



UNIVERSITY OF  
DENVER

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Morgridge College  
of Education

**Child, Family, and School Psychology Program**

**CFSP 4353 School Psychology Practicum**

**Field Practicum Manual**

**2011 – 2012**

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## Introduction

Field Practicum in School Psychology is an advanced, off-campus, 300-hour minimum supervised experience taken after the successful completion of core courses and a Clinic Practicum experience. Students getting an additional Early Childhood Certification must complete an additional 100-200-hour field placement that involves early childhood services and consultation. Field Practicum is designed to broaden one's professional skills and is considered a critical transition year of substantial growth that prepares students for a subsequent Internship.

Field Practicum is typically completed over three quarters during an entire academic year (i.e., 2 credits taken for three quarters for the Generalist track and 3 credits taken for 3 quarters for the EC track). Students are assigned to one or two sites and must be able to work with at least two different age levels (infant, preschool, elementary, middle, or high school). Preferably a student will work under the primary supervision of one qualified on-site Field supervisor who is expected to provide a minimum of one hour of face-to-face supervision per week. In addition, students also attend weekly Practicum seminars facilitated by University Faculty. The Practicum seminar is designed to facilitate case analysis, ongoing self-reflection, and to provide peer consultation and professional feedback relevant to best practice.

In accordance with the Program's *Chain of Relevant Experiences (CoRE)* (**Appendix I**), during Field Practicum, students increasingly function as *Active Contributors* as they engage in supervised professional activities dictated by the needs and policies of the field placement. These activities developed collaboratively and completed under the supervision of both a Field and University Faculty, are designed to help consolidate a student's emerging skills and to bring about specific results that add to the productivity of the field placement.

During Field Practicum, students provide direct and indirect mental health and psycho-educational support services for students with varying exceptionality in both general education and special education settings. Students are expected to participate as members of pre-referral or child study teams as well as special education evaluation teams and to engage in assessments linked to the design and monitoring of academic, social-emotional, and behavioral interventions for general and special education students. Students also are expected to establish consultative relationships with teachers, staff members, and families, and whenever possible to participate in school-wide reform and prevention and attend ongoing staff training. Additional requirements within early childhood settings apply to students who are receiving a concentration in early childhood.

## Eligibility for Field Practicum

To be eligible for a Field Practicum, students must have completed two years of theoretical and applied coursework and a minimum 250-hour Clinic Practicum. Early Childhood track students take a minimum of 300-hours of Clinic Practicum. Before a student can begin a Field Practicum, an approved Intent to Complete a Field Practicum form must be completed that indicates successful completion of all required core coursework, a Clinic Practicum, and advisor approval. A Goals and Continuing Professional Development Plan (**Appendix G**) also must be completed at the end of Clinic Practicum that outlines goals for Field Practicum across all critical professional competency

domains. If deficiencies are noted, a student may be asked to complete additional clinic practicum, supervision, or coursework before proceeding with Field Practicum.

A student eligible for Field Practicum is able to:

- Evaluate own strengths and weaknesses concerning assessment, data-based decision making, and consultation.
- Administer, score, and interpret a variety of academic, cognitive, and social-emotional standardized, norm-referenced and curriculum-based diagnostic approaches.
- Conduct initial and ongoing problem-solving interviews and feedback meetings with family members, teachers, and other referral sources.
- Develop comprehensive clinical reports with supervisor feedback that link assessment outcomes with evidenced-based recommendations for prevention and intervention.
- Flexibly adapt to the needs of various situations and relate effectively with students, teachers, parents and other professionals.
- Exhibit expected professional legal and ethics standards applied in community and school-based service settings.

## **Insurance**

Students who will be at field sites during the up-coming 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, Council for Exceptional Children, or the American Psychological Association.

## **Initiating a Field Practicum**

Numerous pre-approved practicum sites are located in the Denver metropolitan and surrounding communities. Students in conjunction with the Program Chair and Practicum Faculty Supervisor collaboratively identify a preferred field placement that meets all program expectations and standards outlined by NASP and CDE, including appropriately credentialed supervisors. Typically, a student will identify several potential sites the quarter before entering a field placement. Students are responsible for contacting potential supervisors at these sites.

To complete a 300-hour minimum Field Practicum, students typically make a one or two-day commitment to be at a designated site during an entire academic year. Occasionally, site placements will change midyear so a student can gain an alternative experience or to ensure contact with at least two of the following age groups: infancy, preschool, elementary, middle, or high school.

Students who are receiving an additional certificate in early childhood also complete an additional minimum of 100 to 200 hours in an early childhood placement to gain more intensive service experiences with families and children from birth to age 5. The arrangement for this placement is the responsibility of the student in consultation with the Field Supervisor and University Faculty. This early childhood placement can be subsumed at the primary placement site or may entail another placement during one or more quarters. In all other respects, there are similar expectations and requirements for Field Practicum for students receiving an additional certificate in early childhood.

A meeting with the Field Supervisor should be held before the Practicum begins to review specific work duties, schedules, and performance expectations. A Practicum Field Supervision Memorandum (**Appendix A**) outlining Faculty Supervisor, Field Supervisor, and student roles and responsibilities must be signed and approved by the Program Coordinator or Faculty Supervisor before a student begins a field practicum placement. Copies of this memorandum must then be left with each supervisor. This Memorandum constitutes a formal agreement that should be considered binding. Students who break such an agreement without just cause are considered in violation of professional standards except under extenuating circumstances.

## Beginning a Field Practicum

It is important to attend any beginning of the year staff/teacher training or agency orientation meeting, as this allows the student to meet team professionals in a more relaxed setting and establish rapport. It is also recommended that students obtain an employee handbook given to new staff and review any other site-based manuals, policies, crisis management and abuse/neglect reporting guidelines.

As Field Practicum begins, it is important to meet all staff, teachers, and administrators, to attend various team meetings, and to observe as much as possible in general education and special education classrooms. Students should share with their supervisor their personalized continuing professional development plan that was developed at the end of Clinic Practicum. Also it is important to discuss roles and responsibilities and schedule several assessment sessions observed by the supervisor and student. Also students should review several former reports from their supervisor and share several of their own reports as well. By comparing and contrasting assessment strategies and report writing styles a student quickly learns the instruments and guidelines in use at a particular site.

