Treat the Practicum student with respect and dignity.
3. Model appropriate professional behavior consistent with NASP and APA ethical standards.
4. Introduce the student’s roles and responsibilities to all key site staff and affiliated personnel.
5. Provide current information on policies, procedures, and resources to enhance effectiveness.
6. Help the student identify and accomplish professional goals and objectives.
7. Monitor the student’s progress towards goals and provide corrective feedback.
8. Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
9. Provide minimally one hour of face-to-face supervision weekly.
10. Directly observe the student conducting school psychological services quarterly.
11. Discuss prior case files and reports and assist in current case review and decision-making.
12. Integrate student into as many ongoing professional development activities at the site as possible.
13. Discuss performance concerns with student or University faculty as soon as possible.
14. Meet to collaborate on jointly constructed solutions when problems arise.
15. Meet with the University Faculty at the beginning of Practicum and as needed thereafter.
16. Complete the Field Placement Goals and Performance Evaluation worksheet. Instructions will be emailed to the Supervisor-of-Record about going on-line to enter the evaluation data electronically. Once completed, if there are concerns, a feedback meeting with the University Faculty should be scheduled immediately.
17. If more than one supervisor is involved, work collaboratively with other supervisors to provide appropriate supervision and Intern evaluation.
18. If problems or concerns arise, it is the responsibility of the CFSP graduate student or Field Supervisor to contact the University Faculty immediately.

**It is mutually agreed that the student will:**

1. Meet or conference weekly with the Supervisor-of-Record for a minimum of one hour a week of direct supervision. In supervision, student reviews activities, case progress, and discusses issues encountered on site.
2. Record weekly activities on Time Sheet Logs that are transferred as Quarterly Summary Logs and signed by the Supervisor-of-Record and then sent in to the University faculty. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
3. Provide the Supervisor-of-Record with a hard copy of the Field Placement Goals and Performance Evaluation at the mid-point and end of Practicum. Both student and supervisor will independently complete the hard copy and then, during supervision time compare ratings to discuss perceptions of the Practicum experience.
4. Schedule on-site activities that adhere to all expected course requirements and for completing expected roles and functions in a highly ethical and professional manner.
5. Negotiate time off with the Supervisor-of-Record in advance.
6. Complete all assignments for the University in a timely manner and if a deadline extension is needed to contact the University Faculty for consideration.
7. Submit all assignments, evaluations, time sheets, and summary logs to the University Faculty to be eligible for graduation.
8. If problems or concerns arise, it is the responsibility of the CFSP graduate student or Supervisor-of-Record to contact the University Faculty immediately.

**It is mutually agreed that the University of Denver Faculty will provide the following:**

1. Ensure that student and Field Supervisor-of-Record understand all Practicum requirements.
2. Ensure that student and Field Supervisor-of-Record receive all required forms.
3. Facilitate communication between Field Supervisor-of-Record and student.
4. Meet with Field Supervisor-of-Record via video conference in winter quarter (Prac I)/fall quarter (Prac II) and as needed thereafter.
5. Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
6. Provide consistent and on-going consultation with students regarding case-studies, in-service presentations, and other assignments.
7. Read and respond to check-ins via email or Canvas.
8. Meet with Practicum students as a group during the fall, winter, and spring quarters
9. Ensure that all required paperwork has been received from student and Field Supervisor-of-Record.
10. Monitor quarterly student progress and time logs.
11. Coordinate on-line Field Supervisor-of-Record evaluations at end-of-year points.
12. Grade final case studies and professional in-service presentations.
13. Complete end-of-year Practicum grades once all requirements are completed.
14. Coordinate inter-rater reliability on case study and professional in-service ratings.
15. Observe confidentiality of information and obtain parental and student consent when necessary.
16. Observe confidentiality of information and obtain parental and student consent when necessary.
17. Coordinate online discussions and/or hold seminars to discuss common problems and experiences and assist the student in casework when necessary.

It is the expectation of all parties involved that the above-stated conditions be met. Should they not be met, it is imperative that all parties meet at the earliest possible date.

The following signatures verify agreement with the above-stated conditions:

Student: ________________________________ Date: ________________

Field Supervisor: ________________________________ Date: ________________

University Supervisor: ________________________________ Date: ________________
Advanced Practicum Agreement for the 20XX-20XX Academic Year

(Name of School/Agency)

has agreed to accept

(Name of Student)

as an Advanced Practicum Student for the 2017 - 2018 academic year. The site and the advanced practicum student agree to observe the following arrangements in meeting the requirements of the Advanced Practicum.

1. TRAINING COMMITMENT: The local school system/agency is committed to the Advanced Practicum as primarily a training experience. Employing students as a means of acquiring less expensive services is unacceptable. The student will not be asked to serve in any capacity other than that for which he/she was appointed and is properly trained. The student is expected to use the title “School Psychologist in Training” at the site as well as in other professional settings.

Advanced Practicum students are expected to complete requirements included in the course syllabus based on the NASP Model for Comprehensive and Integrated School Psychological Services (2010). During the advanced practicum experience, students continue in the school psychology training program and are expected to attend university activities; including, but not limited to group supervision, meetings with university Supervisors or advisors, and other required classes. The local school system/agency will provide release time to attend these activities.

2. PERIOD OF APPOINTMENT: The advanced practicum will begin on the first day of fall quarter and continue through the last day of spring quarter, consistent with the University of Denver academic calendar. The advanced practicum will begin on the date determined by the field site with University Course Supervision. The site may require the student to report to work prior to the official start date; however, during this time DU students will not be provided University supervision and should not have direct client contact. Any contact with clients is the sole responsibility of the practicum site and practicum site Supervisor. While the student may choose to do so, the advanced practicum student is not required to remain in the local agency beyond the term of the DU calendar. Furthermore, the student is not guaranteed employment beyond the term of the placement. Some systems enter into a contractual arrangement with the student following the completion of their DU responsibilities to cover liability issues.

3. HOURS: The advanced practicum is a doctoral program requirement and is appointed on a part-time basis for one academic year. The student must complete at least 450 hours of supervised experience during the period of appointment. As with regularly employed service personnel, the student demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules.

4. LOCATION: The student’s primary placement is in school district/mental health services agency. The advanced practicum will be performed at the following location(s):

Primary Location: __________________________________________
5. COMPENSATION: When financially possible, the advanced practicum student is provided financial compensation commensurate with his or her level of training, experience and period of appointment. The student will be paid as follows (please check one and indicate amount of compensation, if appropriate).

☐ Advanced Practicum Student will be paid a stipend of ________________ as a:
   ☐ (a) Part-time employee ☐ (b) Contract employee for evaluations completed

☐ Advanced Practicum Student will not be paid

6. CONFERENCES, SEMINARS AND IN-SERVICE TRAINING: Ongoing professional development is a significant aspect of the advanced practicum experience. Conferences, seminars and in-service training opportunities available to employed school psychologists also should be available to advanced practicum students. The student is encouraged to participate in state, regional and national level meetings for school psychologists. Time spent at conferences, seminars, and in-service training is credited toward the required 450 hours. The Advanced Practicum Student is expected to attend the following conferences, seminars and/or in-service training program(s):

1. ______________________________________
2. ______________________________________
3. ______________________________________

7. WORK ENVIRONMENT: Consistent with the availability of resources to employed staff, the Advanced Practicum Student is provided adequate supplies and materials to carry out the functions of the applied practice. An appropriate work environment should include adequate privacy of office facilities, access to secretarial assistance, telephone services, office equipment and copying machines.

8. SUPERVISION: An Advanced Practicum experience shall be supervised by an appropriately credentialed psychologist/school psychologist. The cooperating Supervisor/practitioner must hold a valid Ed.S. or higher credential and have at least three years prior experience as a (school) psychologist. Full-time employment with the school system/agency for at least one year prior to assuming Supervisory responsibilities for an advanced practicum student is required. Concurrent full-time employment as a (school) psychologist is recommended. Cooperating
practitioners shall provide at least **one hour per week** of direct supervision for each student, and shall be responsible for no more than two students at a time. The advanced practicum student will receive at least one hour of supervision per week directly from:

_________________________________________  ______________________
(Name of Supervisor)  (Certification Level of Supervisor)

The University Supervisor (or designate) shall maintain ongoing relationship with the cooperating practitioner and the advanced practicum student. The university Supervisor (or designate) will make at least one site visit for each student.

9. **TERMINATION:** The student or school system/agency may terminate this agreement at the end of any quarter by notification and agreement of all parties (student, site Supervisor and university Supervisor).

________________________________________________________________________

APPROVAL/AGREEMENT

________________________________________________________________________

(Advanced Practicum Student)  (Date)

________________________________________________________________________

(Site Supervisor)  (Date)

________________________________________________________________________

(University Supervisor or Designate)  (Date)

*Additional Comments:*
Ed.S Internship or Ph.D. APPIC-Equivalent/CDSPP Internship Agreement for the 20XX-20XX Academic Year

THIS AGREEMENT, by and between
1) Child, Family, and School Psychology Program
   Morgridge College of Education
   University of Denver
   Denver, CO  80208

2) School or Agency Name: __________________________________________________________
   School District: ________________________________________________________________
   Field Supervisor-of-Record Name: _________________________________________________
   Position/Title: __________________________________________________________________
   State License Number: ____________________________________________________________
   NCSP Number (if applicable): _______________________________________________________
   Licensed Psychologist Credential--- State + Number (if applicable):
   ______________________________________________________________________________
   Address: _________________________________________________________________________
   Phone: __________________________________________________________________________
   E-mail: _________________________________________________________________________

3) Student Name: __________________________________________________________________
   DU ID Number: __________________________________________________________________
   Address: _________________________________________________________________________
   Phone: __________________________________________________________________________
   E-mail: _________________________________________________________________________
   Internship Stipend/pay: ____________________________ Health benefits: Yes  No

is for the purpose of providing Internship Coursework for the above-named student for:

   Course Number: ________________________________ Credits: ____________
   Quarter(s): ____________________________________________
It is mutually agreed that the above-named school or agency and identified Supervisor-of-Record will provide the following services and supervision for the above-named student:

Student Responsibilities

- Ensure that Field Supervisor has **appropriate credentials** that comply with NASP and CDE requirements. Field Supervisors must hold a current state and/or NCSP license as a school psychologist.
- Arrange initial meeting or conference call between Field Supervisor and University Internship Supervisor within first academic quarter.
- During Internship, student will meet weekly with the Field Supervisor for a minimum of two hours of direct supervision (one-hour for half-time Interns). In the case of rural placements, supervision may include face-to-face meetings as well as video calls. In supervision, student reviews professional activities, case progress, and discusses issues. Student will record weekly activities on Time Sheet Logs that are transferred as Quarterly Summary Logs and signed by the Field Supervisor and then sent to the University Internship Supervisor. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
- Student and Field Supervisor will individually complete the **On-line Field Placement Goals and Performance Evaluation (Appendix D)** at the mid-point and end of Internship and then, during supervision time, compare ratings to discuss perceptions of the Internship experience.
- The student is responsible for scheduling on-site activities that adhere to all expected course requirements and for completing expected roles and functions in a highly ethical and professional manner.
- Any time off must be negotiated with the Field Supervisor in advance.
- The student is expected to complete all assignments for the University in a timely manner and if a deadline extension is needed to contact the University Internship Supervisor for consideration.
- Meet in person with the University Internship Supervisor (video conference for out-of- area Interns) during the fall, winter, and spring quarters.
- Satisfactory completion of all assignments, evaluations, time sheets and summary logs must be submitted to the University Internship Supervisor to be eligible for graduation.
- If problems arise that require University Internship Supervisor input, it is the responsibility of the Internship student or Field Supervisor to immediately contact the University Internship Supervisor.

Field Supervisor Responsibilities

- Ensure a safe and professional learning and work environment.
- Treat the Intern with respect and dignity.
- Model appropriate professional behavior consistent with APA & NASP ethical standards.
- Introduce the student’s roles and responsibilities to all key site staff and affiliated personnel.
- Provide current information on policies, procedures, and resources to enhance effectiveness.
- Help the student identify and accomplish professional goals and objectives.
- Monitor the student’s progress towards Initial/Mid-year personal goals and provide corrective and supportive feedback.
- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimum of two hours of face-to-face supervision by meeting weekly with the student (one-hour for half-time Interns). In the case of rural placements, supervision may include face-to-face meetings as well as video calls.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional development activities at the site as possible.
• Discuss performance concerns with student or University Internship Supervisor as soon as possible.
• Meet to collaborate on jointly constructed solutions when problems arise.
• Meet/conference call with the University Internship Supervisor at the beginning of Internship/fall quarter and as needed thereafter.
• Complete two on-line performance evaluations, one at the mid-point of the school year (January) and one at the completion of Internship (early May). Once completed, if there are concerns, a feedback meeting with the University Internship Supervisor should be scheduled immediately to review these evaluations.
• If problems or concerns arise at any time during the Internship, it is the responsibility of the Internship student or Field Supervisor to contact the University Internship Supervisor immediately.

