

School Psychology

Field Experiences Manual

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UNIVERSITY *of*
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MORGRIDGE COLLEGE
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About the School Psychology Field Experiences

Field Experiences Overview

All School Psychology (SP) degree programs involve innovative, integrative, closely supervised practice experiences during coursework and independent field experiences. Field experiences are defined as Practicum I, Practicum II, Advanced Practicum, EdS Internship and PhD Internship. Field experiences begin the first year and end with Ed.S. and Ph.D. School Psychology degree students completing a culminating year-long internship. 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 learning 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).
- *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.

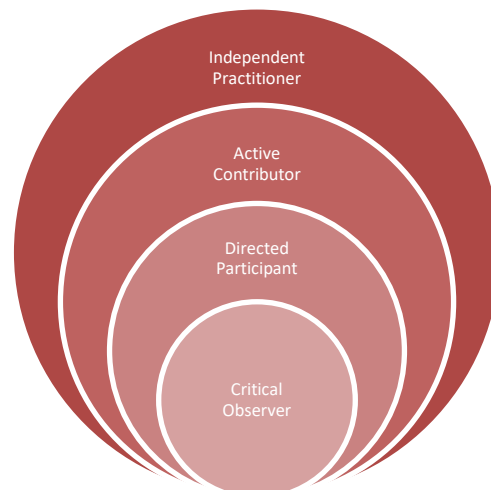


Figure 1. *CoRE Model*

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) and the Field Placement Coordinator (FPC). 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 aligned to the philosophy of the SP program with 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).

The SP 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 developing children and youth. Ultimately, the SP 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.

The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below. Domain 1: Data-Based Decision Making School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact, they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that, all children have the same access to general and special educational opportunities, equity ensures that, each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making;

collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Accreditation

The Ed.S. and Ph.D. Programs are fully accredited by the National Association of School Psychologists (NASP). Additionally, the School Psychology Ph.D. degree program is accredited by the American Psychological Association (APA). Graduates are assured licensure upon the successful completion of all state department requirements. As part of the accreditation process, student interns must complete two case studies and the data is shared with NASP. Therefore, they are eligible for the National Certificate in School Psychology (NCSP), pending the successful completion of an internship consistent with NASP standards and the attainment of a passing score on the National School Psychology Examination administered by the Educational Testing Service (ETS) as a part of the Praxis II Series. For further information on NASP, please visit <http://www.nasponline.org/certification/NASPAapproved.aspx>.

Field Placement Objectives

Field coursework experiences are designed within the *CoRE* framework. Students complete Practicum I, Practicum II, Clinic Assignment, Advanced Practicum (doctoral students only), and Internship. All fieldwork is related to the SP Program 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. 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 SP students informed about field experiences.

Settings

All settings must be approved by the Field Placement Coordinator to ensure that it provides experiences that are consistent with NASP and APA standards and enables students to attain and demonstrate appropriate competencies. Due to NASP accreditation 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.

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).

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 SP course that offers University site supervision. The practicum 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 evaluate individual performance goals and objectives. It is the responsibility of the student to immediately notify the University Instructor of any legal or ethical concerns related to field placement.

Evaluation

All field-based courses (Practicum I, Practicum II, Clinic Assignment, Advanced Practicum, EdS Internship and PhD Internship) have an evaluation component that must be completed by the Field Supervisor during the academic year. Formal evaluations of a student's fieldwork performance objectives and goals, current competencies, and areas of growth are completed at the midpoint and at the end of each field placement by the field supervisor. These evaluation results are then shared with the University faculty who will assign a grade and determine a student's readiness to progress to the next field placement. All students must obtain an 80% or higher on the end of year evaluation to advance to the next field placement and/or graduate. If a student does not meet the minimum competency requirement at the midyear evaluation, then the supervisor, faculty, and student will meet and develop strategies for improvement. If a student does not meet the minimum competency requirement at the end of year evaluation, then the student can be denied progression to the next field placement. This can occur even if a student has already secured their next field placement site. In addition, a student remediation plan might necessitate additional coursework or extended field experiences. If warranted, then a formal probation and remediation plan will be implemented by the faculty in collaboration with the Department Chair. See Field Based Course Syllabi for additional information about evaluation processes.