A face-to-face or phone meeting should be scheduled between the student, the University Faculty, and the Field Supervisor within two – three weeks after a student begins a Field Practicum. The purpose of this initial joint supervisor meeting is to establish a professional working relationship, clarify roles and expectations, and facilitate communication about the student's goals and objectives. Before this meeting, the student and Field Supervisor should complete a Field Practicum Agreement Contract (**Appendix B**) and a Continuing Professional Goals form (**Appendix G**). **These forms should be returned to the University Faculty.**

## Field Practicum Requirements

Students register for variable credits based on degree requirements. Please meet with your advisor to ensure that you are meeting the minimal number of credits for your degree. Recognizing that all sites differ in the variety and breadth of activities and experiences, the following guidelines are offered to plan activities during Field Practicum. Many activities are tied to requirements of the University, but the way in which they are carried out may be different depending upon the Field Supervisor's preference, the setting, age level of children, etc.

Students are expected over the course of the year to:

- (a) engage in a broad range of standardized, screening, curriculum-based, and behavioral assessments,
- (b) participate in the design, implementation, and progress monitoring of instructional interventions,
- (c) Provide individual and group counseling,
- (d) Employ behavioral observation and develop positive behavioral support plans,
- (e) Deliver therapeutic and preventative classroom and/or school-wide interventions,
- (f) Consult with teachers, support staff, community-based professionals, and family members,
- (g) Gain a working knowledge of a variety of school, district, and community-based resources,
- (h) Document intervention effectiveness for at least one case within an RTI framework,
- (j) Deliver and evaluate at least one professional presentation or in-service.

A student should progressively assume more responsibility for overall case management including the planning, delivery and evaluation of a variety of child-focused, classroom, and/or school-wide interventions. By the end of Field Practicum, it is expected that students will have experienced independence in handling referrals, monitoring case progress, delivering direct services, presenting at team and staff meetings, and consulting with teachers, parents, administrators, and other professionals. Students also should develop confidence in handling crises and working collaboratively with parents/guardians. Increased independence in classroom consultation and management, individual and group counseling, academic intervention, program evaluation, and prevention is expected as the year progresses since students will be taking coursework in these areas.

### **Weekly Requirements**

**Site Activities** - High standards of professionalism are expected. Students are responsible for completing all assigned activities in a timely and professional manner. It is important to recognize that policies, paperwork, and report writing may differ across sites. It also is important to keep in mind that scheduled breaks at the University often do not coincide with school or agency schedules. Thus, time off for vacation or other personal reasons must be discussed and cleared in advance with Field Practicum Supervisors so that necessary adjustments to service provision can be made. Any absences must be discussed and cleared with the Field supervisor.

**Supervision Preparation** - Students develop continuing professional goals at the beginning of the school year and at the mid-point in cooperation with their Field Supervisor and University Faculty **and are expected to participate in a minimum of one hour of weekly face-to-face field supervision.** At the end of the placement, the student and the supervisor assign an end-of-year rating and future objectives are identified. Students should prepare for scheduled supervision by reviewing pertinent case materials, protocols, and preparing coherent case review summaries. Professional goals and objectives should be regularly reviewed during supervision. Field supervisors are extremely busy and students must be sensitive to their heavy professional commitments. Any problems or conflicts should be openly discussed. If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately and the University Faculty will make every attempt to work constructively and collaboratively towards an acceptable solution.

**Seminar Attendance** - Attendance and active participation is expected at all scheduled University Practicum seminar meetings and individual supervisions sessions. Late or missed classes and/or assignments will result in deductions and lowered grades as specified in the course syllabus. Students must routinely come prepared to critically discuss their ongoing cases/site activities, review completed class assignments and participate in guest-speaker presentations.

## Quarterly Requirements

**Cumulative Time Sheet Logs** - Students are responsible for recording all Practicum hours on a weekly basis using the Time Sheet Weekly Log (**Appendix C**). A cumulative Time Sheet Quarterly Summary Log (**Appendix D**) is due at the end of each quarter. Quarterly logs should reflect all Practicum activities and supervision hours and **must be signed** by both the student and Field Supervisor. A signed, year-end, cumulative summary log that reflects the total practicum hours accumulated during the entire Practicum placement is required to obtain a final grade.

**Assignments** – A series of Practicum assignments are due throughout the year as indicated on the course syllabus (**Appendix L**). All assignments must be completed by a designated date at the end of each quarter or the quarter grade will be adjusted (e.g., from an “A” to an “A-”, from an “A-” to a “B+”). A student may ask for permission to hand-in a required assignment at a later date due to constraints at a field site. All assignments must be redone until satisfactory mastery is obtained. However, an acceptable standard of mastery is expected after one or two resubmissions. Numerous resubmissions indicate that an acceptable level of proficiency has not been obtained and can result in the need for additional Practicum experience before moving on to Internship. Assignments must be completed by the end of Practicum and must include a final In-Service Presentation Summary and Case Study Report to receive a grade.

**Case Summary Reflections** – Two Practicum reflections that represent a variety of professional activities must be presented each quarter (total of six during the year). Practicum reflections will be shared in Seminar and can include: screening, testing, diagnosis or program evaluation activities for general or special education students; individual or group academic, behavioral, counseling, or psycho-social interventions or services; collaborative consultation, classroom interventions or prevention activities; committee work; system-wide projects; program evaluation; or community projects. A format for the practicum presentation reflections will be discussed at seminar meetings.

**Goals and Continuing Professional Development Plan-** Goals are collaboratively completed with supervisor input at the beginning and mid way through the year (**see Appendix G**). At the end of the year, progress towards these goals is reviewed and a final end-of-year Continuing Professional Development rating and future objectives are developed with input from Field and University Faculty. The Plan is then given to the Internship supervisor for the following year.