**University Internship Supervisor Responsibilities**

• Ensure that student and Field Supervisors understand all Internship requirements.
• Ensure that student and Field Supervisor receive all required forms.
• Facilitate communication between Field Supervisor and Intern.
• Meet with Field Supervisor and Intern at the beginning of the Internship/fall quarter and other times as needed.
• Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
• Provide consistent and on-going consultation with students on case studies.
• Provide consistent and on-going consultation with students on in-service presentations.
• Read and respond to quarterly check-ins via email or Canvas.
• Meet with all Interns as a group four times per year.
• Ensure that all required paperwork has been received from student and Field Supervisor.
• Monitor quarterly student progress and time logs.
• Coordinate on-line Field Supervisor evaluations at mid-year and end-of-year points.
• Grade final case studies and in-service presentations.
• Assign end-of-year Internship grades once all requirements are completed.
• Observe confidentiality of information and obtain parental and student consent when necessary.
• Coordinate on-line discussions and/or hold seminars to discuss common problems and experiences and assist the student in casework.

It is the expectation of all parties involved that the above-stated conditions be met. Should they not be met, it is imperative that all parties meet at the earliest possible date.

**The following signatures verify agreement with the above-stated conditions:**

**Student:** ___________________________________________________________  **Date:** ____________

**Field Supervisor:** _____________________________________________________  **Date:** ____________

**University Faculty:** _________________________________________________  **Date:** ____________
APPENDIX C: FIELD PLACEMENT PERFORMANCE EVALUATION

Practicum I/Practicum II/Ed.S. Internship Field Placement Goals and Performance Evaluation
This form is a hard copy version of the On-Line Performance Evaluation completed by Field Supervisor via Qualtrics

Please use this form as a work sheet to help you and your supervisors independently complete the evaluation as well as discuss your progress.

Please share a copy of this form with your supervisor(s). Following the discussion, the supervisor will be sent instructions as to how to go on-line and enter the data electronically.

Field Performance Evaluation
You are receiving this rating scale because you are a supervisor on record for a CFSP student's field placement. As part of our commitment to train our students at the highest level and prepare them for their future careers as school psychologists, the CFSP faculty regularly evaluates students’ skills and professional characteristics at multiple times during the course of their training. The evaluation process includes feedback from CFSP faculty as well as feedback from field site supervisors. Supervisor ratings and impressions of a student’s fieldwork are very important and help us to determine a student’s eligibility for field placements and continued progression through the program.

In January of 2009, the Child, Family, and School Psychology Educational Specialist (EdS) school psychology licensure degree received full accreditation approval from the National Association of School Psychologists (NASP). EdS degree approval is an important indicator of quality training, comprehensive content, and extensive, properly supervised field experiences as judged by trained national reviewers. NASP performance-based standards are aligned with the principles set forth by the National Council for Accreditation of Teacher Education (NCATE) Specialty Area Studies Board, at the program level. The NASP Program Approval process requires DU to show that students acquire knowledge, skills, and professional work characteristics consistent with program objectives and NASP domains.

The following Field Placement Goals and Performance Evaluation is based on the 10 Domains of School Psychology Training and Practice in the NASP (2010) Standards for Credentialing of School Psychologists and are fully integrated into our graduate level curricula, practicum, and internship requirements. Students also are evaluated on professional characteristics critical to effective performance as a school psychologist. Finally, supervisors are asked to indicate whether a student they have supervised is ready to progress to the next stage of their field work (i.e., from a first year Practicum, to a second year Practicum, and then on to an Internship placement).

Students are assessed, using the 1-4 rating system, based on the skills they are demonstrating during the Field Practicum and/or Internship experiences. By the end of the first year of Practicum, students are expected to receive a majority of advanced beginner ratings (i.e., 2 ratings) versus novice ratings (i.e., 1 ratings) on the specific domain areas experienced at their site. While there may be several areas where the student had no opportunity to demonstrate skills in a domain area (i.e., N/O ratings), please indicate if the student is ready to move on to a second year practicum. At the end of the second year of Practicum, students should receive competent ratings (i.e., 3 ratings) in many of the domain areas experienced at their site. Most domain areas should receive a rating, but there still may be a few areas where the student had no opportunity to demonstrate skills at this site (i.e., N/O ratings). Again, please
indicating at the end of Practicum II if the student is ready to complete an Internship. During Internship, students are still learning and gaining more experience. By the end of Internship, however, students should be functioning at an independent level (i.e., mostly 4 ratings) across all domain areas and must be perceived by their supervisor(s) as ready to graduate and move onto their first position. Thus, students who successfully complete an Internship should be functioning at a performance level expected of school psychologists beginning their first job.

1 = Novice 2 = Advanced Beginner 3 = Competent 4 = Proficient or Expert (not expected but occasionally seen in experienced students)  n/o = No Opportunity; if you have no basis for appraisal, please leave blank.

DEFINITIONS:
Novices are rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious, do not integrate well, and are highly motivated and dependent. They require close supervision and a high degree of structure.
Advanced Beginners focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.
Competent practitioners are better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.
Proficient practitioners recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

Q1 Supervise and Evaluation Information
Q2 Supervisee Name

Q4 Supervisee Email

Q5 School/Placement

Q6 Evaluation Period

Q7 Date of Evaluation

Q8 Supervisor Information

Q9 Supervisor Name

Q10 School/Site and School District (if applicable)

Q11 School Address, City and Zip Code

Q12 Phone number (of supervisor)

Q13 Email (of supervisor)
Q14 Indicate all credentials you hold

- State Department of Education- School Psychologist (1)
- NASP- NCSP (2)
- State- Licensed Psychologist (3)
- Other (4) ____________________________

Q111 Please initial here that your ratings are based in part on direct observation of the student at some point during the rating period.

**Q15 Domain 1: Data-Based Decision Making and Accountability**

Q16 Knows varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient of Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q17 Uses varied models and methods as part of a systematic process to collect data and other information.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient of Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q18 Uses varied models and methods to translate assessment results into empirically based decisions about service delivery.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient of Expert (not expected but occasionally seen in experienced students) (4)
Q19 Uses varied models to evaluate the outcomes of services.
- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient of Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q20 Practices such that data-based decision making permeates every aspect of professional practice.
- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient of Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q21 Please offer specific suggestions for growth in these areas

**Q22 Domain 2: Consultation and Collaboration**

Q23 Knows behavioral, mental health, collaborative, and/or other consultation models and methods.
- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q24 Applies behavioral, mental health, collaborative, and/or other consultation models and methods appropriately to particular situations.
- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
Q25 Collaborates effectively with others in planning and decision making processes at the individual, group, and systems levels.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q26 Please offer specific suggestions for growth in these areas

Q27 Domain 3: Interventions and Instructional Support to Develop Academic Skills

Q28 Understands human learning processes, techniques to assess them, and direct and indirect services applicable to the development of cognitive and academic skills.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q29 Develops, in collaboration with others, appropriate cognitive and academic goals for children and adolescents with different abilities, disabilities, strengths, and needs.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q30 Implements interventions, including instructional interventions and consultation, to achieve the above goals.

- (1) Novice (1)
- (2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q31 Evaluates the effectiveness of such interventions.
(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q32 Please offer specific suggestions for growth in these areas.

Q33 Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Q34 Knows human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q35 Develops, in collaboration with others, appropriate behavioral, affective, adaptive, and social goals for children and adolescents with different disabilities, strengths, and needs.
(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q36 Implements interventions, including consultation, behavioral assessment and intervention, and counseling, to achieve the above goals.
(1) Novice (1)
Q37 Evaluates the effectiveness of these interventions.

- (1) Novice
- (2) Advanced Beginner
- (3) Competent
- (4) Proficient or Expert (not expected but occasionally seen in experienced students)
- No Opportunity

Q38 Please offer specific suggestions for growth in these areas.

**Q39 Domain 5: School-Wide Practices to Promote Learning**

Q40 Demonstrates knowledge of general education, special education, and other educational and related services.

- (1) Novice
- (2) Advanced Beginner
- (3) Competent
- (4) Proficient or Expert (not expected but occasionally seen in experienced students)
- No Opportunity

Q41 Understands schools and other settings as systems.

- (1) Novice
- (2) Advanced Beginner
- (3) Competent
- (4) Proficient or Expert (not expected but occasionally seen in experienced students)
- No Opportunity

Q42 Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children from birth to 21 years of age.
(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q43 Please offer specific suggestions for growth in these areas.

**Q44 Domain 6: Preventative and Responsive Services**

Q45 Understands human development, psychopathology, and associated biological, cultural, and social influences on human behavior.

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q46 Provides or contributes to prevention programs that promote the mental health and physical well-being of children and adolescents.

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q47 Provides or contributes to intervention programs that promote the mental health and physical well-being of children and adolescents.

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)
Q48 Please offer specific suggestions for growth in these areas.

**Q49 Domain 7: Family-School Collaboration Services**

Q50 Demonstrates knowledge of family systems, including family strengths and influences on child and adolescent development, learning, and behavior, and of methods to involves families in education and service delivery.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q51 Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q52 Please offer specific suggestions for growth in these areas.

**Q53 Domain 8: Diversity in Development and Learning**

Q54 Knows individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q55 Demonstrates the culturally competent skills needed to work with individuals of diverse characteristics.
Q56 Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Q57 Please offer specific suggestions for growth in these areas.

**Q58 Domain 9: Research and Program Evaluation**

Q59 Demonstrates knowledge of research, statistics, and evaluation methods.

Q60 Evaluates research studies and translates research into practice.
Q61 Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q62 Please offer specific suggestions for growth in these areas.

Q63 Domain 10: Legal, Ethical, and Professional Practice

Q64 Demonstrates knowledge of the history and foundations of the profession; of various services and methods; of public policy development applicable to services for children, adolescents, and families; and of ethical, professional, and legal standards.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q65 Practices in ways that are consistent with ethical standards.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)
Q66 Has the knowledge and skills needed to acquire career-long professional development

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q67 Please offer specific suggestions for growth in these areas.

**Q68 Professional Qualities**

Q91 Punctuality and attendance

- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q93 Attendance at training and supervisory sessions

- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q95 Professional appearance and demeanor

- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q97 Professional speech, language choices, presentation skills
Q99 Consistency, and accuracy in work
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q101 Perseverance, industry
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q103 Taking initiative
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q105 Flexibility, adaptability to novel and unexpected situations
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
Q107 General attitude and interest in program and assignment
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q109 Insight, sensitivity, commitment, and active participation
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q110 Respect for human diversity
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q111 Poise, tactfulness, and rapport with staff
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q113 Poise, tactfulness, and rapport with students
<table>
<thead>
<tr>
<th>Question</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q115 Poise, tactfulness, and rapport with families</td>
<td>Far exceeds expectations (1)</td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations (2)</td>
</tr>
<tr>
<td></td>
<td>Equals expectations (3)</td>
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<td></td>
<td>Short of expectations (4)</td>
</tr>
<tr>
<td></td>
<td>Far short of expectations (5)</td>
</tr>
<tr>
<td>Q117 Preparation and organization of materials</td>
<td>Far exceeds expectations (1)</td>
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<tr>
<td></td>
<td>Exceeds expectations (2)</td>
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<td>Equals expectations (3)</td>
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<tr>
<td></td>
<td>Short of expectations (4)</td>
</tr>
<tr>
<td></td>
<td>Far short of expectations (5)</td>
</tr>
<tr>
<td>Q119 Preparation and organization of time including prioritization</td>
<td>Far exceeds expectations (1)</td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations (2)</td>
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<tr>
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<td>Equals expectations (3)</td>
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<td></td>
<td>Short of expectations (4)</td>
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<tr>
<td></td>
<td>Far short of expectations (5)</td>
</tr>
<tr>
<td>Q121 Ability to handle construction criticism professionally</td>
<td>Far exceeds expectations (1)</td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations (2)</td>
</tr>
<tr>
<td></td>
<td>Equals expectations (3)</td>
</tr>
</tbody>
</table>
Q123 Ethical practice

☐ Far exceeds expectations (1)
☐ Exceeds expectations (2)
☐ Equals expectations (3)
☐ Short of expectations (4)
☐ Far short of expectations (5)

Q80 Final Evaluation Comments

Q81 Please give your impression of the overall performance of the student

Q82 How has the student's presence benefited the children and adolescents with whom he/she has worked?