Field Placement Expectations

Field Experiences in which students have the opportunity to engage may differ in variety and breadth of activities. The following is a set of student expectations developed in accordance with the philosophy and training emphasis of the SP Program, as well as to comply with state and national licensure requirements. Please see course syllabus for additional information regarding expectations.

Students are required to adhere to the following:

- remain in good academic standing;
- complete DU background check and fingerprinting (See Handbook for Details);
- 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);
- provide all transportation related to field placements. The student is not required to attend their field placement on their assigned day either if the field placement school is closed or if the University of Denver is closed due to weather;

- attend class seminars, complete assignments, and collaborate with peers with professional respect and a professional voice
- complete and maintain all field placement documentation;
- responsible for following the academic calendar of their field placement regardless of number of hours attained and students will likely exceed the minimal number of hours outlined in the syllabus for each placement level;
- maintaining 80% or higher attendance at their field placement during each quarter as well as notifying their supervisor of any absences in a timely manner;
- know and follow all required University policies and practices
- 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).

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

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. 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: approximately 180 hours in a school setting and 20 hours in the clinic. Additionally, students are encouraged to participate in professional development both at their field placement and at other professional outlets. However, no more than 10% of field placement hours can come from professional development.

As a three-quarter sequence, enrollment in Practicum I is based upon admission to the SP program. The following are skills that students are expected to be actively acquiring at the Directed Participant 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.

If it is determined that a student is not moving onto the Practicum II experience, the Department Chair and SP faculty will develop a probation plan that may include repeated coursework, extended or additional clinic experiences, or other appropriate remedial actions.

Practicum I: University Course

This course 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 coursework in a group supervision setting. There are two experiential components to the Practicum I seminar: participation in the Counseling and Educational Services Clinic (CESC) and participation in a school based field placement during the Winter and Spring quarters.

Student readiness to participate in ongoing Field and Clinic site assessments will be determined on an individual basis by the Practicum I instructor, field based supervisor 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 Field Site until the student has approval of demonstrated proficiency in their assessment courses. When taking assessment courses students are required to score protocols by hand. Thus, use of Field site scoring software to score protocols when taking assessment courses is a violation of our academic code of conduct.

Practicum I: Clinic Assignment

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 practice 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, analytical skills, and to enhance professional communication.

Practicum I: School Placement

Beginning in the winter quarter, Practicum I students complete a field placement at a school site under the supervision of a credentialed school psychologist. These placements are assigned by the Practicum I instructor and Field Placement Coordinator during fall quarter. During school placement, students participate at the site minimally one full day a week with one hour of supervision at the site from the field supervisor. 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.

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. Assessments may not be conducted at the Field Site until the student has approval of demonstrated proficiency in their assessment courses. When taking assessment courses students are required to score protocols by hand. Thus, use of Field site scoring software to score protocols when taking assessment courses is a violation of our academic code of conduct.

Practicum I Requirements and Evaluation

Over three quarters, Practicum I students will enroll in six credit hours and will complete a minimum of 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 requirements.

expectations must meet or exceed a specific set of criteria. Deficiencies noted in Practicum I might 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. Please refer to your Practicum I syllabus for information regarding timelines.

Practicum II

Overview

Practicum II is a minimum 500 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 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. 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 SP 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. Additionally, students are encouraged to participate in professional development both at their field placement and at other professional outlets. However, no more than 10% of field placement hours can come from professional development.

As a three-quarter, full academic year sequence, participation in Practicum II is based upon successful completion of all second year coursework with a grade of B or better before students become eligible to enroll in the subsequent field placement (EdS Internship or Advanced Practicum). In addition, students must have successfully completed the required Practicum II course, with minimal competency supervisor ratings, and have demonstrated applied skills and competencies working effectively with clients and teams. The following are skills that students are expected to be actively acquiring at the Active Contributor level by the end of their Practicum II experience in order to be eligible for the subsequent field experience.