**Field Placement Performance Evaluation** - A formal on-line Field Placement Performance Evaluation is expected to be completed independently by the Field Supervisor at the middle and the end of Practicum. A hard copy of the on-line evaluation can be used to as a worksheet to assist in completing the on-line evaluation. The student is responsible for evaluating him/herself , providing the Field Supervisor with a hard copy of the Evaluation Worksheet (**Appendix F**), and meeting with the Field Supervisor to review the evaluation ratings prior to the Supervisor entering the ratings on-line. A feedback meeting is arranged as needed with the Field Supervisor and University Faculty to review these evaluations and develop future goals, objectives and professional activities. Performance evaluations are designed to provide constructive feedback and are not the sole basis upon which a Field Practicum grade is assigned since they may or may not correspond to the end of a quarter. It is expected that students will demonstrate adequate progress and mastery of key competencies before Internship.

**Field Placement Site Evaluation** - At the end of each field placement, students are asked to evaluate the overall experience and perception of supervisory support provided at each field site (**Appendix H**). Early in the Field Practicum it is the responsibility of the student to share this form with the Field Supervisor to apprise the supervisor of the criteria selected for evaluation.

**Documentation of Practicum Completion**— Students are expected to regularly refer to and update the Documentation of Practicum Completion form. When all requirements are completed, the University Faculty signs the documentation form to verify that the student is eligible to Internship (**Appendix K**).

## **Field Practicum Expectations**

### **Data-Based Decision Making and Accountability**

- Screen, assess, and monitor progress of students for special education placement or students having difficulties within the regular education setting;
- Interview the referral source and observe referred students in their primary home or educational settings to prepare for participation in meetings for intervention design.
- Knowledge of data-based decision making and accountability and other school or agency based experiences that require planning, ongoing implementation, and follow-up evaluation.
- Design, implement, and evaluate outcome-based interventions for individuals, small groups, or classrooms with special and regular education students.

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

- Participate as an active member of site-based child study, pre-referral, intervention, and special education teams.
- Establish a consultative relationship with members of the school or agency staff or parents for referral situations regarding individual, classroom or family issues.
- Consult with parents, teachers, and other school or community agency personnel at the individual, group, and systems levels.
- Work collaboratively with the Field Supervisor and other team members to ensure continuity of outcomes.
- Present results, impressions and recommendations at individual feedback conferences with parents, teachers, and other specialists.
- Engage in professional behavior respectful of individual differences and diversity throughout decision making and applied practices.
- Collaborate with a variety of communities (school, district, community) to implement and evaluate prevention and intervention mental health programs, policies and practices that create and maintain safe, supportive and effective learning environments.

### **Instruction and Intervention**

- Apply learning, motivation, and developmental theories to promote cognitive and academic skills through effective instruction.
- Provide individual and group counseling, or crisis intervention for special or regular education students and families.
- Organize and conduct at least one student group which meets regularly for a specified period of time. Co-facilitation of a group with an experienced staff member is an accepted alternative for group counseling with populations and/or issues that are less familiar.
- Apply knowledge of research and program evaluation to implement and evaluate services and interventions to promote learning, socialization and the development of life skills.

- Participate in the design, delivery, and/or evaluation of educational and mental health interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior.

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

- Prepare, deliver, and evaluate at least one professional or in-service presentation on a topic collaboratively decided to be of mutual benefit for the placement site and student.
- Participate in practices to promote safe, healthy, and nurturing environments for learning and development.
- Communicate with and facilitate communication among students, families, educators, and community members in a variety of settings.

### **Professional Practice and Work Characteristics**

- Attend regular supervision sessions to review cases and continued professional progress.
- Participate in weekly seminars with other Practicum students to share and review professional experiences, casework, activities and course assignments.
- Display respect for diversity, ethical behavior, and best practice when working with students, families, colleagues, and the community as a whole.
- Participate in professional training and development for staff at the placement site.
- Continue to develop a professional identity and advocacy skills that contributes to the advancement of best practice in the field.
- Use current technology to enhance the quality of service delivery.

## **Roles and Responsibilities**

### **Student Responsibilities**

- Come prepared for all supervision meeting to review professional activities, case progress, and issues encountered on site with the Field Supervisor
- Come prepared to fully participate in weekly seminars and/or individual meetings with the University Faculty.
- Record weekly activities on Time Sheet Logs and transfer these to a Quarterly Summary Log signed by the Field Supervisor and turned into the University Faculty at the end of each quarter. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
- Complete on-site activities, course assignments, and expected roles and functions in a highly ethical, professional, and timely manner. Any needed extensions or time off must be negotiated and approved by all supervisors.
- Complete initial professional development goals, and update goals at mid-year (December or January). At the completion of Practicum, use the mid-year goals to collaboratively develop with supervisors a Continuing Professional Development Plan and arrange to review each of these during a feedback meeting with the University Faculty and Field Supervisors.
- Complete a site evaluation at the end of the placement.

- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately.**

### **Field Supervisor Responsibilities**

- Ensure a safe and professional learning and work environment.
- Treat the Practicum with respect and dignity.
- Model appropriate professional behavior consistent with APA ethical standards.
- Introduce the student's roles and responsibilities to all key site staff and affiliated personnel.
- Provide current information on policies, procedures, and resources to enhance effectiveness.
- Help the student identify and accomplish professional goals and objectives.
- Monitor the student's progress towards goals and provide corrective feedback.
- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimally one hour of face-to-face supervision.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional activities at the site as possible.
- Discuss performance concerns with student or University Faculty as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with University Faculty and student at the beginning of Practicum and at other times as needed to discuss Practicum performance expectations and evaluations.
- Collaboratively develop a Continuing Professional Development Plan for Internship with the student and University Faculty at the end of Practicum.
- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately.**

### **University Faculty Responsibilities**

- Ensure that student and Field Supervisors understand all Practicum requirements.
- Ensure that student receives all required forms to share with the Field Supervisor.
- Facilitate communication between Field Supervisor and student.
- Meet with Field Supervisor at the beginning of the Practicum, and at other times as needed, to assist in the development of professional goals and to evaluate student performance. Contact with Field Supervisor may also include email and phone conversations, as needed.
- Actively work with the Field Supervisor to collaborate on solutions if issues or concerns arise.
- Conduct seminars to facilitate continued professional development.
- Meet individually with students to review cases, provide consultation and guidance for on-site activities, and facilitate self-reflective evaluation of professional progress.
- Observe confidentiality of site information and obtain appropriate consent when necessary.
- Submit end of quarter Practicum grades once all requirements are complete.
- Assist and facilitate the Internship application process.
- Ensure that all required paperwork has been received from student and Field Supervisor.

