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Purpose of Practicum
The University of Texas at Austin School Psychology program requires a series of practica experiences designed to prepare students for formal internship placements and professional practice. During the first two years of the program, practica for both students in the doctoral and specialist programs were developed to provide an introduction to school psychology field and are related to the core school psychology courses. These practicum courses focus on providing psychological services in the school setting. Students in the doctoral program will have additional opportunities during their third year of courses to take advanced practicum related to an area of professional interest and individual area of specialization. The purpose of this handbook is to describe the guidelines for the school-based practica occurring over the first two years of the specialist and doctoral programs.

The objectives for the Practicum Training are as follows:
1. Prepare students to be self-aware, reflective practitioners, able to effectively monitor their beliefs and personal experiences as applied to professional practice.
2. Prepare students to provide developmentally and culturally sensitive, ecologically valid, and integrated educational and psychological interventions in schools, families, and other systems.
3. Prepare students to be able to identify the early signs of educational, psychological and behavioral health difficulties and to be able to intervene so that they prevent negative developmental outcomes.
4. Prepare students to help educators and other caregivers acquire the knowledge and competencies needed to promote healthy development and educational attainment in youths and families.

Program Goals and Competencies
The School Psychology Specialist Program is designed in accordance with the National Association of School Psychologist (NASP) standards for ethics and professional practice. These standards are below.

Standard 2.1: Data-Based Decision Making and Accountability
Related goals and competencies:
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
Standard 2.2: Consultation and Collaboration

Related goals and competencies:

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used 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 with others during design, implementation, and evaluation of services and programs.

Standard 2.3: Interventions and Instructional Support to Develop Academic Skills

Related goals and competencies:

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Standard 2.4: Interventions and Mental Health Services to Develop Social and Life Skills

Related goals and competencies:

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Standard 2.5: School-Wide Practices to Promote Learning

Related goals and competencies:

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
Standard 2.6: Preventive and Responsive Services

Related goals and competencies:

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Standard 2.7: Family–School Collaboration Services

Related goals and competencies:

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Standard 2.8: Diversity in Development and Learning

Related goals and competencies:

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services 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 and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Standard 2.9: Research and Program Evaluation

Related goals and competencies:

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
Standard 2.10: Legal, Ethical, and Professional Practice

Related goals and competencies:

- 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 demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Practicum Site Opportunities for Skill Development

It is expected that students at all levels of practicum will pursue opportunities and experiences for skill development specific to the needs of the site and on-site supervisor in addition to the program requirements; which may or may not include the following:

- Demonstrates an ability to establish and maintain positive, productive relationships with others (e.g., supervisors, administrative personnel, faculty, staff, students, parents, colleagues).
- Appreciates practicum placement norms and follows agency procedures and policies.
- Handle communications with diplomacy and tact.
- Affirmatively informs supervisors if any difficulties arise or are anticipated, and does so at the earliest possible time.
- Clearly describes status and responsibilities as a school psychologist in training.
- Seeks out opportunities to learn about own and others cultural backgrounds.
- Respects and demonstrates an appreciation for individual differences on the basis of gender, sexual orientation, race, ethnicity, disability, religion, and socioeconomic background.
- Is dependable and punctual.
- Demonstrates enthusiasm, motivation, and initiative.
- Is resourceful and demonstrates follow-through.
- Reads ethical codes (e.g. APA, NASP) and develops a beginning understanding of them.
- Discusses the application of ethical codes with professors, on-site supervisors, and other students.
- Seeks out and uses supervision to improve skills.
- Accepts feedback non-defensively.
- Recognizes own strengths and limitations and seeks out supervision or refers clients elsewhere when appropriate.
- Provides feedback to supervisor about supervision in positive, constructive manner.
General Practicum Requirements and Procedures

1. **Assignment of Practicum Sites**: Students are assigned to practicum sites at the beginning of the semester in which they are enrolled in the practicum or at the end of the preceding semester. The manner in which the practicum sites are assigned varies based on the course. Faculty will make an effort to provide students with a variety of experiences in different settings over the course of their training.