- Assessment and identification of individual learning problems or developmental differences in a school setting;
- Consultation and collaboration with families, teachers, administrators, and other school and agency personnel;
- Data-based decision making
- Academic, behavioral, social-emotional, cognitive, and systemic intervention;
- Influence of diversity in development and learning.
- Be able to evaluate him/herself in terms of strengths and weaknesses in applicable SP profession areas.
- Possess assessment, writing, counseling, academic intervention, educational collaboration and consultation skills at an Active Contributor or Independent Practitioner level that allows one to provide general and special education services with regular supervisory guidance and feedback;
- Demonstrate sensitivity, objectivity and have the flexibility to adapt to the needs of various situations;

- Relate effectively with students, teachers, parents and other professionals;
- Understand expected professional standards of ethics as applied in school/community service settings.

Practicum II: University Course

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. Please see course syllabus for additional information about Practicum II class requirements.

Practicum II: School Placement

Students in consultation with the Field Placement Coordinator and Practicum Supervisors select and make necessary arrangements for their own site placements and accordance with district application processes. 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. In general, student responsibilities for and independence in Practicum II field experiences increases in accordance with developing proficiencies, completion of coursework, and level of competency.

Clinic Assignment

Overview

As a four-quarter sequence, participation in Clinic Assignment is based upon successful completion of all first-year coursework with a grade of B or higher 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.

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 practicum 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 minimum of 100 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. Counseling and assessments may not be conducted in the clinic or field setting until the student

has demonstrated proficiency. Proficiency is demonstrated through completion of the course sequence and supervision from the Clinic Director.

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.

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. SP faculty and graduate supervisors through observation and individual and group supervision meetings closely supervise these experiences.

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 SP 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 Practicum or Internship in their third-year of the SP 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 SP 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.

Advanced Practicum

Overview

The Advanced Practicum (AP) experience for the SP 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 SP 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 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 SP faculty and DCT will develop a probation plan that may include repeated coursework, extended or additional practicum experiences, or other appropriate remedial actions.

Eligibility

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

- Assessment and identification of individual learning problems or developmental differences in a school setting;
- Consultation and collaboration with families, teachers, administrators, and other school and agency personnel;
- Data-based decision making
- Academic, behavioral, social-emotional, cognitive, and systemic intervention;
- Influence of diversity in development and learning.
- Be able to evaluate him/herself in terms of strengths and weaknesses in applicable SP profession areas.
- Possess assessment, writing, counseling, academic intervention, educational collaboration and consultation skills at an Active Contributor or Independent Practitioner level that allows one to provide general and special education services with regular supervisory guidance and feedback;
- Demonstrate sensitivity, objectivity and have the flexibility to adapt to the needs of various situations;
- Relate effectively with students, teachers, parents and other professionals;
- Understand expected professional standards of ethics as applied in school/community service settings.

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 based on 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 SP 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 SP 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 practicum 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 SP 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 SP trainee twice annually; each evaluation must be based in part on direct observation of the SP 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.

Grading

The University Supervisor will assign grades by based on 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.

Ed.S. Internship

Overview

EdS Internship is an advanced, off-campus, culminating supervised experience. The Internship requirements for the Ed.S. Degree are designed to provide a yearlong minimum of 1200 hour, culminating supervised professional experience. Students must complete all quarters of internship within their field based sites as well as complete all university course requirements. The internship is typically completed during one entire academic year but can be taken over two years with faculty approval. Students register for one credit each for a total of three (3) credits see handbook for details on registration.

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 Field Placement Coordinator. 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.

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. 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. Internship hours must allow 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. Students are required 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 as part of the SP program NASP accreditation requirements.

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. See internship syllabus for case study details.