- Collaboratively develop a Continuing Professional Development Plan for Internship with the student and Field Supervisor at the end of Practicum.

## Field Practicum Evaluation

Practicum students are evaluated based on mastery of expected professional competencies, including service delivery, adherence to professional standards, fulfilling professional obligations at the placement site and during seminar, constructive utilization of supervisory feedback, and results of a mid-year and end-of-year on-line performance evaluation.

It is the responsibility of the student to see that all evaluations, time sheet logs, assignments, projects and required forms are handed in by a designated date each quarter. The student or Field Supervisor also should notify and consult with the University Faculty at any time during the Practicum if an issue or concern warrants immediate attention.

A student's mid-year and end-of-year performance is formally reviewed by the Field Supervisor and University Faculty using the on-line Field Placement Performance Evaluation results and completed Evaluation Worksheet (**Appendix F**). Results at the end of the year are then used to construct Continuing Professional Goals for Internship. To proceed to Internship, students must receive an average supervisor rating of 2.5-3 (i.e., 3 = competency) across most competency domains. Sometimes students receive N/O ratings, due to "No Opportunities" or the item is not applicable to the site placement. The Continuing Professional Development plan (**Appendix G**) must include an explanation for N/O or low ratings in the comments section and a specific future objective must be developed to be completed during internship. If any competency domain falls below a 3 rating (excluding lack of opportunity), the student is required to submit a remediation plan with observable and measurable goals and objectives and meet with the Program Chair and their Faculty advisor for reevaluation prior to advancing to Internship. Students who are not able to progress to Internship, may be required to retake Practicum at the same or at a new site, based on the remediation plan developed. Students who do not successfully complete a Field Practicum can be dismissed from the licensure degree program.

A final grade for Field Practicum is entered only after a Documentation of Completion and Portfolio Components form is completed (**Appendix K**) indicating satisfactory performance for the entire placement and receipt of all required projects, assignments, forms, and documents.

Field Practicum seminar is evaluated and based on:

- Mastery of individualized personal-professional competencies;
- Fulfilling all professional obligations and activities in a professional and ethical manner;
- Competent service delivery and adherence to professional standards;
- Constructive utilization of field and university supervision and feedback;
- Professional contribution to field site and to peer cohort;
- Collaborative and thoughtful participation in seminar discussions;
- Satisfactory seminar attendance, as defined in the syllabus;
- Completion of all required course assignments by each quarter's deadline;
- Documentation of activities through signed cumulative time sheet logs each quarter;
- Critical evaluation of one NASP case study and one NASP in-service presentation;

- Average or above mid-year and end-of-year performance evaluation Supervisor ratings;
- Initial goal setting, ongoing self-evaluation, and the development of an end-of-year continuing professional development plan in preparation for internship.

## Internship Preparation

Internship is an extremely important culminating aspect of a School Psychology student's professional training and thus, preparing for and selecting an Internship site should be undertaken with great care. All Ed.S. and Ph.D. students in the School Psychology Licensure track must complete a 1200- or 1500-hour Internship, respectively, across one or two years, to obtain state and national licensure to practice as a School Psychologist. Typically, Ed.S. students advance to Internship immediately after Field Practicum, while most Ph.D. students take their Internship one or two years following Field Practicum. Ph.D. students are required to have completed additional advanced clinical, research, and cognate coursework and also must successfully defend a dissertation proposal before going out on an Internship. **It is recommended that students take the NASP Praxis Exam before beginning Internship. Students cannot graduate until the NASP exam is passed. The minimum passing total score is 165.**

### Locating an Internship Site

Students begin the process of preparing for, gathering information about, and applying for appropriate Internship sites during Field Practicum. All students must complete and submit to the Program Chair and Faculty Practicum Supervisor an Intent to Complete School Psychology Internship form (**Appendix J**) as the first step in preparing for the Internship application process.

Internship sites can be selected on the basis of a student's interests, prior experience, and the need to balance supervised experiences across varying age groups. At least half of the Internship must be completed in a school site. Students who plan to do half of their Internship in a non-school setting will need to contact identified agencies directly after getting preliminary approval from their advisor and the Program Chair. Students should apply only for paid Internships unless specific permission is obtained.

Internship sites are quite varied and can be found locally or nationally. When an out-of state Internship is desired, it is best to begin the process early by contacting the Department of Education in the state where the Internship is sought. All School Psychology Internship sites must meet standards outlined by NASP and also fulfill all Program expectations and requirements.

During Internship all students are required to receive two hours of supervision per week from an appropriately credentialed on-site supervisor. The on-site supervisor must be a licensed school psychologist and doctoral Interns must have a doctoral level supervisor. It is recommended that an Internship placement not span more than two different sites. Multiple placement sites within a single school district or agency can qualify if the supervision and services are coordinated and a primary Supervisor assumes ultimate responsibility for the Internship. A list of prior approved local, state, and regional Internship sites will be handed out during Practicum seminar.

### Applying for an Internship

In most cases, students visit or talk extensively with several Internship sites before deciding to apply. Each Internship site has different application requirements and deadlines. Some out-of-state sites require materials to be sent in December for a fall placement. Most Colorado Internships request applications by early February and extend offers between March and May. While Internship

openings do come available later in the summer, most students secure Internship placements by May or June.

Most Internship sites request a professional vita, a professional statement, and copies of professional materials, such as formal reports, intervention descriptions, or evaluations. Thus, before Internship applications are sent out, it is important to get feedback on application materials from peers and faculty.