Q83 Please give your impression of the student's personal and professional growth as a result of this fieldwork experience.

Q84 Please give recommendations for future professional development

Q108 Please indicate your level of professional comfort with the student progressing to his/her next field placement (Prac I moving to Prac II, Prac II moving to Advanced Prac or Internship or Job)

☐ Extremely comfortable (1)
☐ Somewhat comfortable (2)
☐ Neither comfortable nor uncomfortable (3)
☐ Somewhat uncomfortable (4)
☐ Extremely uncomfortable (5)

Q124 Are you interested in supervising a DU Practicum student next year? (please check all that apply)

☐ Prac I (one day per week beginning January) (1)
☐ Prac II (two days per week beginning at the start of the school year) (2)
☐ Advanced Practicum (doctoral student- two days per week- flexible start time) (3)
☐ Click to say that at this time you will not be available to supervise next year (4)
Q85 Supervisor's Digital Signature
Advanced Practicum: Evaluation of Student Performance

*Evaluations are completed by the Field Supervisor. All evaluations are distributed via Qualtrics.*

---

**Part One: Demographic Information**

Supervisor Name: ________________________________

Date of Evaluation: _______  Supervision Dates: _______ to _______

Trainee Name: ________________________________

Trainee Level: ☐Masters  ☐Doctoral

Trainee Prior Clinical Experience (direct client hours prior to this placement): ______

Advanced Practicum Site Name: ________________________________

Type of Site (e.g., CMHC, Hospital, UCC, VA, etc): ________________________________

How many PhD students have you supervised: ______

APA requires that Supervisors observe supervisees directly. How have you observed this student directly?

___Reviewed video sessions

___Co-led clinical sessions

___Observed clinical sessions

Which of the following activities have you performed as a Supervisor?

___Listened to tapes

___Read session notes

___Discussed cases with student

___Observed Student in Case Report

___Other (Please Describe: ______________________________________________________)}
What percentage of overall Advanced Practicum hours did the student spend in direct and indirect client activities?

_______% Direct (counseling)

_______% Indirect (e.g., case conference, staff meetings, consultation, admin)

Which of the following activities has the student performed?

___ Individual therapy

___ Group therapy

___ Couple and Family therapy

___ Career Counseling

___ Assessment

Other: ____________________________________________

---

**Part Two: Evaluation of Trainee**

This feedback form is consistent with the training model for our Child, Family, and School Psychology program, and the areas of competency listed below have been discussed in literature and are considered the critical areas of knowledge, awareness, and skills for the practice of school psychology. Trainees should be provided feedback based on their level of professional development, *not* relative to peers. Expectations of trainees vary depending on their training level.

Please use the following scale to rate your supervisee on the items below:

+7: Strongly Above Expectations
   - The trainee has shown strong evidence of the knowledge, awareness, and/or skill. Performance is highly consistent.

+6: Above Expectations
   - The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is mostly consistent.

+5: Slightly Above Expectations:
   - The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is fairly consistent

+4: Meets Expectations:
   - The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is inconsistent.
+3: Slightly Below Expectations:
- This is an emerging knowledge, awareness, and/or skill for trainee. The trainee’s knowledge, awareness, and/or skill are not very evident in their performance or discussions. Extra attention and focus should be provided in supervision.

+2: Below Expectations:
- Trainee lacks understanding and demonstrates minimal to no evidence of the knowledge, awareness, and/or skill. Extra attention and focus should be provided in supervision. Remedial work may be required.

+1: Extremely Below Expectations:
- Trainee demonstrates problematic or harmful behavior requiring immediate attention. Immediate attention and remedial work will be required.

N/A
- Not applicable for this training experience or not assessed by this Supervisor.

<table>
<thead>
<tr>
<th>I. Assessment / Diagnosis / Case Conceptualization</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effectively gathers information about the nature and severity of clients’ presenting concerns.</td>
<td></td>
</tr>
<tr>
<td>2. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics.</td>
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<tr>
<td>3. Develops treatment goals that are appropriate.</td>
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<tr>
<td>4. Knowledgeable about and open to various theoretical approaches and their application to diverse clients.</td>
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<tr>
<td>5. Knowledgeable about when to seek further information to conceptualize the client.</td>
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<tr>
<td>6. Demonstrates competence using diagnostic criteria (DSM-V) including differential diagnoses.</td>
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<tr>
<td>7. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.</td>
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OVERALL RATING

Comments:

<table>
<thead>
<tr>
<th>II. Intervention</th>
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<tbody>
<tr>
<td>1. Uses basic interviewing skills effectively, including initiating &amp; terminating the interview appropriately.</td>
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<tr>
<td>2. Ability to form a working alliance with clients.</td>
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<tr>
<td>3. Tolerates difficult emotions and explores clients’ feelings.</td>
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<td>4. Deals with ruptures effectively and negotiates differences with clients.</td>
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<tr>
<td>5. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs.</td>
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<tr>
<td>6. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.</td>
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</tbody>
</table>
7. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies).

8. Considers empirically supported treatments or evidence-based treatments.

9. Prepares clients for termination of treatment appropriately and sensitively.

10. Understands and maintains appropriate professional boundaries with clients.

GROUP:

11. Demonstrates awareness and knowledge of group development and process

12. Formulates specific, demonstrable and realistic treatment goals and discusses with the group

13. Takes appropriate therapeutic actions

OVERALL RATING

Comments:

---

### III. Psychological Testing

| Rating |  
|---|---|
| 1. | Administers and scores psychological tests appropriately, in a standard way, and capably. |
| 2. | Combines test data, referral information, observations and client statements into clear, theoretically verifiable statements about the client. Separates facts based on material at hand from speculations based on theory. Indicates basis for inferences. |
| 3. | Demonstrates ability to develop appropriate recommendations and to relate recommendations to assessment findings and conclusions. |
| 4. | Discusses evaluation results with client in language client can understand. Makes clear to client the status of assessment, statements, whether fact or hypothesis. Spells out for client how assessment is to be used in facilitating |
| 5. | Reports clients’ behaviors accurately (including client posture, expression, and verbalizations) |
| 6. | Backs up inferences about client characteristics (e.g., defensiveness, anxiety, attitudes, etc) with specific behavioral observations. |
| 7. | Selects appropriate assessment procedures based on referral information, initial contact, and continuing interaction with client. |
| 8. | Reports are written in non-technical language and with absence of jargon. Reports address questions raised by referrer--implications of assessment results are spelled out. |

OVERALL RATING

Comments:

---

### IV. Consultation and Outreach

| Rating |  
|---|---|
| 1. | When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines’ contributions. |
| 2. | Knowledgeable about when to consult with other professionals or Supervisors. |
| 3. | Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs. |
| 4. | Demonstrates comfort in presenting to audiences and engages audience when presenting. |
5. Demonstrates clear and effective communication skills in both consultation and outreach.

OVERALL RATING
Comments:

<table>
<thead>
<tr>
<th>V. Personal Characteristics</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness).</td>
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<tr>
<td>2. Empathizes with thoughts, feelings, and needs of others (i.e., empathy).</td>
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<tr>
<td>3. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-management).</td>
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<tr>
<td>4. Demonstrates awareness of one's own feelings toward clients and understands client’s impact on self.</td>
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<tr>
<td>5. Understands impact of self on others including colleagues and clients.</td>
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<tr>
<td>6. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up.</td>
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<tr>
<td>7. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness)</td>
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OVERALL RATING
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<thead>
<tr>
<th>VI. Relationships and Interpersonal Issues (Colleagues, Agency)</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1. Works collaboratively with peers and colleagues.</td>
<td></td>
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<tr>
<td>2. Provides constructive feedback and support to peers.</td>
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<tr>
<td>3. Receives feedback non-defensively from peers.</td>
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<tr>
<td>4. Respects support staff roles and persons.</td>
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<tr>
<td>5. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable.</td>
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OVERALL RATING
Comments:

<table>
<thead>
<tr>
<th>VII. Use of Supervision</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1. Open and non-defensive to Supervisory evaluation and feedback.</td>
<td></td>
</tr>
<tr>
<td>2. Self-reflects and self-evaluates regarding clinical work with clients.</td>
<td></td>
</tr>
<tr>
<td>3. Willing to voice own opinion and does not inappropriately defer to Supervisor. Demonstrates good judgment as to when Supervisory input is necessary.</td>
<td></td>
</tr>
<tr>
<td>4. Communicates self to the Supervisor when appropriate (i.e., transparency)</td>
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<tr>
<td>5. Willing to take risks and acknowledge troublesome areas and make mistakes.</td>
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<tr>
<td>6. Applies what is discussed in supervision to interactions with clients.</td>
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OVERALL RATING
Comments:
### VIII. Management and Administration

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<tr>
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<th>Rating</th>
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<tbody>
<tr>
<td>1.</td>
<td>Follows agency’s policies and operating procedures.</td>
</tr>
<tr>
<td>2.</td>
<td>Documents crisis assessments appropriately.</td>
</tr>
<tr>
<td>3.</td>
<td>Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date.</td>
</tr>
</tbody>
</table>

**OVERALL RATING**

Comments:

### IX. Diversity – Individual and Cultural Differences

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<tr>
<th></th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.</td>
<td>Knowledge of one’s own beliefs, values, attitudes, assumptions in the context of diversity.</td>
</tr>
<tr>
<td>2.</td>
<td>Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases.</td>
</tr>
<tr>
<td>3.</td>
<td>Open to exploring one’s feelings and reactions to power and diversity issues.</td>
</tr>
<tr>
<td>4.</td>
<td>Knowledge about the nature and impact of diversity in different clinical situations.</td>
</tr>
<tr>
<td>5.</td>
<td>Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups.</td>
</tr>
<tr>
<td>6.</td>
<td>Infuses culture and diversity into all aspects of professional work.</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.</td>
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</table>

**OVERALL RATING**

Comments:

### X. Ethical and Legal Standards

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<thead>
<tr>
<th></th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.</td>
<td>Knowledgeable about ethical principles, legal mandates, and standards of professional conduct.</td>
</tr>
<tr>
<td>2.</td>
<td>Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting.</td>
</tr>
<tr>
<td>3.</td>
<td>Seeks appropriate information and consultation when faced with ethical issues and dilemmas.</td>
</tr>
<tr>
<td>4.</td>
<td>Behaves ethically across all aspects of professional work.</td>
</tr>
</tbody>
</table>

**OVERALL RATING**

Comments:

Summary of student’s strengths and outstanding professional skills (these are skills which are above the level to be expected of a student at this level of development):

Summary of student’s skills that need improvement. Please make brief suggestions for working on these skills. (These are skills which are not far below the level expected of a student with comparable training and experience, but which most immediately stand in the way of professional growth):
Summary of deficient areas which need immediate correction. Please make brief suggestions for working on these skills. (These are skills considerably below the level to be expected of a student with comparable training and experience):  

Summary of populations or types of clients the student would benefit from working with in the future:  

Supervisor: ___________________________  Trainee: ___________________________

Printed Name: ________________________  Printed Name: ________________________

Date: _______________________________  Date: _______________________________

Trainee’s Response:  

______________________________
Ph.D. Internship: Evaluation

CFSP School Psychology Doctoral Internship Evaluation

Circle One: Midterm Evaluation Final Evaluation

Part One: Demographic Information

Supervisor Name: ____________________________

Date of Evaluation: _______ Supervision Dates: _______ to _______

Intern Name: ____________________________

Internship Site Name: ____________________________

Type of Site (e.g., CMHC, Hospital, UCC, VA, etc): ____________________________

Major Rotation _____________ Minor Rotation_______________________

How many PhD students have you supervised: _______

APA requires that Supervisors observe supervisees directly. How have you observed this student directly?

___Reviewed video sessions

___Co-led clinical sessions

___Observed clinical sessions

Which of the following activities have you performed as a Supervisor?

___Listened to tapes

___Read session notes

___Discussed cases with student

___Observed Student in Case Report

___Other (Please Describe: ____________________________

___

___

___
What percentage of overall Internship hours did the student spend in direct and indirect client activities?

_________% Direct (e.g., assessment, counseling)

_________% Indirect (e.g., case conference, staff meetings, consultation, admin)

Which of the following activities has the student performed?