2. **Supervision**: Students are supervised by the professor of the practicum course, as well as a site supervisor and when available an advanced student supervisor. In some cases, the student may also participate in peer supervision. The on-site supervisor will be a credentialed school psychologist. In some cases, a student may be shadowing a person in a similar role (e.g., Educational Diagnostican, Post-Doctoral Intern, LSSP Trainee), but their official supervisor will be credentialed. Students are expected to assist their on-site supervisor in activities that are appropriate for their level of training and helpful to the on-site supervising supervisor. Dual role of practicum supervisors is not allowed. Students should not be supervised by a supervisor who has been or is currently working with them in the role of therapist, counselor, or engaged with them in any other relationship.

3. **Attendance**: Reliable attendance at practicum site is required and imperative. Students should arrange for a regularly scheduled week day to attend the site and supervision. Additional mutually agreed upon days/times may be arranged by the student and site supervisor as needed to accommodate cases and meetings. Students are allowed the regular University holidays that fall on practicum days, including those at winter and spring breaks. All students may observe religious holidays that fall on practicum days. Students should notify on-site supervisors in advance of any changes or modifications to the schedule. If a student must miss practicum due to illness or emergency, the student must notify the on-site supervisor as far in advance as possible. All contact with children should occur at the school, during normal school operating hours, in a room with a window or partially open door. Under no circumstances should practicum students transport school students in their personal vehicles or visit student homes unless preapproved by the program and accompanied by appropriate school personnel.

4. **Evaluation**: Grades for practica are based on successful completion of practicum requirements; grades for related courses are based on course instructors’ criteria and may differ from practicum grades. Grades will also reflect attendance to site and attendance to practicum seminar. Initially, topics during seminar will reflect issues and skills need during practicum, but as students progress in their experiences, time will be spent on supervision and case presentations. Students will be evaluated by on-site supervisor at the end of each semester and students will be asked to evaluate their practicum sites.

5. **Documentation**: Thorough documentation of students’ clinical experiences, including tests administered, is required for the internship application. Students are expected to
maintain accurate, up-to-date practicum logs, detailing the amount and type of activities they complete, as well as demographic details of clients. These logs are required for several reasons: 1) record of clinical activity for student review, 2) record of clinical activity for program review, 3) record for most internship applications. Logs will be reviewed several times a year and turned in with site supervisor signature at the conclusion of each semester. Students are expected to use and conform to the template provided via Blackboard (see Appendix for example).

6. **Malpractice Insurance:** Students must obtain **student malpractice insurance** prior to the first day clients are seen at the assigned practicum site. Many of these sites require that students furnish proof of having liability insurance (e.g., for malpractice or negligence) as a condition for participation. In the rare event that a party sues an agency, all persons who are even remotely involved in the case could be named as defendants (including university students). Should this unlikely event occur, liability insurance may defer defendants' legal bills to be paid by the insurer in most cases. The National Association of School Psychologists (NASP) and American Psychological Association (APA) offer professional liability insurance programs that are available for students participating in field experiences (practica, internships) as part of their school curriculum. Provide a photocopy of the front page of the policy (with policy number and dates of coverage) to the Teaching Assistant for inclusion in your student file (in School Psychology Department). Also, provide a copy of this documentation to the appropriate administrator or site supervisor at your practicum site. **Students who do not show documentation of insurance coverage will not be permitted to participate in SPP practicum classes. All students are required to renew liability insurance annually and provide documentation of current coverage.**

7. **Background Security Checks:** Students in the School Psychology Program must pass all security screenings required by their practica site prior to entrance into the site. Security screenings are a legal mandate and designed to protect the public by ensuring that personnel providing direct services to students have passed clearance. Security at all school-based sites will require fingerprinting and a criminal records review as a minimum standard. The costs of screening are the sole responsibility of the student although some sites may waive this fee. If a security issue arises, notify your site supervisor and instructor immediately. In some circumstances, security issues may prohibit participation in practica either temporarily or permanently, at that time the instructor will bring this issue to program faculty and the graduate student to initiate due process and determine if requirements can be met to complete the program. These determinations are made on an individual basis (see handbook for due process procedures).