Most Internship sites also require personal interviews. Thus, students should participate in mock internship interviews and prepare answers to typical questions regarding prior professional experience, personal and professional competencies, strengths and weaknesses, preferred work style, supervision and professional development expectations. Students also should be ready to answer questions that reflect their knowledge of current reforms, issues facing the field, and how to handle various case situations. Finally, questions about the Internship site should be prepared that can help assess whether a particular placement can meet individual requirements and interests.

### **Accepting an Internship Placement**

Once an Internship offer is made, a formal acceptance decision will be expected within a short time frame – typically within a few days. This means that students should decide if they would accept an offer from a particular site even before an offer is extended. It is important to discuss all Internship offers with a faculty advisor, the University Faculty and/or the Program Coordinator before formal acceptance. Students should **not** make a final Internship commitment before getting formal Program approval.

An Internship Memorandum (see *Internship Manual*) outlining the roles and responsibilities of the student, the University Faculty, and the Site supervisor, must be signed and approved by the Program Coordinator as part of the formal acceptance of an Internship. It is the student's responsibility to send this form to the appropriate contact person at the Internship site and to then hand-in a final signed copy of the Internship Memorandum to the Field Practicum Faculty Supervisor who will pass it onto the assigned University Internship Supervisor. Some placement sites also require that other formal contracts or paperwork be completed and signed by a University representative. It is the responsibility of each student to request, complete, and return all required forms to the University Faculty before Internship begins.

An Internship acceptance is considered binding. Students who break such an agreement are considered to be violating professional standards, with rare exceptions made for extenuating circumstances.

### **Preparing for Internship**

Once an Internship placement is secured, students should arrange a meeting with their on-site supervisor and send or bring him/her a copy of their **Goals and Continuing Professional Development Plan** completed at the end of Field Practicum. This information should be reviewed in order to help develop Internship goals and objectives that fulfill all Program expectations and also meet all State/National licensing requirements.

Keep in mind that Internship is a professional job, so you should attend any employee or school trainings that the site offers, know about illness and personal days policies, and discuss how to make up missed work. You will be expected to follow the school district's calendar and scheduled breaks. When planning for supervision, if multiple people provide supervision, insure that at least some supervision is conducted jointly. Finally, be sure to completely read and understand all responsibilities and expectations outlined in the *Internship Manual*.

## **Appendices**

**Appendix A Practicum Field Supervision Memorandum**

**Appendix B Practicum Agreement/Contract**

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**Appendix L CFSP 4353 School Psychology Practicum Syllabus**

## Appendix A Practicum Field Supervision Memorandum

**TO:** Practicum Field Supervisor  
**FROM:** Dr. Gloria Miller, Faculty Supervisor  
**Child, Family, and School Psychology Program**  
**SUBJECT:** Practicum Supervisor's Memorandum from DU Faculty

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Thank you for agreeing to supervise one of our Child, Family, and School Psychology Program (CFSP) students for his/her Practicum. Your main requirement as an on-site Practicum Field Supervisor is to meet with the student for at least 1 hour per week for supervisory conferencing. Your comments may be based on observing the student's assessments, interventions, consultations, or team processing through direct observation, indirect case reviews, or reviews of feedback from others who have worked with the student. It is expected that you will be responsible for matching all Practicum activities with the student's ability level.

### Practicum Expectations

Our Ed.S. and Ph.D. students must spend a minimum of 300 hours at their Field Practicum setting during three consecutive quarters, unless specific arrangements have been made. Field Practicum students who are obtaining a School Psychology Early Childhood Certification must take an additional, 100-200 hour placement rotation with an early childhood population. Students at the Field Practicum stage of their program have already completed a supervised Clinic Practicum (250-300 hours) during their second year in the program in which they received direct observation and feedback during test administration, assessment, and client interviewing the by the clinic supervisor who is a CO licensed school psychologist.

During the Field Practicum we require students to engage in a wide array of services and roles with both regular and special education students and staff. Specific requirements and expectations are listed in the attachment below. In general, students should engage in the provision of direct assessment, intervention, counseling, and consultative services with individuals, small groups, classrooms or families to help foster academic, behavioral, learning and/or social-emotional goals. We also require students to take part in site-based teams and, whenever possible, to be involved with system-wide or district-level projects. Students are also required to conduct at least one NCSP format case study and one professional in-service presentation during the Practicum. Students are responsible for developing personal and professional goals in cooperation with their Field Supervisor and University Faculty.

We expect students to keep weekly logs to document all activities and to meet weekly with the Field Supervisor. In addition, all students meet weekly with their University instructors. Students will be asked to tape counseling or consultative sessions for supervision purposes at DU. Finally, students will take part in a group Practicum seminar with other Field Practicum students. During the seminar, students share ongoing experiences and are asked to present information about ongoing cases at their Practicum site.

### Evaluation

Contact is expected between the Field Supervisor and University Faculty at the beginning of the Practicum/fall quarter and as needed thereafter. The student's on-line Field Placement Performance Evaluation is to be completed independently by the Field Supervisor at the mid-point and at the end of the Practicum. A hard copy version of the On-Line Field Placement Evaluation worksheet (**Appendix F**) will be provided to the supervisor by the student and can be used as a work sheet to

independently complete the on-line evaluation as well as to discuss progress with the student. The student is responsible for evaluating him/herself on a duplicate worksheet form and arranging a joint feedback session with the Field Supervisor to discuss the results and set goals for continuing professional development. It is the responsibility of the Practicum student to see that all evaluations, log sheets, and goals are submitted to the University Faculty.