___ Individual therapy

___ Group therapy

___ Couple and Family therapy

___ Career Counseling

___ Assessment

Other: ________________________________________________________________

Part Two: Evaluation of Trainee

This feedback form is consistent with the training model for our Child, Family, and School Psychology program, and the APA profession-wide areas of competency. These domains are considered the critical areas of knowledge, awareness, and skills for the practice of school psychology. Interns should be provided feedback based on their level of professional development, not relative to peers. Expectations of interns vary depending on their training level.

Please evaluate the intern’s performance based upon experience and appropriate criteria:

N/A - Not Applicable: Not applicable at this time.

0 - Not observed

1 - Unsatisfactory: Student’s skills reflect insufficient mastery in this area. Student needs additional course-based instruction in this skill.

2 - Needs improvement: Plans should be made to assure student gains extra practice in this skill prior to leaving the program.

3 - Satisfactory: Student’s skills in this area are adequate for practice in the schools; Student should continue to practice this skill under professional supervision.

4 - Competent: Student is comfortably independent in this skill.
5  - Outstanding: Student’s skills in this area are exceptionally strong. Student could be a model practitioner in this skill area.

### A. Knowledge and applications of research.

<table>
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<tr>
<th>N/A</th>
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<tr>
<td></td>
<td>Demonstrates applicable knowledge of research, statistics, and evaluation methods.</td>
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<td></td>
<td>Evaluates research and translates research into practice.</td>
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<td></td>
<td>Plans and conducts applied investigations and program evaluations for improvement of services at the individual, group, and/or organizational levels.</td>
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<td></td>
<td>Demonstrates knowledge of the principles of basic psychological science.</td>
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<tr>
<td></td>
<td>Knowledge of principles of basic psychological science informs practice.</td>
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### B. Ethics and Practices

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<tr>
<td></td>
<td>Demonstrates knowledge of public policies that are applicable to services for children and families.</td>
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<td></td>
<td>Demonstrates knowledge of ethical, professional, and legal standards.</td>
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<td></td>
<td>Practices in ways that are consistent with applicable ethical, professional, and legal guidelines and standards.</td>
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<td></td>
<td>Is aware of competencies and does not accept or seek responsibilities that exceed this level.</td>
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### C. Individual and Cultural Diversity

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<td></td>
<td>Demonstrates tolerance for other’s values and viewpoints.</td>
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<td></td>
<td>Respects and values individual differences in biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors among colleagues, parents, faculty, and students.</td>
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<td></td>
<td>Demonstrates knowledge of individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.</td>
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<td></td>
<td>Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.</td>
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### D. Personal Characteristics

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<tbody>
<tr>
<td>1.</td>
<td>Presents a good personal appearance.</td>
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<tr>
<td>2.</td>
<td>Demonstrates dependability.</td>
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<td>3.</td>
<td>Meets difficult situations with self-control.</td>
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<td>4.</td>
<td>Demonstrates good judgment and common sense.</td>
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<tr>
<td>5.</td>
<td>Communicates and listens effectively.</td>
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<td>6.</td>
<td>Shows concern, respect, and sensitivity for the needs of staff and students.</td>
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### E. Communication and Interpersonal Skills

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- Works collaboratively with colleagues.
- Willing to voice own opinion and does not inappropriately defer to supervisor.
- Receives feedback non-defensively from colleagues and supervisor.
- Willing to acknowledge and correct interpersonal conflict with colleagues if applicable.

### F. Assessment

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- Has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.
- Displays accuracy in scoring and administering.
- Clearly identifies the nature of the referral problem and the purpose of the assessment.
- Uses appropriate assessment instruments that are directly related to the identified problem.

### G. Interventions

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- Provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of children and families.
- Collaborates with others to implement evidence-based interventions to develop appropriate cognitive and academic skills for clients with different abilities, disabilities, strengths, and needs.
- Evaluates the effectiveness of interventions to develop appropriate cognitive and academic skills for clients with different abilities, disabilities, strengths, and needs.
- Collaborates with others to implement evidence-based interventions to develop appropriate behavioral, affective, adaptive, and social skills for clients with different abilities, disabilities, strengths, and needs.
- Evaluates the effectiveness of interventions to develop appropriate behavioral, affective, adaptive, and social responses for clients with different abilities, disabilities, strengths, and needs.
- Demonstrates skill in designing and implementing interventions.
- Demonstrates knowledge of family systems, including family strengths and influences on child development, learning, and
behavior, and of methods to involve families in education and service delivery.

- Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

### H. Supervision

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- Is able to provide constructive feedback and support to colleagues.
- Demonstrate knowledge of supervisory techniques when working with junior colleagues.

### I. Consultation

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<th>5</th>
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</table>
- Is able to apply behavioral, mental health & organizational consultation skills as appropriate for the situation.
- Collaborates to delineate referral concerns in solvable terms using systematic methods.
- Incorporates effective, evidence-based interventions for instructional, behavioral, social, and developmental concerns in consultation cases.
- Systematically evaluates consultation case processes and outcomes.

**Ensure that each student, in addition to professional preparation as a health service psychologist, has a subspecialty in school psychology. This specialization will provide additional expertise related to particular goals/problems of schools and/or learners.**

- Demonstrates knowledge, competencies, and skills in a subspecialty of school psychology as demonstrated by applied work with relevant children, schools, communities, and families.

---

Summarize the student’s strengths and outstanding professional skills (these are skills which are above the level to be expected of a student at this level of development). Please be as specific as possible (i.e., identify specific behaviors and skills).

---

Summarize the student’s skills that need improvement. Please make brief suggestions for working on these skills. (These are skills which are not far below the level expected of a student with comparable training and experience, but which most immediately stand in the way of professional growth). Please be as specific as possible (i.e., identify specific behaviors and skills).

---

Summarize the deficient areas which need immediate correction. Please make brief suggestions for working on these skills. (These are skills considerably below the level to be expected of a student with comparable training and experience). Please be as specific as possible (i.e., identify specific behaviors and skills).
Given the above ratings of the student’s current professional skills, list the three populations or types of clients the student would benefit from working with in the future:


Given the above ratings of the student’s current professional skills, list the three most important goals which should be established for his/her continued professional training:


Supervisor: ___________________________  Trainee: ___________________________

Printed Name: _________________________  Printed Name: _________________________

Date: ________________________________  Date: ________________________________

Intern’s Response:


APPENDIX D: STUDENT SELF REPORT

Practicum I or Practicum II CFSP Student Self Evaluation of Field Performance

As part of our commitment to train our students at the highest level and prepare them for their future careers as school psychologists, the CFSP faculty regularly evaluates students’ skills and professional characteristics at multiple times during the course of their training. The evaluation process includes feedback from CFSP faculty as well as feedback from field site supervisors. Self ratings and impressions of a student's fieldwork are very important and help us to determine a student’s eligibility for field placements and continued progression through the program. The following Field Placement Goals and Performance Evaluation is based on the ten Domains of School Psychology Training and Practice in the NASP (2010) Standards for Training and Field Placement Programs in School Psychology. The domains are not mutually exclusive and are fully integrated into our graduate level curricula, practicum, and internship requirements. Students also are evaluated on professional characteristics critical to effective performance as a school psychologist.

By the end of the first year of Practicum, students are expected to receive a majority of advanced beginner ratings (i.e., 2 ratings) versus novice ratings (i.e., 1 ratings) on the specific domain areas experienced at their site. While there may be several areas where the student had no opportunity to demonstrate skills in a domain area (i.e., N/O ratings), please indicate if the student is ready to move on to a second year practicum. At the end of the second year of Practicum, students should receive competent ratings (i.e., 3 ratings) in many of the domain areas experienced at their site. Most domain areas should receive a rating, but there still may be a few areas where the student had no opportunity to demonstrate skills at this site (i.e., N/O ratings). Again, please indicate at the end of Practicum II if the student is ready to complete an Internship. During Internship, students are still learning and gaining more experience. By the end of Internship, however, students should be functioning at an independent level (i.e., mostly 4 ratings) across all domain areas and must be perceived by their supervisor(s) as ready to graduate and move onto their first position. Thus, students who successfully complete an Internship should be functioning at a performance level expected of school psychologists beginning their first job.

This evaluation will be shared via email with you, the Clinic Director, your University instructor and your Field Placement Supervisor of record. Please meet with your supervisor to discuss your ratings and his/her ratings of your skills.

1 = Novice; 2 = Advanced Beginner; 3 = Competent; 4 = Proficient or Expert (not expected but occasionally seen in experienced students); n/o = No Opportunity; If you have no basis for appraisal, please leave blank.

Definitions
Novices are rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious, do not integrate well, and are highly motivated and dependent. They require close supervision and a high degree of structure.
Advanced Beginners focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.
Competent practitioners are better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.
Proficient practitioners recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

Q3 Supervise and Evaluation Information

Q2 Supervisee Name

Q4 Supervisee Email

Q5 School/ Placement

Q6 Evaluation Period

Q7 Date of Evaluation

Q8 Supervisor Information

Q9 Supervisor Name

Q10 School/Site and School District (if applicable)

Q11 School Address, City and Zip Code

Q12 Phone number (of supervisor)

Q13 Email (of supervisor)

Q14 Indicate all credentials Supervisor holds

○ State Department of Education- School Psychologist (1)

○ NASP- NCSP (2)

○ State- Licensed Psychologist (3)

○ Other (4) ________________________________________________

Q111 Please initial here to indicate that your supervisor directly observed you at some point during the rating period.

Q15 Domain 1: Data-Based Decision Making and Accountability

Q16 Knows varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.

○ (1) Novice (1)

○ (2) Advanced Beginner (2)
Q17 Uses varied models and methods as part of a systematic process to collect data and other information.

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient of Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q18 Uses varied models and methods to translate assessment results into empirically based decisions about service delivery.

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient of Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q19 Uses varied models to evaluate the outcomes of services.

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient of Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q20 Practices such that data-based decision making permeates every aspect of professional practice.

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient of Expert (not expected but occasionally seen in experienced students) (4)
Q21 Please indicate specific, measurable goals for growth in these areas

**Q22 Domain 2: Consultation and Collaboration**

Q23 Knows behavioral, mental health, collaborative, and/or other consultation models and methods.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q24 Applies behavioral, mental health, collaborative, and/or other consultation models and methods appropriately to particular situations.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q25 Collaborates effectively with others in planning and decision making processes at the individual, group, and systems levels.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q26 Please indicate specific, measurable goals for growth in these areas

**Q27 Domain 3: Interventions and Instructional Support to Develop Academic Skills**

Q28 Understands human learning processes, techniques to assess them, and direct and indirect services applicable to the development of cognitive and academic skills.
Q29 Develops, in collaboration with others, appropriate cognitive and academic goals for children and adolescents with different abilities, disabilities, strengths, and needs.

Q30 Implements interventions, including instructional interventions and consultation, to achieve the above goals.

Q31 Evaluates the effectiveness of such interventions.

Q32 Please indicate specific, measurable goals for growth in these areas

**Q33 Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
Q34 Knows human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q35 Develops, in collaboration with others, appropriate behavioral, affective, adaptive, and social goals for children and adolescents with different disabilities, strengths, and needs.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q36 Implements interventions, including consultation, behavioral assessment and intervention, and counseling, to achieve the above goals.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q37 Evaluates the effectiveness of these interventions.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q38 Please indicate specific, measurable goals for growth in these areas
Q39 Domain 5: School-Wide Practices to Promote Learning

Q40 Demonstrates knowledge of general education, special education, and other educational and related services.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q41 Understands schools and other settings as systems.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q42 Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children from birth to 21 years of age.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q43 Please indicate specific, measurable goals for growth in these areas

Q44 Domain 6: Preventative and Responsive Services

Q45 Understands human development, psychopathology, and associated biological, cultural, and social influences on human behavior.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)

No Opportunity (5)

Q46 Provides or contributes to prevention programs that promote the mental health and physical well-being of children and adolescents

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)

No Opportunity (5)

Q47 Provides or contributes to intervention programs that promote the mental health and physical well-being of children and adolescents.

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)

No Opportunity (5)

Q48 Please indicate specific, measurable goals for growth in these areas

Q49 Domain 7: Family-School Collaboration Services

Q50 Demonstrates knowledge of family systems, including family strengths and influences on child and adolescent development, learning, and behavior, and of methods to involves families in education and service delivery.

(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)

No Opportunity (5)

Q51 Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families.