Eligibility for Internship

Ed.S. students must have satisfactorily completed all coursework, a clinic assignment, passed the Praxis exam, and completed a Field-based Practicum II. All students must have successfully completed a Field Practicum II experience with satisfactory supervisor evaluations. Before applying for a school-based internship, a student must have successfully completed the fall quarter coursework and field experiences.

To proceed to internship, Practicum II students must receive minimum competency Field Supervisor rating scores.

- Assessment and identification of individual learning problems or developmental differences in a school setting;
- Consultation and collaboration with families, teachers, administrators, and other school and agency personnel;
- Data-based decision making
- Academic, behavioral, social-emotional, cognitive, and systemic intervention;
- Influence of diversity in development and learning.
- Be able to evaluate him/herself in terms of strengths and weaknesses in applicable SP profession areas.
- Possess assessment, writing, counseling, academic intervention, educational collaboration and consultation skills at an Active Contributor or Independent Practitioner level that allows one to provide general and special education services with regular supervisory guidance and feedback;
- Demonstrate sensitivity, objectivity and have the flexibility to adapt to the needs of various situations;
- Relate effectively with students, teachers, parents and other professionals;
- Understand expected professional standards of ethics as applied in school/community service settings.

Internship Course

Students are expected to attend all class sessions and engage in class discussions appropriately. In addition, student must satisfactory complete all coursework and assignments. Additionally, students are expected to make thoughtful contributions to course discussions and to their peer cohort during on-line or seminar activities. See syllabus for details related to course assignments and expectations.

Internship Field Placement Site

During field based placement, 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. In many field placements the student is an employee of the district/BOCES and therefore should adhere to all district policies and guidelines related to employment. It is the responsibility of the student to notify and consult with the University Internship Instructor at any time during the Internship should an issue or concern arise that warrants immediate attention.

An Internship grade will be recorded on a quarterly basis; however, the spring grade will not be recorded until the internship is completed for the entire year and all internship hours and assignments have been successfully completed. The completion of internship is determined by participation in the field placement for the entire school year not by the completion of minimum hours. 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 the Field Placement Coordinator and school district/BOCES. At times, students who do not successfully complete an Internship can be dismissed from the licensure degree program.

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 SP 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 (SP 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 yearlong 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, yearlong 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 SP 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) 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>). 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 SP 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 SP intern must jointly agree on the goals and content of the SP internship, including clearly stated expectations for the nature of experiences offered by the SP 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 SP 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 SP intern has a title such as “intern,” “resident,” or other designation of trainee status regardless of pay grade or temporary licensure status, etc. SP 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 SP 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. SP 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 SP intern. The SP 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 SP intern with the specific intent of evaluating the SP intern’s clinical department and skills in psychological service delivery, and providing formative and summative feedback to the SP 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. SP 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. SP 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 SP

- 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 SP 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 SP 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 SP 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 send 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 SP 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 SP faculty and DCT. Internship program due process procedures are made available to SP 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 SP 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 SP intern written documentation (e.g., certificate, letter) reflecting successful completion of a doctoral level internship in health service psychology.

APPENDIX A: RELEASES**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 School Psychology (SP) 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 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 SP program, my classmates will not be told any information that could identify you or your child. All SP 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 SP graduate student to work with my child in the following capacities (see below checklist).
- I DO NOT AGREE to allow _____, a SP graduate student to work with my child in the following capacities (see below checklist).

Signature_____
Date_____
Printed Name_____
Relationship to Child**SP 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



Permiso para la participación estudiantil para los cursos “Practicum I”, “Practicum II”, y “Ed.S. Internship”

Queridos padres,

Mi nombre es _____ y soy alumno del programa de Psicología Infantil, Familiar y Escolar (CFSP) en la Universidad de Denver. Como parte de mi curso _____, debo completar varias tareas que requieren trabajar directamente con niños entre las edades de nacimiento y 18 años.

El propósito de estas tareas es permitirme practicar y desarrollar habilidades que me ayudarán a convertirme en un psicólogo escolar efectivo. Estas tareas también permiten que los miembros de la facultad en la Universidad de Denver proporcionen comentarios directos sobre mi desempeño y para mejorar el proceso educativo para los alumnos en la Universidad de Denver.