### **Roles of University Faculty and Field Supervisors**

As the on-site/Field Supervisor, who will meet with the student weekly to provide direction and review of cases, you are the primary person responsible for direct clinical supervision of the student. By contrast, the University Faculty meets regularly with students during the quarter using a seminar format, and thus is not offering clinical supervision according to the Colorado State Grievance Board Rule 16, Supervision of Psychotherapists, which defines clinical supervision as occurring when there is a close, on-going review and direction of a supervisee's clinical practice. The University Faculty will monitor the student's professional skill development during Practicum with your input. In the rare cases where a conflict or theoretical difference occurs between the University Faculty's advice and the Field Supervisor's advice and if it is not possible to integrate both sets of recommendations, students are instructed to take the Field Supervisor's advice. Another role of the University Faculty is to mediate and facilitate any interpersonal or competency difficulties that may arise. Under those circumstances, the University Faculty will work with all involved to resolve all training issues.

We value highly the time and effort you will give to mentoring and supervising our student. In exchange, we expect the Practicum student to provide high quality services. At this time, it is not our policy to allow for compensation by either the student or the University. If any of the above requirements cannot be met at your site, or if you have questions/concerns, please contact the University Faculty noted below.

**Gloria Miller, Ph.D.**  
**gmliller@du.edu, 303-871-3340**

---

### **Practicum Field Supervision Memorandum (continued)**

**Please sign below to indicate your desire to be a DU Practicum Field Supervisor**

I, \_\_\_\_\_ agree to act as the Field Supervisor for  
(Supervisor name)

\_\_\_\_\_ at \_\_\_\_\_  
(Student name) (School/agency name)

during the period of \_\_\_\_\_ to \_\_\_\_\_.

\_\_\_\_\_  
(Supervisor Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Supervisor email)

---

(Supervisor Phone #s)

---

I, \_\_\_\_\_ agree to participate at the above-named  
(Student name)

Practicum placement during the period designated above.

---

(Student Signature)

Date

---

(Student email)

---

(Student Phone #s)

---

**I have approved this Practicum placement site and arrangement as appropriate for the student identified above, who is in the Child, Family, and School Psychology program at the University of Denver.**

---

(University Faculty Signature)

Date

University Faculty email \_\_\_\_\_ Phone # \_\_\_\_\_

## Appendix B Practicum Agreement/Contract

**THIS AGREEMENT**, by and between

- 1) **Child, Family, and School Psychology Program**  
Morrgridge College of Education  
University of Denver  
Denver, CO 80208

2) **School or Agency Name** \_\_\_\_\_

**School District** \_\_\_\_\_

**Field Supervisor Name** \_\_\_\_\_

**Position/Title** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

**E-mail** \_\_\_\_\_

3) **Student Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

**E-mail** \_\_\_\_\_

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

**Course Number** \_\_\_\_\_ **Credits** \_\_\_\_\_ **Quarter(s)** \_\_\_\_\_

## Practicum Agreement Contract (continued)

**It is mutually agreed that the above-named school or agency and identified Site Supervisor will provide the following services and supervision for the above-named student:**

- Ensure a safe and professional learning and work environment.
- Treat the Practicum student with respect and dignity.
- Model appropriate professional behavior consistent with APA ethical standards.
- Introduce the student's roles and responsibilities to all key site staff and affiliated personnel.
- Provide current information on policies, procedures, and resources to enhance effectiveness.
- Help the student identify and accomplish professional goals and objectives.
- Monitor the student's progress towards goals and provide corrective feedback.
- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide a minimum of one hour of face-to-face supervision.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional activities at the site as possible.
- Discuss performance concerns with student or University Faculty as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with the University Faculty at the beginning of Practicum/fall quarter and as needed thereafter.
- Complete 2 Practicum on-line performance evaluations and discuss with student; discuss with University Faculty as needed.
- Collaboratively develop a Goals and Continuing Professional Development Plan with the student at the end of Practicum.
- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately.**

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

- During Practicum, student will meet weekly with the Field Supervisor for a minimum of one hour of direct supervision. In supervision, student reviews professional activities, case progress, and discusses issues encountered on site.
- Student will record weekly activities on Time Sheet Logs that are transferred as Quarterly Summary Logs and signed by the Field Supervisor and then sent into the University Faculty. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
- Student and Field Supervisor will complete two on-line performance evaluations, one at the mid-point of the school year (January) and one at the completion of Practicum (early-mid May). Once completed, if there are concerns a feedback meeting with the University Faculty should be scheduled as soon as possible to review these evaluations.
- The student is responsible for scheduling on-site activities that adhere to all expected course requirements and for completing expected roles and functions in a highly ethical and professional manner. Any time off must be negotiated with the Field Supervisor in advance.

- The student is expected to complete all assignments for the University in a timely manner and if a deadline extension is needed to contact the University Faculty for consideration.
- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately.**

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

- Ensure that student and Field supervisors understand all Practicum requirements.
- Ensure that student and Field supervisor receive all required forms.
- Facilitate communication between Field supervisor and student.
- Meet with Field supervisor in the beginning of the Practicum/fall quarter and as needed thereafter.
- Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
- Ensure that all required paperwork has been received from student and Field supervisor.
- Complete end of quarter Practicum grades once requirements are completed.
- Review a Goals and Continuing Professional Development Plan with the student at the end of Practicum.
- Observe confidentiality of information and obtain parental and student consent when necessary.
- Coordinate email discussions and/or hold seminars to discuss common problems and experiences and assist the student in casework.

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

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

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student phone:** \_\_\_\_\_ **email:** \_\_\_\_\_

**Field Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Field Supervisor phone:** \_\_\_\_\_ **email:** \_\_\_\_\_

**University Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_

**University Faculty phone:** \_\_\_\_\_ **email:** \_\_\_\_\_

## Appendix C Time Sheet Weekly Log

**Student's Name:** \_\_\_\_\_ **Quarter:**  Fall  Winter  
 Spring  Summer  
**Internship Site:** \_\_\_\_\_ **Month:** \_\_\_\_\_ **Year:** \_\_\_\_\_

Dates :							
Direct Student Contact Hours		Week 1	Week 2	Week 3	Week 4	Week 5	Total
Assessment (Formal/Informal)							
Interviewing							
Individual Counseling							
Group Counseling							
Crisis Prevention/Intervention							
Academic Intervention – Indiv.							
Academic Intervention – Class							
Behavioral Intervention							
Infant/Family Intervention							
Preschool Intervention							
Observation							
Other: (specify)							
<b>Subtotal</b>							
Percentage time w/ ages:	0-5						
(specify)	6-11						
	12-18						