(1) Novice (1)
Q52 Please indicate specific, measurable goals for growth in these areas

**Q53 Domain 8: Diversity in Development and Learning**

Q54 Knows individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q55 Demonstrates the culturally competent skills needed to work with individuals of diverse characteristics.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q56 Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)
Q57 Please indicate specific, measurable goals for growth in these areas

**Q58 Domain 9: Research and Program Evaluation**

Q59 Demonstrates knowledge of research, statistics, and evaluation methods.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q60 Evaluates research studies and translates research into practice.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q61 Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

- (1) Novice (1)
- (2) Advanced Beginner (2)
- (3) Competent (3)
- (4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
- No Opportunity (5)

Q62 Please indicate specific, measurable goals for growth in these areas

**Q63 Domain 10: Legal, Ethical, and Professional Practice**

Q64 Demonstrates knowledge of the history and foundations of the profession; of various services and methods; of public policy development applicable to services for children, adolescents, and families; and of ethical, professional, and legal standards.

- (1) Novice (1)
- (2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q65 Practices in ways that are consistent with ethical standards.
(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q66 Has the knowledge and skills needed to acquire career-long professional development
(1) Novice (1)
(2) Advanced Beginner (2)
(3) Competent (3)
(4) Proficient or Expert (not expected but occasionally seen in experienced students) (4)
No Opportunity (5)

Q67 Please indicate specific, measurable goals for growth in these areas

Q68 Professional Qualities

Q89 Please answer the following questions about your supervisee's professional work characteristics.

Q91 Punctuality and attendance
Far exceeds expectations (1)
Exceeds expectations (2)
Equals expectations (3)
Short of expectations (4)
Far short of expectations (5)

Q93 Attendance at training and supervisory sessions
Far exceeds expectations (1)
Q95 Professional appearance and demeanor
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q97 Professional speech, language choices, presentation skills
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q99 Consistency, and accuracy in work
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q101 Perseverance, industry
- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
○ Far short of expectations (5)

Q103 Taking initiative
○ Far exceeds expectations (1)
○ Exceeds expectations (2)
○ Equals expectations (3)
○ Short of expectations (4)
○ Far short of expectations (5)

Q105 Flexibility, adaptability to novel and unexpected situations
○ Far exceeds expectations (1)
○ Exceeds expectations (2)
○ Equals expectations (3)
○ Short of expectations (4)
○ Far short of expectations (5)

Q107 General attitude and interest in program and assignment
○ Far exceeds expectations (1)
○ Exceeds expectations (2)
○ Equals expectations (3)
○ Short of expectations (4)
○ Far short of expectations (5)

Q109 Insight, sensitivity, commitment, and active participation
○ Far exceeds expectations (1)
○ Exceeds expectations (2)
○ Equals expectations (3)
○ Short of expectations (4)
○ Far short of expectations (5)

Q110 Respect for human diversity
○ Far exceeds expectations (1)
Q111 Poise, tactfulness, and rapport with staff
• Far exceeds expectations (1)
• Exceeds expectations (2)
• Equals expectations (3)
• Short of expectations (4)
• Far short of expectations (5)

Q113 Poise, tactfulness, and rapport with students
• Far exceeds expectations (1)
• Exceeds expectations (2)
• Equals expectations (3)
• Short of expectations (4)
• Far short of expectations (5)

Q115 Poise, tactfulness, and rapport with families
• Far exceeds expectations (1)
• Exceeds expectations (2)
• Equals expectations (3)
• Short of expectations (4)
• Far short of expectations (5)

Q117 Preparation and organization of materials
• Far exceeds expectations (1)
• Exceeds expectations (2)
• Equals expectations (3)
• Short of expectations (4)
Q119 Preparation and organization of time including prioritization

- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q121 Ability to handle construction criticism professionally

- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q123 Ethical practice

- Far exceeds expectations (1)
- Exceeds expectations (2)
- Equals expectations (3)
- Short of expectations (4)
- Far short of expectations (5)

Q80 Final Evaluation Comments

Q81 Please give your impression of your overall performance

Q82 How has your presence benefited the children and adolescents with whom you worked?

Q83 Please give your impression of your personal and professional growth as a result of this fieldwork experience.

Q84 Please indicate specific goals for future professional development

Q85 Supervises Digital Signature
Advanced Practicum: Site Evaluation

*Evaluations are completed by the student. All evaluations are distributed via Qualtrics.*

Student Name ___________________________________________ Date: __________________

Site: ____________________________________________________

Address: __________________________________________________

Supervisor: ________________________ Phone: _______ Email __________

Academic Quarter: □ Fall □ Winter □ Spring □ Summer Year:___________

Check all the clinical opportunities that are available on this site:

Activities

□ Counseling
  □ Individual Counseling
  □ Career Counseling
  □ Marriage and Family Counseling
  □ Group Counseling (specify populations):
  □ Consulting (specify with whom):
  □ Assessment
  □ Other (specify):

Types of Clients Served:

□ Men
□ Women
□ Adolescents
□ Children
□ Special populations (specify):

What kind of supervision is provided?

□ Individual Supervision: Hours/week________
□ Group Supervision: Hours/week________
  Number of students in group _____________

Answer the following questions:

1. What are the Field responsibilities of the Advanced Practicum student?
2. What is the theoretical orientation of the supervision (i.e., quality and style)?
3. Are there unique demands of this site that were unexpected?
4. Do you have any comments about this site you feel would be helpful to an interested student?
5. Is there an opportunity for a paid Advanced Practicum?
   □ No
   □ Yes: How much? ________________
6. Would you recommend this site?
   □ No
☐ Yes – highly
☐ Yes - under the following conditions (e.g., must have prior experience with XXX, request a specific Supervisor, XXX is main type of service, etc.):
APPENDIX E: ASSIGNMENTS

Practicum I and Practicum II Case Study Writing Guidelines

_____ The report is formatted using the headers in the scoring rubric and as outlined above.

_____ The report is typed in Times New Roman 12 pt font with one-inch margins.

_____ The report is typed single-spaced.

_____ All Figures, References, and Appendices conform to APA style.

_____ Figures are clearly labeled on both axes with different fonts/symbols to display data, NOT color.

_____ Figures and Appendices are ordered in the same sequence as introduced in the text.

_____ A variety of approaches were used to Review, Interview, Observe, and Test (RIOT) hypotheses:
   • Review and error analysis of work samples
   • Interviews – informal or semi-structured
   • Think aloud interview data
   • Observation data: behavioral – typically reported and % of time on-task or off-task
   • Observation data: narrative – typically reported as an environmental rating like the FAAB
   • Third party or self reports
   • Third party or self ratings
   • CBA – typically reported as percent or number correct
   • CBM – typically reported as rate or fluency – (e.g., # of Correct Digits Per Minute – CDPM)
   • Classroom quizzes or test results
   • Dynamic or play assessment outcomes
   • Standardized test instruments - full scale scores or subscale scores
   • Other approaches

_____ Report has been proofed for
   • Complete sentences
   • Correct spelling
   • Correct capitalization
   • Correct punctuation
   • Correct grammar, especially tense agreement
   • Consistency of terms and acronyms throughout the text

_____ The text is no longer than 12 single-spaced pages, including Figures but excluding References and Appendices.

* See www.nasponline.org
Practicum II NASP Case Study Grading Rubric

Refer to the rubric below as a tool to guide your approach and implementation of the case study. This is the same case study format utilized during your Field Practicum.

Do NOT include identifying information in the case study.

**NASP Case Study Format**

________________________Student Name

________________________Case Study Student Initials

“The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The following rubric will be used to evaluate the submitted case study. The NASP Case Study format must be in a 12 point, Times New Roman font, word-processed document that does not exceed 12 pages including charts and graphs.” ([www.nasponline.org](http://www.nasponline.org))

### Section 1: Problem Identification

<table>
<thead>
<tr>
<th>Standard</th>
<th>Very Effective (3 pts. Possible)</th>
<th>Effective (2 points possible)</th>
<th>Needs Development (0-1 point possible)</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The student’s behavior is defined in the context of appropriate grade and/or peer expectations, e.g. local norms</td>
<td>The student’s behavior is operationally defined</td>
<td>The student’s behavior is identified but not operationally defined</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>The discrepancy between current and desired level of performance is explained in terms of context and social validity</td>
<td>The behavior is operationally defined or quantified in terms of both current and desired levels of performance</td>
<td>The behavior is not operationally defined in terms of both current and desired levels of performance</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Base line includes the student behavior and peer/grade norms and expectations with computed trend lines</td>
<td>A baseline for the student behavior is established using sufficient data</td>
<td>A baseline for the student behavior is not established or has insufficient data</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>The student behavior is identified in terms of the possible interaction of skill and performance deficit</td>
<td>The student behavior is identified as a skill and/or performance deficit</td>
<td>The student behavior is not identified as a skill and/or performance deficit</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Very Effective (3 pts. Possible)</td>
<td>Effective (2 pts. Possible)</td>
<td>Needs Development (0-1 point possible)</td>
<td>Points Earned</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>2.2</td>
<td>Hypotheses are generated through collaboration with one or more stakeholder (teacher, parent, community professionals, etc.)</td>
<td>One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home</td>
<td>Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>There are multiple sources of data that converge on each proposed hypothesis</td>
<td>There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include record review and one or more of the following: interview, observation, testing, and self report</td>
<td>Appropriate data are very limited or not collected to confirm or reject the hypotheses</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Hypotheses include discussion of the interaction and potential impact of any identified issues of diversity.</td>
<td>Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)</td>
<td>Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)</td>
<td></td>
</tr>
</tbody>
</table>

Section 2: Problem Analysis
### Section 3: Intervention

<table>
<thead>
<tr>
<th>Standard</th>
<th>Very Effective (3 pts. Possible)</th>
<th>Effective (2 pts. Possible)</th>
<th>Needs Development (0-1 pt. possible)</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>N/A</td>
<td>Intervention is linked to observable, measurable goal statement(s)</td>
<td>Interventions is not linked to observable, measurable goal statement(s)</td>
<td></td>
</tr>
<tr>
<td>2.1 2.3</td>
<td>Intervention(s) selection is based on data from problem analysis and hypothesis testing</td>
<td>Intervention(s) selection is not based on data from problem analysis and hypothesis testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Interventions(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)</td>
<td>Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Intervention(s) is developed collaboratively</td>
<td>Interventions(s) is not developed collaboratively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 2.6 2.8 2.9</td>
<td>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</td>
<td>Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>Logistics of setting, time, resources and personnel are included in the intervention plan</td>
<td>Logistics of setting, time, resources and personnel are not included in the intervention plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 2.3</td>
<td>Intervention selection considers unintended outcomes or limitations (BE SURE TO INCLUDE THIS)</td>
<td>Intervention selection does not consider unintended outcomes or limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Intervention is monitored and data are provided to</td>
<td>Treatment integrity is not monitored</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 4: Evaluation

<table>
<thead>
<tr>
<th>Standard</th>
<th>Very Effective (3 pts. Possible)</th>
<th>Effective (2 pts possible)</th>
<th>Needs Development (0-1 pt. possible)</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9 2.11</td>
<td>Charting includes student performance trend lines, and/or goal lines</td>
<td>Progress monitoring data are demonstrated on a chart</td>
<td>Progress monitoring data are not demonstrated on a chart</td>
<td></td>
</tr>
<tr>
<td>2.1 2.9</td>
<td>Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings</td>
<td>Progress monitoring data are demonstrated to be effective when compared to baseline data</td>
<td>Intervention is not demonstrated to be effective through data comparison</td>
<td></td>
</tr>
<tr>
<td>2.9 2.3</td>
<td>Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)</td>
<td>Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)</td>
<td>Data are not used to inform further problem solving and decision making</td>
<td></td>
</tr>
<tr>
<td>2.1 2.3</td>
<td>Strategies for transfer/generalizing outcomes to other settings are documented as effective</td>
<td>Strategies for transfer/generalizing outcomes to other settings are addressed</td>
<td>Strategies for transfer/generalizing outcomes to other settings are not addressed</td>
<td></td>
</tr>
<tr>
<td>2.2 2.8</td>
<td>Modifications for future interventions are considered based upon collaborative examination of effectiveness data</td>
<td>Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel</td>
<td>Effectiveness of intervention is not shared or communicated</td>
<td></td>
</tr>
<tr>
<td>2.1 2.3</td>
<td>Strategies for follow-up are developed and implemented</td>
<td>Suggestions for follow-up are developed (e.g., continued progress)</td>
<td>Suggestions for follow-up are not developed</td>
<td></td>
</tr>
</tbody>
</table>


**Evaluation Criteria:**

- 47-58 total points (Very proficient)
- 41-46 total points (Proficient)
- 0-40 total points (Needs development)
Advanced Practicum: Guidelines for case presentation

Although various formats may be used, psychosocial or case summaries generally include certain information. The following can be used as a guide.