**Sequence of Practica and Specific Practicum Requirements**

*Psychological Services in the Schools Practicum I* is the student’s first practicum experience completed during the spring semester of the first year. During this course students will complete their first comprehensive evaluation of a school-aged client. This course is designed to provide basic theoretical,
empirical, and applied knowledge of assessment as practiced by school-based psychologists. By the end of this class, students should have basic competence, knowledge and skills to conduct professional-quality academic and brief emotional assessments and communicate results to other relevant parties (including the child, parents, and teachers) in written and oral form. In addition, students will be able to provide meaningful, empirically supported, and realistic recommendations to address any areas of concern that result from the assessment. Students will spend approximately 10-15 direct hours with their client, and at least that many hours in report writing and scoring.

Prerequisites:

- Evidence of proficient administration of individually administered cognitive abilities tests (EDP 480P Individual Testing)
- EDP389H Academic Assessment and Intervention (this course can be taken same semester)

*Psychological Services in the Schools Practicum II & III* is a year-long experience completed during the fall and spring semesters of second year. Students are expected to complete 150 hours each semester in the school setting under supervision, for a total of 300 hours over the entire school year (approximately 10-12 hours per week). The goal of the *fall semester* is for students to become acclimated to school systems. Since students continue to begin their professional practice in this course, students will initially observe their site supervisor and gradually participate in assessments and interventions while the site supervisor monitors and observes their skills. Students will also participate in an ongoing seminar addressing professional issues related to practicum with their university-based supervisor. Students must have successfully completely the first practicum course in this series in order to continue with the school-based practica sequence.

Requirements for Fall Semester:

- Observe current LSSP in IEP meetings, etc. (as many as possible)
- Attend RtI/data review meetings/problem solving meetings
- Attend 1 school faculty meeting or CAC meeting
- Attend at least 1 LSSP staff meeting
- Observe self-contained unit (either Behavior, Life Skills/Low Incidence, Autism, PPCD)
- Observe Alternative Educational placement
- Attend a manifestation determination ARD meeting
- Attend a transition planning meeting/ARD meeting
- Present assessment data at an ARD meeting
- Complete additional behavioral observations and testing as appropriate and needed by site
- Complete 1-2 full psycho-educational assessment (reevaluation LD or OHI) including report writing
- Complete a consultation case (TBD by Consultation Theories Instructor)
- Optional – observe group counseling (group leader can be another professional other than site supervisor)
During the spring semester students will continue to develop their skills sets and expand their roles at their individual sites. The goal of this semester is for students to take on more responsibilities and to integrate their assessment data to design empirically-based instructional, behavioral, or counseling interventions. Nature of cases will depend on the individual site and site supervisor’s caseload. While some of the student cases may involve assessment only, it is highly recommended that some identified cases also involve a multi-faceted assessment and included intervention and/or consultation. Supervision will continue to be both by the assigned site-supervisor and university-based supervisor.

Requirements for Spring Semester:

- Observe or assist with autism assessment
- Observe/assist with group counseling
- Observe/assist or complete assessment related to early childhood and/or low incidence
- Attend 1 Special Education Cooperative meeting (or any type of meeting provided for families/parents)
- Complete 1 social emotional assessment case including report writing
- Complete additional classroom observations and testing as appropriate and needed by site
- Complete individual counseling case(s)
- Attend a manifestation determination ARD meeting
- Attend a transition planning meeting/ARD meeting
- Present assessment data at an ARD meeting
Expectation of Practicum Student

• Student will contact their Site Supervisor and schedule an initial meeting convenient for the site supervisor. During this meeting the student will present the Site Supervisor with his/her vita and a summary of course/work experiences. Students are expected to present their goals for the year and highlight any specific experiences they would like to pursue when available and possible at their sites. Student will also review the following forms with the Site Supervisor (provide them a copy): Specific Practicum Requirements, Expectations (Student, Site Supervisor, University Supervisor), Memorandum of Agreement form.

• Student will complete necessary background checks and practicum site forms (e.g., confidentiality agreements, human resources documents).

• Student will obtain liability insurance and provide copies to University Supervisor and Site Supervisor.

• Student will schedule a regular supervision time with the Site Supervisor and determine weekly schedule with Site Supervisor. Students will participate actively and professionally in supervision, and request additional supervision as required. Students will be prepared for supervision.

• Student will attend practicum course meetings with the UT instructor as scheduled during the semester to review the practicum experience and contribute to discussion and case presentations.