### Administrative/Case Management

Background Review							
Report Writing							
Meetings: Team/Staffing							
Consultation							
Data collection/Review							
Other: (Specify)							
<b>Subtotal</b>							

### Leadership

Advocacy							
Professional Development							
Program Development & Evaluation							
System/Organizational							
Team Building							
Workshop/Presentation							
Other: (Specify)							
<b>Subtotal</b>							

### Supervision

Field							
University							
Other: (Specify)							
<b>Subtotal</b>							
<b>Total Hours This Month</b>							

## Appendix D Time Sheet Quarterly Summary Log

Student's Name: \_\_\_\_\_ Quarter:  Fall  Winter  
 Spring  Summer  
 Internship Site: \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_

Direct Student Contact Hours	Hours From Previous Quarters	Hours This Quarter	Cumulative Hours
Assessment (Formal/Informal)			
Interviewing			
Individual Counseling			
Group Counseling			
Crisis Prevention/Intervention			
Academic Intervention – Indiv.			
Academic Intervention – Class			
Behavioral Intervention			
Infant & Family Intervention			
Preschool Intervention			
Observation			
Other: (Specify)			
<b>Subtotal</b>			
Percentage of time with ages (specify)	0-5 6-11 12-18		

### Administrative/Case Management

Background Review			
Report Writing			
Meetings: Team/Staffing			
Consultation			
Data Collection/Review			
Other: (Specify)			
<b>Subtotal</b>			

### Leadership

Advocacy			
Professional Development			
Program Development & Evaluation			
System/Organizational			
Team Building:			
Workshop/Presentation			
Other: (Specify)			
<b>Subtotal</b>			

### Supervision

Field			
University			
Other: (Specify)			
<b>Subtotal</b>			
<b>TOTAL HOURS TO DATE</b>			

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

Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E Codes for Documentation of Field Placement Hours

**Academic Interventions (Individual/Class):** Working with one or more students for the purpose of improving academic or social performance.

**Advocacy:** Promoting best practice when working with children, adolescents, and families for successful developmental, academic, social and emotional outcomes.

**Assessment (Formal/Informal):** Administration of formal or informal academic, intelligence, adaptive, behavior, or social/emotional assessments. Includes scoring and interpretation of results.

**Background Review:** Review of records, grades, files, work samples, portfolios, etc.

**Behavioral Intervention:** Working directly with one or more students/teachers in classrooms for the purpose of enhanced development, adjustment or performance in school.

**Consultation:** Time spent helping teachers, parents or other professionals analyze a problem situation, develop a plan and implement and evaluate an intervention.

**Counseling (Individual/Group):** Working with one or more students for purposes related to solving personal problems, developing social skills, or problem solving skills.

**Crisis Prevention/Intervention:** Meetings, trainings, prevention efforts, and/or the actual response and participation in crisis situations in the schools including follow-up reporting and debriefing.

**Data Collection/Review:** Implementation of systematic collection and monitoring of data for the purpose of documentation of fidelity of interventions and student progress.

**Infant & Family Intervention:** Working directly with infants & families for the purpose of enhancing and supporting infant development and reach developmental milestones.

**Interviewing:** Conducting structured or semi-structured interviews of students, teachers, parents, family, school staff or others for the purpose of gathering information on a case.

**Meetings: Team/Staffings:** Activities directly related to multi-disciplinary team meetings/staffings, including preparation, organizational activities, collection of records and participation in the meetings.

**Observation:** Observing students, classrooms, teachers, student interactions and family interactions.

**Preschool Intervention:** Working directly with teachers, preschoolers, and families to support child development and reach developmental milestones.

**Professional Development:** Attendance at conferences and workshops, reading scholarly books and articles, or participation in other professional skill-building activities outside of the field placement or university coursework.

**Program Support/Development & Evaluation:** Direct support and evaluation of existing programs and/or the identification, development, and evaluation of needed programs.

**Report Writing:** Compiling all information gathered through assessments, observations, background review, interviews, etc. into a comprehensive report.

**Supervision – Field:** Any consultation or contact with the Field Supervisor regarding cases, duties or professional development activities related to the field placement.

**Supervision – University:** Any consultation or contact with Field Supervisor regarding field activities.

**System/Organizational:** Application and/or knowledge of school- or district-wide policies.

**Team Building:** Working collaboratively with families, teachers, support staff, and administrators to implement best practice toward academic, social and behavioral success.

**Workshop/Presentation:** Reading, writing, practicing and meeting with colleagues in the presentation of a required in-service.

**Other:** Any activity not covered in the above list but related to the field placement.

## Appendix F On-Line Field Placement Performance Evaluation Worksheet

*(This form is a hard copy version of the On-Line Field Placement Evaluation. Please use this form as a work sheet to help you and your supervisors independently complete the on-line evaluation as well as discuss your progress. Please share a copy of this form with your supervisors)*

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

The following Placement Performance Evaluation is based on the NASP *Standards for Training and Field Placement Programs in School Psychology*. Specifically, Part I of this evaluation is based on the NASP Domains of School Psychology Training and Practice (2.1 -2.11). The domains are not mutually exclusive and are fully integrated into graduate level curricula, practica and internship. Thus, students are assessed, using the 1-4 rating system, based on the skills they are demonstrating during the Field Practicum and/or Internship experiences.

For example, students at the beginning of their Field Practicum experience could receive ratings in the low to mid ranges (or No Opportunity) and by the end of the Field Practicum experience, ratings may fall closer to the mid ranges (or No Opportunity). Early in the Internship experience, Interns may receive mid-range ratings. As student gain more experience, Interns should be functioning at an independent level (expected for job placement) and could receive ratings in the upper ranges. It is important that by the end of Internship, students have gained a broad range of experiences, based on both Field Practicum and Internship placements.