CASE HISTORY OUTLINE

Identifying Data
Include demographic data such as age, race, sex, marital status and occupation (employment, school, house person). Also, include a description of the client's general appearance, behavior, mood, and manner of relating to you.

Presenting Problem
A brief statement, including the client's own words if possible, of why he/she came or was brought to see you. There may be more than one person. Also, include a statement of how other significant persons view the situation (e.g., family members, teachers, peers).

Source of Referral

History of Present Problem
Include an elaborated description of the current problem as well as information about its onset, severity, apparent precipitating causes, and effect on others. Also, include the client's understanding of the problem and his/her attitude toward counseling.

Biographical Information

Interpersonal Relationships:
- Include relevant family situation (past and present), relationships with peers, and general style of relating to others.

Educational History:
- Describe current grade level (or highest grade completed) and degree of success and satisfaction with schooling.

Work History:
- List jobs, including current employment and satisfaction.

Medical History
Include information about general health, significant illnesses, injuries and hospitalization, drugs, etc.

Testing Information
Include rationale why specific instruments were chosen.

Conceptualization
Conceptualize the client's problem and significant contributing factors based on your theoretical framework. Explain the symptoms, their cause, etc., from the perspective of theory.

Treatment Plan
Formulate your (and your client's) goals for treatment/intervention. Describe any specific procedures to be used, specifying how this plan fits into your theoretical framework. Include information about client's strengths which can be utilized toward achieving these goals.

**Course of Treatment**
Describe the course of treatment including progress monitoring, success or failure, reformulation of the problem, and goals and problems yet to be dealt with.

**Questions for the Class**
Identify areas of your uncertainty in the process of gathering information, diagnosing, planning and conducting counseling sessions for this particular case and formulate questions for your classmates designed to help you improve your work.
## Summary of Ed.S Internship Assignments and Responsibilities

All submissions will be done on the Canvas site for your internship section; Always keep copies of EVERYTHING that you send.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Internship Field Supervision Agreement</td>
<td>Due by start of internship</td>
</tr>
<tr>
<td>Contract</td>
<td></td>
</tr>
<tr>
<td>2. Field Placement Goals and Performance</td>
<td>1. Initial goals uploaded to Canvas – due by late September/October</td>
</tr>
<tr>
<td>Evaluations (online)</td>
<td>(specific date to be determined by University Internship Supervisor);</td>
</tr>
<tr>
<td></td>
<td>complete Field Placement Goals and Performance Evaluation prior to</td>
</tr>
<tr>
<td></td>
<td>meeting with Field Supervisor and University Internship Supervisor;</td>
</tr>
<tr>
<td></td>
<td>to be discussed at initial onsite meeting; signatures required. Scan</td>
</tr>
<tr>
<td></td>
<td>signed goals form and upload to Canvas.</td>
</tr>
<tr>
<td></td>
<td>2. Field Supervisor will complete online mid-year Performance Evaluation</td>
</tr>
<tr>
<td></td>
<td>by end of January.</td>
</tr>
<tr>
<td></td>
<td>3. Field Supervisor will complete online final Performance Evaluation</td>
</tr>
<tr>
<td></td>
<td>by mid-May (specific dates to be determined by University Internship</td>
</tr>
<tr>
<td></td>
<td>Supervisor.</td>
</tr>
<tr>
<td>3. Time Sheet Logs</td>
<td>Use Excel spreadsheet provided by CFSP to document internship time;</td>
</tr>
<tr>
<td></td>
<td>due the last week of each quarter. Print out summary page to be signed</td>
</tr>
<tr>
<td></td>
<td>by Field Supervisor and upload to Canvas; retain all spreadsheets until</td>
</tr>
<tr>
<td></td>
<td>end of internship; signatures required on summary sheets.</td>
</tr>
<tr>
<td>4. Quarterly Updates</td>
<td>Discussion/Reflections on Canvas, at least two submissions for each</td>
</tr>
<tr>
<td></td>
<td>quarter.</td>
</tr>
<tr>
<td>5. Internship Case Studies</td>
<td>Due late-February and early-April (specific date to be determined by</td>
</tr>
<tr>
<td></td>
<td>University Internship Supervisor). Submit proposal to University</td>
</tr>
<tr>
<td></td>
<td>Internship Supervisor for case studies including description of student’s</td>
</tr>
<tr>
<td></td>
<td>needs and plans for intervention and data collection, along with</td>
</tr>
<tr>
<td></td>
<td>description of alternative case as a back-up plan, by end of October.</td>
</tr>
<tr>
<td>6. Professional In-Service Presentation</td>
<td>Due late-January (specific date to be determined by University Internship</td>
</tr>
<tr>
<td></td>
<td>Supervisor). Submit brief proposal for presentation, including when you</td>
</tr>
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<td></td>
<td>plan to</td>
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</tr>
<tr>
<td><strong>7. Documentation of Internship Completion</strong></td>
<td>Due by end of May (specific date to be determined by University Internship Supervisor). Copy of form signed by student, Field Supervisor, and University Internship Supervisor must be uploaded to Canvas. Signatures required.</td>
</tr>
<tr>
<td><strong>8. Vita</strong></td>
<td>Due by mid-May (specific date to be determined by University Internship Supervisor)</td>
</tr>
<tr>
<td><strong>9. Praxis Exam scores</strong></td>
<td>Due by early March to CFSP Program ASA, also upload copy of scores to Canvas (specific date to be determined by University Internship Supervisor)</td>
</tr>
<tr>
<td><strong>10. Supervisor Recognition Breakfast</strong></td>
<td>Attend breakfast and present brief statement describing your internship and how your supervisor contributed to your professional growth, whether or not your supervisor is able to attend. If your supervisor is able to attend, also present a plant and describe why you chose that plant for your supervisor. To be scheduled near end of Spring Quarter.</td>
</tr>
</tbody>
</table>

Please make sure all forms that require signatures have been signed and dated. Also, make sure that case studies and in-service presentations are clearly labeled and dated. Please note that you may be asked to “double” upload items into your Internship Course Canvas and your Advising Canvas. Unless otherwise stated all forms are to be submitted electronically.
Doctoral Internship in School Psychology Portfolio Scoring Rubric

Student: _____________________  DCT: __________________   Date: ____________

NOTE:
1) This form is completed by the DCT
2) This will be submitted in Week 8 of the Spring Quarter of the internship year
3) A grade of 3 or better is required for all items to pass the internship.
4) Each section should have a short written introduction that (a) describes the evidence and (b) explains how the evidence demonstrates their competencies in the area.

Ratings:
1 = Unsatisfactory:
Does not meet expectations for the level of training; student needs much more practice and supervision than most students at the same level.

2 = Needs Improvement: Plans should be made to assure student gains extra practice in this skill prior to leaving the program.

3 = Satisfactory: Meets expectations for the level of training; appropriate levels of continued supervision and training are recommended

4 = Competent: Student is comfortably independent in this skill; little or no additional supervision or practice is required at this time.

5 = Outstanding: Student’s skill in this area are exceptionally strong; Student could be a model practitioner in this skill area.

<table>
<thead>
<tr>
<th>Portfolio Requirement</th>
<th>Task/Activity</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title page with student name and placement information</td>
<td></td>
<td>YES/NO</td>
</tr>
<tr>
<td>2. Table of contents</td>
<td></td>
<td>YES/NO</td>
</tr>
<tr>
<td>3. Student’s professional vita and Supervisors professional vita with licensure documentation</td>
<td>Maintain a log of internship hours that include all activities.</td>
<td>YES/NO</td>
</tr>
<tr>
<td>4. Logs of Internship Hours including documentation of assessment activities, supervision, collaboration and consultation</td>
<td>Maintain a log of internship hours that include all activities.</td>
<td>YES/NO</td>
</tr>
<tr>
<td>5. Documentation of Internship Contract or APA/APPIC Acceptance letter</td>
<td>Present documentation of letter of acceptance and/or internship contract.</td>
<td>YES/NO</td>
</tr>
<tr>
<td>6. Evaluations by site supervisors (Midterm and final evaluations)</td>
<td>Copy of mid-term and final evaluation. Documentation of successful completion of internship (Letter of completion).</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>

**Knowledge of basic psychological science.**
Possible Evidence Sources  Rating & Notes
<table>
<thead>
<tr>
<th>Knowledge and applications of research.</th>
<th>Possible Evidence Sources</th>
<th>Rating &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates applicable knowledge of research, statistics, and evaluation methods.</td>
<td>Participate in research activities beyond dissertation including poster presentation, article review, etc.</td>
<td></td>
</tr>
<tr>
<td>Evaluates research and translates research into practice.</td>
<td>Examples of activities that may also satisfy this domain may include: A single case design, a functional behavioral assessment, program evaluation, needs assessments.</td>
<td></td>
</tr>
<tr>
<td>Plans and conducts applied investigations and program evaluations for improvement of services at the individual, group, and/or organizational levels.</td>
<td>Participate in a research group which result in a product such as an article, presentation or poster session.</td>
<td></td>
</tr>
<tr>
<td>Note: Each section should have a short written introduction that (a) describes the evidence and (b) explains how the evidence demonstrates their competencies in the area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethics and Practices</th>
<th>Possible Evidence Sources</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of public policies that are applicable to services for children and families.</td>
<td>Organize, or participate in an ethics workshop. If you organize an ethics workshop, provide the information presented as part of the workshop (ppt, handouts)</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of ethical, professional, and legal standards.</td>
<td>Describe in detail an ethical dilemma that you have experienced and how it was resolved</td>
<td></td>
</tr>
<tr>
<td>Practices in ways that are consistent with applicable ethical, professional, and legal guidelines and standards.</td>
<td>List ethics workshops or training sessions that you attended and write a brief reflection piece on the experience.</td>
<td></td>
</tr>
<tr>
<td>Is aware of competencies and does not accept or seek responsibilities that exceed this level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional review of literature and ethical guidelines about a particular population or problem (i.e. children of undocumented workers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision notes that refer to ethical, legal, and/or professional issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision notes that address limitations of competency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individual and Cultural Diversity</strong></td>
<td><strong>Possible Evidence Sources</strong></td>
<td><strong>Rating</strong></td>
</tr>
<tr>
<td>Respects and values individual differences in biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors among colleagues, parents, faculty, and students.</td>
<td>Case study or reflective paper that describes a clinical intervention.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.</td>
<td>A consultation regarding a low incidence case.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.</td>
<td>Assessment indicative of a sensitivity, respect, and knowledge of clients from diverse backgrounds.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate tolerance for other’s values and view point</td>
<td>Activity log indicating a diversity of clients served (gender, ethnicity, SES, etc.)</td>
<td></td>
</tr>
<tr>
<td>Note: Each section should have a short written introduction that (a) describes the evidence and (b) explains how the evidence demonstrates their competencies in the area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Possible Evidence Sources</strong></td>
<td><strong>Rating &amp; Notes</strong></td>
</tr>
<tr>
<td>Has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.</td>
<td>Two (2) exemplary psychological assessments that, as appropriate, includes: a) a variety of assessment methods, interviews, and observations used to identify the need for the project; b) a comprehensive report that demonstrates your knowledge of the relevant developmental, biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, linguistic and educational factors that may affect the targeted population; c) documentation of communication/collaboration activities with the relevant population.</td>
<td></td>
</tr>
</tbody>
</table>
stakeholders (such as parents, teachers, specialists, and community resources); d) a detailed implementation plan including documentation of ongoing formative and summative evaluations. Please see the GSU Portfolio Documentation form

Assessment could include organizational, classroom, individual or group focused.