• Students will maintain an accurate log of all hours spent in practicum-related activities (see appendix for log example). The Student will review this log with the Site Supervisor and obtain his/her signature before submitting to course instructor at the end of each semester.

• Students will submit copies of practicum assignments completed in the practicum setting to the course instructor as required.

• Students will only complete tasks that they are ready to complete and have received training. Students will ethically present themselves to clients and other school professionals with accurate titles and follow NASP Professional Standards. They will sign reports with a title that clearly represents their training status, such as “School Psychology Graduate Student” or “School Psychology Practicum Student”.

• Students will promptly notify their Site Supervisor or another specified school personnel when they will be absent due to an illness or emergency.

• Student will complete Practicum Agreement Form (see Appendix) with their site supervisor and obtain the supervisor’s signature and submit to the course instructor. The student will also obtain a copy of their site supervisor’s license and submit to the course instructor.

• Above all, students will maintain a standard or professional behavior that includes being punctual, prepared, ethical, maintaining appropriate professional appearance, maintaining appropriate confidentiality of client information, test records, and test security.
Expectation of Site Supervisor

School psychologists who assume the role of on-site supervisor for a practicum student are committing to three different roles—that of the student’s mentor, providing personal support, and professional guidance as the student adapts to the professional demands of school psychology; that of the student’s critic, carefully evaluating the adequacy of the student’s skills and his or her suitability for the professional roles of a school psychologist; and that of the student’s instructor, providing direct instruction in skills that cannot be acquired outside of the applied setting or recommending additional instruction through the university program where that is appropriate. Satisfying these sometimes-contradictory roles requires considerable reflection and careful decision-making. Specific responsibilities of the on-site supervisor include:

- On-site supervisors will review, critique, and contribute to the student’s plan for the practicum experience so that it realistically reflects the opportunities available to the students at the practicum site.
- On-site supervisors will direct the implementation of the practicum plan through case assignment, incorporating the student into ongoing site activities, and monitoring student participation in the supervisor’s own activities.
- On-site supervisors will supervise the daily activities of the student by preparing the student for unfamiliar situations, guiding the student through new activities, and reviewing and discussing completed activities with the student.
- On-site supervisors will orient the practicum student to the setting. Introduce the practicum student to personnel in the schools/agency, explain their roles, and familiarize the student with community agencies. It is also important that the student understand procedures for processing referrals, accessing student records, communicating with families, and engaging in crisis intervention.
- On-site supervisors will discuss broader school psychology issues that are relevant to the student’s practice (e.g., new instruments/techniques, ethical issues, school policies, etc.) Assist the student in considering multiple perspectives and alternative solutions to problems.
- On-site supervisors will provide at least one hour of individual, face-to-face, supervision for each eight hours that the practicum student spends in the placement. A specific schedule of supervision will typically be set during the first site visit by the site supervisor.
- On-site supervisors will inform the student and UT instructor of any student behavior that interferes with the student’s effective professional practice at the practicum site.
- On-site supervisors will evaluate the student’s demonstrated skills through review, discussion, direct observation, feedback from other school/agency personnel, and review of the products of the student’s work including written reports, case notes, and related documents. As part of the evaluation, the on-site supervisor will complete a written evaluation of the student’s performance at the practicum site at the end of the fall and spring semesters. This information will be included as part of the students course grade in practicum as well as for the purpose of one part of the annual program evaluation of the student.
• On-site supervisors will review the student’s log of hours, require modifications as needed, and sign the final log as evidence of its accuracy.

• On-site supervisors will insure that the student’s practice is consistent with current legal-ethical guidelines of the profession including the NASP Standards for Training and Field Practice in School Psychology Programs, the Ethical Principles of Psychologists and Code of Conduct (APA), and the Standards for Educational and Psychological Testing (AERA).