Toda la información recopilada en estas tareas se mantendrá confidencial y permanecerá anónima (es decir que no es necesario incluir el nombre de su hijo/a). Aunque compartiré mis observaciones e ideas con otros alumnos en el programa de CFSP, no se les dará ninguna información que pueda identificarlo a usted o su hijo/a. Los alumnos del programa CFSP han aprendido a seguir pautas estrictas de confidencialidad. Por lo tanto, ninguna de la información discutida en el aula se compartirá fuera de nuestra comunidad de clase.

El único momento en que la información no puede permanecer confidencial es si la información que recopilé durante mis tareas revela que alguien ha sido, está siendo o será perjudicado. En este caso, es mi deber profesional notificar a las autoridades correspondientes para proteger a las personas involucradas.

Por favor tenga en cuenta que participación en este proyecto es voluntario. Si decide no participar, no habrá consecuencias para usted o su hijo/a.

Gracias por su consideración. Si tiene alguna pregunta, por favor comuníquese con mi profesor,

_____ al número _____ o por correo electrónico,

_____@du.edu.

Sinceramente,

ESTÁ SECCIÓN SOLO PARA PADRES

SI permito que _____, alumno del programa de Psicología Infantil, Familiar y Escolar en la Universidad de Denver trabaje con mi hijo/a en las siguientes capacidades (favor de revisar la lista a continuación).

NO permito que _____, alumno del programa de Psicología Infantil, Familiar y Escolar en la Universidad de Denver trabaje con mi hijo/a en las siguientes capacidades (favor de revisar la lista a continuación).

Firma de madre/padre

Fecha

Nombre de madre/padre

Relación al estudiante

ESTÁ SECCIÓN SOLO PARA ALUMOS DE LA UNIVERSIDAD DE DENVER

Please select all activities that apply:

- Observaciones / Observation
- Evaluación funcional del comportamiento / Functional Behavioral Assessment (FBA)
- Plan de intervención conductual / Behavioral Intervention Plan (BIP)
- Intervención académica / Academic Intervention
- Consejería individual / Individual Counseling
- Consejería en grupo / Group Counseling
- Entrevista de estudiante / Student Interview
- Entrevista de maestra/o / Teacher Interview

APPENDIX B: 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:

CLINIC CASE PROCEDURES	
Phone Intake	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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

	<p>of the assessment process. It also influences the final choice of instruments.</p> <ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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. <u>Prep your protocol ahead of time!!</u> ▪ 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

	<p>culturally appropriate), smile, and to be positive. Communicate what the agenda will be and when the parent can expect to see his/her student again.</p> <ul style="list-style-type: none"> ▪ All completed assessments will be stored in a double-locked manner in accordance with HIPAA and ethical standards for psychological practice. <p>*NOTE: You are responsible for checking out any necessary assessment kits and protocols prior to your testing sessions.</p> <p>**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.</p>
Feedback(s)	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ Graduate students must also be prepared to answer any questions the family may have; check often for understanding and comfort level! ▪ 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. <p>*NOTE: No report or test data will be released without final approval/signature of the Clinic Director and Clinic Supervisor.</p> <p>** 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.</p>
Report Writing	<ul style="list-style-type: none"> ▪ Finish the rough draft of the report, including the changes suggested by the Clinic Director/Supervisor.

	<ul style="list-style-type: none"> ▪ 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.
Report Mailing	<ul style="list-style-type: none"> ▪ 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.
Client Filing	<ul style="list-style-type: none"> ▪ 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.

APPENDIX C: PAL LOAN POLICIES AND PROCEDURES

The Psychoeducational Assessment Library (PAL) provides assessment and related material loan services to students enrolled in SP 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 SP 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 SP 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.

Name (print):	Department:
DU Email:	Phone Number:
DU ID:	Date:
Signature:	

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.

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 SP 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