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Possible Evidence Sources</th>
<th>Rating &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of children and families.</td>
<td>A case study of an intervention.</td>
<td></td>
</tr>
<tr>
<td>Collaborates with others to implement evidence-based interventions to develop appropriate cognitive and academic skills for clients with different abilities, disabilities, strengths, and needs.</td>
<td>Program evaluation</td>
<td></td>
</tr>
<tr>
<td>Evaluates the effectiveness of interventions to develop appropriate cognitive and academic skills for clients with different abilities, disabilities, strengths, and needs.</td>
<td>Documentation and description of a group or individual intervention.</td>
<td></td>
</tr>
<tr>
<td>Collaborates with others to implement evidence-based interventions to develop appropriate behavioral, affective, adaptive, and social skills for clients with different abilities, disabilities, strengths, and needs.</td>
<td>Classroom guidance</td>
<td></td>
</tr>
<tr>
<td>Evaluates the effectiveness of interventions to develop appropriate behavioral, affective, adaptive, and social responses for clients with different abilities, disabilities, strengths, and needs.</td>
<td>Prevention effort</td>
<td></td>
</tr>
<tr>
<td>Demonstrates skill in designing and implementing interventions.</td>
<td>Development of primary, secondary, or tertiary prevention project.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of family systems, including family strengths and influences on child development, learning, and behavior, and of methods to involve families in education and service delivery.</td>
<td>Parent-training activities</td>
<td></td>
</tr>
<tr>
<td>Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families</td>
<td>Teacher training activities</td>
<td></td>
</tr>
<tr>
<td>Note: Each section should have a short written introduction that (a) describes the evidence and (b) explains how the evidence demonstrates their competencies in the area.</td>
<td>Others intervention methods/activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultation</th>
<th>Possible Evidence Sources</th>
<th>Rating &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A case study of an intervention.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Documentation and description of a group or individual intervention.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom guidance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prevention effort</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of primary, secondary, or tertiary prevention project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent-training activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher training activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others intervention methods/activities</td>
<td></td>
</tr>
<tr>
<td><strong>Is able to apply behavioral, mental health &amp; organizational consultation skills as appropriate for the situation.</strong></td>
<td><strong>Two exemplary consultation reports.</strong></td>
<td><strong>Transcript and/or videotape of an Exemplary consultation interview.</strong></td>
</tr>
<tr>
<td><strong>Collaborates to delineate referral concerns in solvable terms using systematic methods.</strong></td>
<td><strong>Possible Evidence Sources</strong></td>
<td><strong>Rating &amp; Notes</strong></td>
</tr>
<tr>
<td><strong>Collaborates to delineate referral concerns in solvable terms using systematic methods.</strong></td>
<td><strong>A clear description of sub-specialty and activities demonstrating competencies.</strong></td>
<td><strong>Examples of such activities may include a case study, program evaluation, an intervention, or a training program that is specific to your cognate/subspeciality.</strong></td>
</tr>
<tr>
<td><strong>Incorporates effective, evidence-based interventions for instructional, behavioral, social, and developmental concerns in consultation cases.</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Systematically evaluates consultation case processes and outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> Each section should have a short written introduction that (a) describes the evidence and (b) explains how the evidence demonstrates their competencies in the area.</td>
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</tbody>
</table>
Practicum I, Practicum II, and Ed.S. Internship: Parental Permission for Student Participation

Dear Parent:

My name is ________________________. I am a graduate student in the Child, Family, and School Psychology (CFSP) Program at the University of Denver. As a part of my ______ coursework, I am required to complete many outside projects that involve working directly with children between the ages of 3 and 17 years old.

The purpose of these assignments is to allow me to practice and develop skills that will help me become an effective school psychologist. These assignments also allow for faculty members to provide direct feedback on my performance, while also improving the educational process for students at DU.

All information gathered in these assignments will be kept confidential and remain anonymous (i.e., I do not need to include names). Although I will be sharing my observations and ideas with other graduate students in the CFSP program, my classmates will not be told any information that could identify you or your child. All CFSP students have learned to follow strict confidentiality guidelines. Therefore, none of the information discussed in class is shared with anyone else outside of our class community.

The only time information cannot remain confidential is if any information I gather during my assignments reveals that someone has been, is being, or will be harmed. In this case, it is my professional duty to notify proper authorities in order to protect the individuals involved.

No action will be taken against you or your child if you decide not to let your child participate.

Thank you for your consideration. If you have any questions, please contact my professor, ______________________ at (303) 871-____ or ________________@du.edu.

Sincerely,
PARENTS ONLY

☐ I AGREE to allow _________________, a CFSP graduate student to work with my child in the following capacities (see below checklist).

☐ I DO NOT AGREE to allow _________________, a CFSP graduate student to work with my child in the following capacities (see below checklist).

________________________________________  _____________________
Signature                              Date

________________________________________  _____________________
Printed Name                          Relationship to Child

CFSP STUDENTS ONLY

Please select all activities that apply:
☐ Observation
☐ Video Recording
☐ Audio Recording
☐ Functional Behavioral Assessment (FBA)
☐ Behavioral Intervention Plan (BIP)
☐ Academic Intervention
☐ Individual Counseling
☐ Group Counseling
☐ Student Interview
☐ Teacher Interview
☐ Cognitive Assessment
☐ Academic Achievement Assessment
☐ Social/Emotional Assessment
APPENDIX G: CLINIC PROCEDURES

*It is noted that variations in the procedures may happen to unique situations.*

**Case Preparation**

Please note that when assigned a client case, students will schedule supervision time with the Clinic Director or Graduate Supervisor outside of the regular meeting time. Students should prepare for scheduled supervision by reviewing pertinent case materials, protocols, and preparing coherent case review summaries prior to all supervision meetings. All forms referenced in this procedural overview are located in the clinic server, and the Clinic Director’s office.

Although accommodations must occasionally be made, the following are step-by-step procedures that students enrolled in Clinic will observe and follow when providing assessment services to clinic clients:

<table>
<thead>
<tr>
<th><strong>CLINIC CASE PROCEDURES</strong></th>
</tr>
</thead>
</table>
| **Phone Intake** | ▪ Clients are screened by the Clinic Director/Clinic Supervisor/Graduate Assistant and when accepted for an appointment, a “New Client Information Form” is completed by the instructor, graduate supervisor, or clinic assistant.  
▪ Parents/Guardians and young adult clients are informed that they may bring additional records (i.e., report cards, work samples, prior testing) to the interview if applicable.  
▪ A new client packet is sent home to the client and his/her family explaining Clinic procedures, fees, and appointment dates for interview, testing, and feedback session, as well as a parent questionnaire. |
| **Client Preparation** | ▪ On interview day: Referral information for clients will be provided to graduate students by the Clinic Director/Clinic Supervisor/Graduate Assistant via a copy of the completed “New Client Information Form.” This form will be stapled to a folder with the client’s name and will serve as the organization source in which to keep all pertinent assessment information.  
▪ Clinic Director/Clinic Supervisor/Graduate Assistant will conduct the initial greeting with parents/young adult and collect the following forms: “Disclosure and Clinic Information Form” and depending on the client, either the “Parent/Guardian Questionnaire” or “Young Adult Questionnaire.” All forms will be given to the assigned Team Lead graduate student. Note: the “Disclosure and Clinic Information Form” must be signed by either Clinic Director/Supervisor during greeting.  
▪ Graduate students will review the Parent/Guardian or Young Adult Questionnaire as well as request that any additional shared records be copied for later interpretation. Content from the questionnaire can be referenced during the interview session, as needed. |
| **Initial Consultation** | ▪ The interview process allows graduate students to ensure that they understand the parent’s or client’s concerns and what they hope to get out of the assessment process. It also influences the final choice of instruments. |
- Lead Trainees will take a total of 50 minutes for the general interview component. Use the clinic approved “Initial Consultation Form – Child Version” when interviewing parents about their child and the or “Initial Consultation Form – Adult Version” when interviewing young adult clients.
- Secondary Trainees and Observers will observe the interview, complete the same forms from the observation deck with supervision from Clinic Director/Supervisor.
- After approximately 50 minutes, the Lead Trainees will conclude the interview and join the team in the observation room for consultation on presenting concerns and measure selection.
- Although clients have received a timetable, let parents, students, and adult clients know what you expect the general timeline from the initial meeting to the time of feedback to be. Clients are usually eager for results and should be given a realistic estimate of how long it will take. The entire process usually takes between six and eight weeks.
- The interview process concludes with the Clinic Director/Supervisor and lead graduate students proposing an assessment battery to parents/clients and total fees, as outlined in the “Financial Agreement for Assessment Form” and confirming appointment dates for testing.
- If a school observation was discussed, it is the responsibility of lead graduate students to schedule. School-based observations are conducted by graduate-student colleagues who will not have direct contact with the client in the Clinic.
- Lead graduate students are responsible for coordinating the order of assessments with team.
- Team Leads will load all materials, including forms and parent/client provided records, onto the HIPAA compliant server.

**Testing**

- Be well prepared to administer the selected assessments. This requires planning and practice. Reviewing administration guidelines is critical, but is not enough. You must practice administering the test to ensure that your administration is fluid and meets standardization requirements.
- Clinic cases may require anywhere between 1-3 days of testing, with an average of 2.
- Graduate students must arrive 30 minutes prior to scheduled testing with their client in order to arrange the room and testing materials as well as delegate tasks with their 1st year team members. Be organized. **Prep your protocol ahead of time!!**
- **1st year tasks include** taking behavior observations of testing sessions and writing up the background section of the report using all information gathered during the initial consultation (i.e., questionnaires, interview forms, additional data provided by parents/client).
- Lead graduate student will conduct assessments as planned. Remember that both the parents and the student will be nervous. Make eye contact (if culturally appropriate), smile, and to be positive. Communicate what the
**Agenda**

- Agenda will be and when the parent can expect to see his/her student again.
  - All completed assessments will be stored in a double-locked manner in accordance with HIPAA and ethical standards for psychological practice.

*NOTE: You are responsible for checking out any necessary assessment kits and protocols prior to your testing sessions.*

**IMPORTANT** The assessment fee deposit (equal to half the total fee amount) should be collected by the Clinic Director/Supervisor at the time of the first testing session and the remainder of the fee balance should be collected by the feedback session. Payment(s) will be kept in a metal cash box in the Clinic Director’s office, with receipts provided to parents/clients upon immediate rendering of payments.

<table>
<thead>
<tr>
<th>Feedback(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback sessions are scheduled to last a total of one hour with parents/clients. On occasion, a case may have a student feedback session to explain results to minors.</td>
</tr>
<tr>
<td>Make sure that you and the Clinic Director are in agreement and have a common understanding regarding the main points to be presented during the feedback session with the parents.</td>
</tr>
<tr>
<td>During feedback, graduate students are expected to review the testing that was completed using multi-modal presentation techniques. Visual-aids are highly recommended and available on the server.</td>
</tr>
<tr>
<td>Be sensitive to how intimidating the entire assessment process is for children and families. Avoid jargon during the feedback session and in the written report.</td>
</tr>
<tr>
<td>Graduate students must also be prepared to answer any questions the family may have; check often for understanding and comfort level!</td>
</tr>
<tr>
<td>Link recommendations to the results and make sure to include appropriate suggestions that parents or clients may make. Explain that the final written report will be mailed in a week to ten days after the feedback session.</td>
</tr>
</tbody>
</table>

*NOTE: No report or test data will be released without final approval/signature of the Clinic Director and Clinic Supervisor.*

**Test results will NOT be released to anyone (even at the parent's/client's request) prior to the parent/client feedback session. Also, if parents/clients request that results be released following the feedback session, double check to ensure that there is a signed “Authorization to Release/Request Information Form” on file.**

<table>
<thead>
<tr>
<th>Report Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish the rough draft of the report, including the changes suggested by the Clinic Director/Supervisor.</td>
</tr>
<tr>
<td>As you prepare your final report, make sure to include any additions or changes made during the parent/client feedback meeting and to integrate parent/client suggestions.</td>
</tr>
</tbody>
</table>
| **Report Mailing** | ▪ Reports will be printed on University of Denver letterhead and signed by the Clinic Director/Supervisor.  
▪ Clinic Director/Supervisor/Graduate Assistant will make copies of the report, marking one as “File Copy” and storing into the client's folder, and sending the to the parent/client if all fees have been paid to date. The Clinic Director/Supervisor/Graduate Assistant will be referring to a receipt book and electronic entry of all payments in order to determine if reports can be mailed to parents/clients.  
▪ An electronic copy of the final report will also be sent to the lead graduate students for their confidential records. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client Filing</strong></td>
<td>▪ Once the feedback session has been completed and the report has been released, check to ensure that everything related to the client is securely filed away in their folder in the Clinic office. The client file should contain the protocols, a hard copy of the report, and all evaluation paperwork.</td>
</tr>
</tbody>
</table>
Assessment Kits and Protocols

- **Assessment Kits:**
  - The clinic maintains 1 kit of most assessments in the Petite PAL (PP). However, these kits are to be used in the clinic backroom by those students observing the cases and are not available for any direct testing use.
  - **Check-out:** Students who require kits for testing must check them out from the PAL coordinator during PAL hours, as established on a quarterly basis by the PAL graduate assistant. The PAL graduate assistant posts PAL hours each quarter along with guidelines for checking in and out materials.
  - **Check-in:** All PAL test kit returns must also be done during PAL hours. The Clinic Director will not be opening the PAL during clinic hours for test kit returns.