Practicum Site Supervisors’ Credentials

The program is committed to providing quality supervision and is highly selective in recruiting school psychology practicum site supervisors. Consistent with NASP and APA best practices in supervision, all supervisors are credentialed and have a minimum of three years current practice experience. All School Psychologists within the public school system are licensed by the State of Texas as Licensed Specialist in School Psychology. Site supervisors are selected to ensure diversity in gender and ethnicity representation as well as a wide range of specialization expertise. They are formally rated by students each year on their expertise, responsiveness, clinical practice skills, and supervision responsibilities. The program faculty review these data annually to evaluate the contribution of the supervisors to the program. In addition, graduate students may meet with the University Instructor at any time to discuss supervisor issues. If a quality of supervision issue arises, the University Instructor will collaborate with the Program Director and meet with the site supervisor to resolve the issue and/or discontinue his/her participation in the program.
Expectation of University Supervisor

University-based supervision is an integral part of training through the provision of weekly face-to-face practica seminar class.

The Practicum Instructor supplements the on-site supervision by directing group meetings of students during weekly practicum seminars. Weekly meetings include professional development curricula, informing students of current evolving State and national policy/practices issues and mandates, advisement on assessments, interventions, and diagnosis implications.

- The Practicum Instructor reviews progress made by the student each semester including a written evaluation by the site supervisor and determines the student’s final grade for the practicum.
- If practica emergencies arise (e.g., students served report suicidal ideation, abuse, or threat), the Practica Instructor also provides graduate student support and advisement in close collaboration with the field supervisor to assure appropriate procedures are followed.
- The Practica Instructor maintains current Psychologist licensure and appropriate professional liability insurance.
- The Practica Instructor keeps the program faculty informed of any significant student remediation needs, conflict with field sites/supervisors, and emergency interventions.
- The Practica Instructor corresponds with the practicum site supervisors at the beginning of the supervised experience to review and confirm requirements for the practicum and to establish the availability of the university resources to support the student and their on-site supervisor during the practicum.
- The Practica Instructor visits the practicum site as needed during the placement and periodically reviews students’ progress.
Procedures for Problems in Meeting Competency Expectations in Practicum

The system for monitoring of student’s progress within the program consists of two component systems. There is a system for monitoring the progress of students in their professional work (Practicum Student Rating Scale) and there is a system for monitoring the overall progress of students in the program (Annual Student Review). Annual student review is described in the SPP Handbook.

With respect to all clinical and/or applied activities, the program expects that students will conduct themselves in a manner that is consistent with the ethical principles, regulations, and standards of the profession. It is the policy of the program to systematically monitor students’ progress in the clinical practice aspects of their training. The purpose of the system is to identify as early as possible weaknesses in the clinical development of students proceeding through the program so that these can be remediated, thus maximizing the likelihood that students will successfully complete the program and meet the accepted standards of professional practice. Overall responsibility for the system is held by the program faculty.

For practicum placements, students and on-site supervisors complete the Student Practicum Evaluation Form. This form provides information on the clinical activities undertaken by the student in the course of the practicum, as well as ratings of students’ performance on a number of clinically relevant skills and abilities. Students should review the evaluation form with their on-site supervisor before the form is submitted by the student to the University Supervisor at the end of the fall and spring semesters. The final evaluation should be submitted to the University Supervisor immediately after the practicum ends each semester (or as soon as completed). Students will not receive a practicum grade until the evaluation form is submitted.

The University Supervisor will document all contacts and meetings dealing with concerns regarding students’ clinical progress. Such documentation, together with students’ Practicum Log and Student Practicum Evaluation Forms will be retained in the program’s student files if warranted.

The University Supervisor reviews the site supervisor evaluations and all forms received and identifies any concerns, and areas of weakness noted. If major concerns are indicated, the University Supervisor will inform the other members of the program faculty, and the faculty will take action (see below for more detail). If necessary, the University Supervisor will follow up the written evaluations with personal or telephone contact with on-site supervisors and/or instructors in order to gain more information about areas of concern. At every stage of the process, actions in response to concerns are carried out in a manner that is responsive to the interests of both public protection and student development. Care is also taken to ensure that students are given appropriate due process with respect to complaints or concerns regarding clinical and academic progress.
Conflict between On-Site Supervisor and Student

Although not common, differences or conflicts may arise between on-site supervisors and students. These conflicts can be separated into two broad categories. The first category involves unforeseen differences in expectations, differing values or assumptions between the on-site supervisor and the student. In many cases, these differences can be resolved through discussion. The second category involves more serious differences. Procedures are in place to respond to circumstances where the differences are more fundamental and, in the opinion of the on-site supervisor, address the question of the basic competency of the student to function effectively in an applied setting. These procedures are designed to balance the importance of identifying at an early stage individuals who will not be able to function effectively in applied clinical work with the rights of the student to due process. If a student encounters interpersonal difficulties or other conflicts in their practicum setting, the following general rules apply:

The student should discuss the problem directly with the person in question (e.g., on-site supervisor or if another person at site [e.g., working with school counselor] with that person and then with on-site supervisor) as well as the University Supervisor. The student also should consult the University Supervisor or Teaching Assistant. If neither of the above two options are not feasible and/or prove unsatisfactory, the student has the option of requesting a confidential interview with another school psychology faculty member.

It is the responsibility of the student, on-site supervisor, and university supervisor to identify any problems in learning and initiate changes in the instruction and supervision to address these difficulties. The university supervisor should be contacted if and when significant problems are identified. Practicum progress concerns identified outside the context of a practicum placement (e.g., within a core school psychology course) will be dealt with in the same manner. Essentially, the university supervisor is to be contacted when an on-site supervisor, student, or instructor has significant concerns about a student’s ability to meet the demands of the practicum or practicum-based course. The following procedures apply to circumstances when informal discussion is insufficient to resolve the conflict.

The program recognizes the right of the practicum setting, after consultation between the university supervisor, program director, faculty advisor, and the on-site supervisor, to terminate the practicum or internship of individual students, if the student’s behavior is unacceptable and client service/patient care is being compromised. In such circumstances the on-site supervisor shall advise the program director in writing of the reasons for this decision and action. If significant problems regarding competency are identified, the following steps will be taken:

- After consultation, the university supervisor may decide to hold a meeting to formally review the situation. In most cases the meeting will include: the on-site supervisor,
student, university supervisor. At minimum, if the decision is made to have a meeting, the SPP faculty will be informed.

- The meeting will include the following:
  - A clear identification of the problem in professional practice.
  - Specification of learning objectives to be achieved and behavior changes expected.
  - Any necessary actions and procedures to be taken in the practicum setting.
  - A time frame for a review meeting to determine whether change has occurred. This may also include a schedule stating when a sample of the student’s practice (selected by student and on-site supervisor) is to be reviewed by the university supervisor (if such material is available and appropriate).
  - A review of the competency expectation procedures, including grading.
  - The university supervisor will document the process and outcome of the review meeting. A copy will be given to the student, the on-site supervisor, and faculty advisor. Outcomes of this process may include requiring additional coursework or supervised clinical experience and, in extreme cases (e.g., behaviors that would result in a disciplinary finding of professional misconduct) termination from the program.

The review meeting will assess the degree to which the student has met the objectives set out in the previous meeting, the extent to which any activities in the practicum setting have been useful, and any other relevant issues. Further specification of problems, objectives, actions, and a time frame may take place if necessary. The university supervisor will document the process and outcome of the review meeting. A copy will be given to the student, the on-site supervisor, and the faculty advisor.

Should the practicum student not meet the competency expectations a *failing grade* will be given by the university supervisor. The university supervisor will review the student’s practicum experience with program faculty and the program faculty will recommend one of the following:

A. That the student repeats the practicum in the next semester. Students have one opportunity to repeat the practicum. If the student receives a *failing grade* in the repeat of the practicum the student will be terminated from the school psychology program. *Or*

B. That the student applies to repeat the practicum when specific necessary circumstances or requirements have been met. *Or*

C. That the student be terminated from the school psychology program.

**Appealing an Academic Ruling**

If a student disagrees with the decision, the student may appeal the decision in accordance with the Grievance Procedures appeals process (see Student Handbook). In general,
the student should discuss concerns about the ruling with the university supervisor, program
director, orally and/or in writing. If the student considers the response to these discussions
unsatisfactory, and feels that the grievance still exists, the grievance and all supporting
documents should be brought in writing by the student to the Chairperson of the Department of
Educational Psychology and the Department of School Psychology. If the grievance is still
unresolved, the student may then file the grievance in writing with the dean of the College of
Education. The right of appeal in writing to the Ombudsman for graduate and professional
students, as the authorized representative of the President of the University, shall be the final
appeal but only after the prescribed administrative channels (i.e., program, chair, dean) and
grievance procedures have been exhausted.