- **Protocols:**
  - Like assessment kits, all protocols must be acquired during PAL hours as neither the Clinic Director nor Supervisor will be opening up the PAL during clinic hours.
  - While some assessments must be checked out, others are now available online.
    - Protocols for the following assessments can be accessed using student approved login information:

- **Students will receive access to the Clinic approved assessment accounts during Clinic orientation**
  - Some assessments have online scoring availability and it is strongly suggested that this function be used for clinic purposes and for the following assessments: *This is not an exhaustive list*
  - This is not an exhaustive list

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Online Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASC-3</td>
<td>QGlobal</td>
</tr>
<tr>
<td>BAI</td>
<td>QGlobal</td>
</tr>
<tr>
<td>BDI-II</td>
<td>QGlobal</td>
</tr>
<tr>
<td>Vineland-3</td>
<td>QGlobal</td>
</tr>
<tr>
<td>BRIEF-II</td>
<td>PARiConnect</td>
</tr>
<tr>
<td>Conners-3</td>
<td>MHSonline</td>
</tr>
<tr>
<td>MASC-II</td>
<td>MHSonline</td>
</tr>
<tr>
<td>SRS-2</td>
<td>WPSonline</td>
</tr>
<tr>
<td>WISC-V</td>
<td>QGlobal</td>
</tr>
<tr>
<td>WIAT-III</td>
<td>QGlobal</td>
</tr>
<tr>
<td>WJ-IV</td>
<td>WJ Compuscore</td>
</tr>
</tbody>
</table>
Assessment Rooms and Video Equipment

- **Assessment Rooms:**
  - Assessments are conducted during Clinic hours only. If an assessment room is needed for additional practice or assignments, please notify the Clinic Director to learn how to reserve the rooms.

- **Video/Media Equipment:**
  - All Clinic equipment must be kept on-site (unless otherwise specified) and can be checked out only by main office personnel. The Clinic Director and graduate assistant will train students how to operate the video equipment during the year.
  - **NOTE:** If you need to video a session when the Clinic Director and graduate assistant are not available, please check with the graduate assistant to learn how to use the equipment ahead of time. **This situation should rarely – if ever - happen.** All attempts should be made to schedule when Clinic Supervisors are available. If this situation occurs, other CFSP faculty must be available and agree to support if the need arises. The graduate student must ensure that other faculty is available before beginning a session. This scheduling should occur well in advance of a session.
  - **NOTE:** All students must videotape all their assessment administrations with Clinic clients. Videos should be placed in the Client files after they are reviewed. Assessments cannot be conducted in the field until proficiency has been achieved and permission granted by the Clinic faculty.
Report Writing

- **Write-up:**
  - Clinic report writing follows a strict format, with a specific presentation sequence, interpretation, and organization of visuals and tables. Students are to adhere to the General Report Writing Guidelines in order to appropriately comply with requirements and generate a report that is clean, effective, and manageable for families and pertinent advocates.

- **Edits:**
  - Students are recommended to use the “Clinic Secondary Team Member Report Edit Checklist,” a resource for reviewing initial clinic report drafts prior to submission for Clinic Director and Clinic Supervisor review.
  - Edits are conducted by the Clinic Director and Supervisor. Reports typically go through a minimum of three editing rounds from the combined efforts of the Clinic Director and Supervisor.

- **Visuals and Tables:**
  - Clinic reports must look visually appealing and presentable; this means that visuals and tables are to be placed in an Appendix at the end of the narrative, and labeled “Appendix A.” That said, there are Clinic approved tables for all available assessments, created for the purpose of eliminating the hassle and effortful time consumption involved with creating tables from scratch. The following table references which visuals and/or tables are required for inclusion in a report’s appendix; they are located on the Clinic server:
  - This list is not exhaustive

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Include</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAS-II</td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td>UNIT</td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td>WAIS-IV</td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td>WISC-V</td>
<td>Visual</td>
<td>QGlobal</td>
</tr>
<tr>
<td></td>
<td>Table</td>
<td></td>
</tr>
<tr>
<td><strong>WJ-IV, Cog</strong></td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELF-5</td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td>PPVT</td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td>EVT</td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td>WJ Oral Language</td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GORT-5</td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td>TOWL-4</td>
<td>Table</td>
<td>Server</td>
</tr>
<tr>
<td>WIAT-III</td>
<td>Visual</td>
<td>QGlobal</td>
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<tr>
<td></td>
<td>Table</td>
<td></td>
</tr>
<tr>
<td>WJ-IV, Ach</td>
<td>Table</td>
<td>Server</td>
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</tbody>
</table>
### Clinic Secondary Team Member Report Edit Checklist:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margins are set at 0.7 for all sides</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Headers for assessments are consistent throughout report (italics, bold,</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>underlining)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper has been thoroughly reviewed for spelling and grammar errors</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Client information (name, age, parents, teacher) is integrated correctly</td>
<td>☐</td>
<td>☐</td>
<td></td>
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<tr>
<td>throughout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence of assessment discussion is correct: Cognitive, Academic, Executive</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Function/Neuropsychological, Visual Motor, Social-Emotional, Adaptive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attention</th>
<th>Table/Visual</th>
<th>MHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOVA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Executive Functioning                                                     |               |     |
| BRIEF-2                                                                   | Table/Visual  | Par |
| CTMT                                                                      |               |     |
| NEPSY-II                                                                  | Table         |     |

| Social Communication/ASD                                                   |               |     |
| SRS, SCQ                                                                  | Table         |     |

| Memory/Learning                                                           |               |     |
| WRAML-2                                                                   | Table         |     |
| WMS-IV                                                                    | Table         |     |
| RAVLT                                                                     | Table         |     |

| Visual Motor                                                              |               |     |
| Beery VMI                                                                 | Table         |     |
| Grooved Pegboard                                                          | Table         |     |

| Social Emotional                                                          |               |     |
| BASC-3                                                                    | Table/Visual  | Qglobal |
| EDDT                                                                      | Table         |     |
| MASC-2                                                                    | Table         |     |
| RCDS-2                                                                    | Table         |     |
| RCMAS-2                                                                   | Table         |     |
| SSIS                                                                      | Table         |     |

<p>| Adaptive                                                                  | Table/Visual  | Qglobal |
| VABS-3                                                                    |               |     |</p>
<table>
<thead>
<tr>
<th>Attribute</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The report is clearly written for the parent, teacher, and student – parent/teacher friendly language.</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Assessment tools are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ALL listed in “Administered Assessments” section by full name and abbreviation in parentheses</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>- In alphabetical order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clearly and accurately described when introduced in body of paper using author’s OWN words</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All referral questions are explicitly addressed throughout the report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating scales (BASC-2, CRS-3, BRIEF, VABS-II, etc.):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Are referred to as ratings in report narrative, NOT scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Speak to PERCEPTIONS, so do not refer to them as indicators that a child is performing like their typical peers as a rater may be incorrect in their observations of a child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Are compared across raters for every additional rating scale that was administered and interpreted. For example: “These ratings are consistent with maternal perceptions of attention problems. Both parents agree that student experiences significant difficulties with paying attention.”)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Results are exemplified when ratings are atypical (not in the Average range). “Mr. Teacher rated student to “Often” be easily distracted from class work and have a short attention span.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Discrepancies, if they exist, between index/composite scores were noted and described</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included scores are accurate and match protocol and tables</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Descriptive Categories (Average, At-Risk, etc.) and Assessment areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attribute</td>
<td>Yes</td>
<td>No</td>
<td>Comments</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----------</td>
</tr>
<tr>
<td>(Indices, Clusters, Domains/Subdomains) are all capped at first letter of each label when introduced in interpretive narratives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contains interpretative statements for ALL administered assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Findings are related to academic skills, assignments, and classroom performance.</td>
<td></td>
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</tr>
<tr>
<td>- Statements like the following are made: “In the classroom, student’s limited processing speed may limit how quickly they process information in order to complete independent work.” Or “These findings are consistent with parent report, etc…”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature page includes “It was a pleasure…” statement and all involved examiners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized into appropriate categories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address the referral concern(s) thoroughly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edited for template errors (wrong child’s name, pronoun, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed in an Appendix at the very end of the report, labeled Appendix A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinic approved tables used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scores were transferred correctly from assessment protocols to tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate qualitative ranges used</td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX H: PAL LOAN POLICIES AND PROCEDURES

The Psychoeducational Assessment Library (PAL) provides assessment and related material loan services to students enrolled in CFSP classes. Although there is no charge for the use of any PAL materials for students, students are expected to treat any item entrusted to them with the utmost responsibility and care. Other than normally expected wear and tear, the student will be held responsible for the replacement costs of any lost, stolen, or damaged materials. Students must be currently enrolled in courses, in the CFSP or ECSE program, and a valid DU ID must be presented prior to signing out materials. Materials will only be checked in and out of the PAL at the designated checkout times. The PAL policies and procedures listed on the back of this form should be read carefully and understood by each student using the facility. After reading these policies, complete and sign the contractual agreement below. This contract will be binding for the duration of your tenure at DU.

STATEMENT OF LIABILITY
I am responsible for the safe and timely return of PAL items. I agree to pay for any and all damages, including replacement of the item(s). If I fail to return the materials or fail to pay for damages in a timely manner the CFSP Program can withhold my diploma until the matter is settled.

Reminders
- 2 WEEK CHECKOUT.
- NO MORE THAN 2 CONSECUTIVE CHECKOUTS (4 WEEKS TOTAL).
- Late returns incur 1-point grade deduction (from the course which necessitated material checkout) for each day beyond the due date.
- Damaged or lost materials are the responsibility of the last person who checked them out. For this reason, it is important that checked-out materials are not traded or loaned to anyone else.

I have read and agree to the terms outlined in this document.

<table>
<thead>
<tr>
<th>Name (print):</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DU Email:</td>
<td>Phone Number:</td>
</tr>
<tr>
<td>DU ID:</td>
<td>Date:</td>
</tr>
<tr>
<td>Signature:</td>
<td></td>
</tr>
</tbody>
</table>
Loan Policies and Procedures

Loan of Materials

1. I understand that all materials shall be returned to the PAL in the same proper working condition as it was issued.
2. I agree that it is my responsibility to accept materials in proper working condition (i.e., parts and content) from the PAL.
3. Should materials be damaged for any reason while in my charge, I will make absolutely no attempt to repair it. If damaged, I will return the materials immediately to the PAL.
4. I agree that under no circumstances should any materials in my charge be loaned to any other person. All materials transfers must be handled through the PAL, even to the next user in line. This will protect me from being assessed a fine for someone else's carelessness.
5. I understand that materials will not be issued outside of the checkout period determined by the PAL coordinator.

Terms of Loan

1. I agree that I will be held totally responsible for all future materials checked out to me once I sign this contractual agreement.
2. I understand that all materials may be signed out for two (2) week. Materials must be returned and checked before a renewal of the loan may be made. A maximum of one (1) renewal is allowed. Renewals must be done in person.
3. I understand that it is essential that materials be returned to the PAL on time. Late fines will be enforced after a missed deadline. If I am late, I will be fined. It is my responsibility to be aware of the deadline.
4. If I am late in returning materials, I understand that one (1) point will be deducted from my total class grade for every day that I am late. I understand that the PAL coordinator will contact the course instructor for the class which required assessment use, and that no class is exempt from the PAL fine policy.

Lost, Damaged or Stolen Materials

1. I agree that I am responsible for returning all materials received in the same condition as when received. If I discover that loaned materials are damaged, it is my responsibility to report this immediately to the PAL coordinator.
2. If any materials are not returned, or materials are returned damaged beyond repair, I will be held responsible for the cost of replacement. This cost will be billed directly to the student by the MCE Budget & Planning office, separate from DU tuition and fees.
3. Costs assessed against me will be treated as any other debt owed to the University, and failure to pay as required may result in loss of privileges and benefits, including but not limited to prevention from registering for courses, delay in receipt of grades, or withholding of granting of certificates or degrees. Payments in these cases may be returned directly to the MCE Budget & Planning office, KRH 317.

Loan of Materials to Non-Students

1. If I am serving as adjunct faculty, I understand that I can check out PAL materials only if they are needed for instruction of my assigned course. I agree to uphold all the policies and procedures stated above regarding (a) terms of the loan and (b) monetary fines assessed to lost, damaged, or stolen materials.
2. If I am an alum of the CFSP program, I agree to only review materials in the PAL facility, but not check out materials. I understand that I will have to present proper credentials to access the PAL material