**Appendix F (continued)**  
**On-Line Field Placement Performance Evaluation Worksheet**

Date of Evaluation: \_\_\_\_\_ Completed by:  Self or  Supervisor

Student Name: \_\_\_\_\_  Ed.S.  Ph.D.

Supervisor Name: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Placement Site: \_\_\_\_\_  Field Practicum  Internship

- Please review this form at the beginning of the evaluation period with the supervisee (and university supervisor for students) and collaborate in developing a work plan at that time.
- Please complete the form twice each evaluation period, once at the midpoint and once at the end.
- Share a copy with the supervisee.
- Please rate each item twice, once for *competency* and once for *acceptability*.

First, indicate the extent to which the psychologist demonstrates **competency** for each domain:

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient or Expert (do not assign at the Practicum level)

Second, indicate the **acceptability** of the level of competency demonstrated:

- 1 = Not Acceptable
- 2 = Marginally Acceptable
- 3 = Acceptable (as expected for the placement level)
- 4 = Exceeds Expectations

If you have no basis for appraisal, **please check “No Opportunity.”**

**DEFINITIONS**

**Novices** are rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious, do not integrate well, and are highly motivated and dependent. They require close supervision and a high degree of structure.

**Advanced beginners** focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.

**Competent** practitioners are better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.

**Proficient and expert** practitioners recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

**Competency Scale**

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient or Expert\*

**Acceptability Scale**

- 1 = Not Acceptable
- 2 = Marginally Acceptable
- 3 = Acceptable/Expected
- 4 = Exceeds Expectations

\*Please do not assign a rating of 4 on the Competency Scale at the Practicum level

**DOMAIN 1: Data-Based Decision Making and Accountability**

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Knows varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments			
Uses varied models and methods as part of a systematic process to collect data and other information			
Uses varied models and methods to translate assessment results into empirically based decisions about service delivery			
Uses varied models to evaluate the outcomes of services			
Practices such that data-based decision making permeates every aspect of professional practice			

Please offer specific suggestions for growth in these areas.

**DOMAIN 2: Consultation and Collaboration**

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Knows behavioral, mental health, collaborative, and/or other consultation models and methods			
Applies behavioral, mental health, collaborative, and/or other consultation models and methods appropriately to particular situations			
Collaborates effectively with others in planning and decision making processes at the individual, group, and systems levels			

Please offer specific suggestions for growth in these areas.

### DOMAIN 3: Effective Instruction and Development of Cognitive and Academic Skills

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Understands human learning processes, techniques to assess them, and direct and indirect services applicable to the development of cognitive and academic skills			
Develops, in collaboration with others, appropriate cognitive and academic goals for children and adolescents with different abilities, disabilities, strengths, and needs			
Implements interventions, including instructional interventions and consultation, to achieve the above goals			
Evaluates the effectiveness of such interventions			

Please offer specific suggestions for growth in these areas.

### DOMAIN 4: Socialization and Development of Life Skills

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Knows human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills			
Develops, in collaboration with others, appropriate behavioral, affective, adaptive, and social goals for children and adolescents of varying abilities, disabilities, strengths, and needs			
Implements interventions, including consultation, behavioral assessment and intervention, and counseling, to achieve the above goals			
Evaluates the effectiveness of these interventions			

Please offer specific suggestions for growth in these areas.

### DOMAIN 5: Diversity in Development and Learning

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Knows individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning			
Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics			
Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs			

Please offer specific suggestions for growth in these areas.

### DOMAIN 6: School and System Organization, Policy Development, and Climate

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Demonstrates knowledge of general education, special education, and other educational and related services			
Understands schools and other settings as systems			
Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and Effective learning environments for children and adolescents			

Please offer specific suggestions for growth in these areas.

### DOMAIN 7: Prevention, Crisis Intervention, and Mental Health

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Understands human development, psychopathology, and associated biological, cultural, and social influences on human behavior			
Provides or contributes to <i>prevention</i> programs that promote the mental health and physical well-being of children and adolescents			
Provides or contributes to <i>intervention</i> programs that promote the mental health and physical well-being of children and adolescents			

Please offer specific suggestions for growth in these areas.

**DOMAIN 8: Home-School-Community Collaboration**

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Demonstrates knowledge of family systems, including family strengths and influences on child and adolescent development, learning, and behavior, and of methods to involve families in education and service delivery			
Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families			

Please offer specific suggestions for growth in these areas.

**DOMAN 9: Research and Program Evaluation**

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Demonstrates knowledge of research, statistics, and evaluation methods			
Evaluates research studies and translates research into practice			
Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services			

Please offer specific suggestions for growth in these areas.

**DOMAIN 10: School Psychology Practice and Professional Development**

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Demonstrates knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services for children, adolescents, and families; and of ethical, professional, and legal standards			
Practices in ways that are consistent with applicable standards			

Is involved in the profession			
Has the knowledge and skills needed to acquire career-long professional development			

Please offer specific suggestions for growth in these areas.

### DOMAIN 11: Information Technology

<i>The psychologist:</i>	<i>Competency</i>	<i>Acceptability</i>	<i>No Opportunity</i>
Knows relevant information sources and technology			
Accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance service quality			

Please offer specific ways or suggestions for growth in these areas.

### PERSONAL QUALITIES

	<i>Acceptability</i>
Punctuality and attendance	
Attendance at training and supervisory sessions	
Professional appearance and demeanor, including speech	
Consistency, perseverance, industry, and initiative	
Flexibility; adaptability to novel and unexpected situations	
General attitude and interest in program and assignment	
Insight, sensitivity, commitment, and active participation	
Poise, tactfulness, and rapport with staff and others	
Preparation and organization of material	
Ability to handle constructive criticism professionally	
Ethical practice	

### FINAL EVALUATION

Please give your impression of the overall performance of the school psychologist student.

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

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

Please give recommendations for future professional development.

---

Supervisor's Signature

## Appendix G Goals and Continuing Professional Development Plan Clinic/Practicum/Internship

Date of Evaluation: \_\_\_\_\_

Clinic/Practicum/Internship Student:

\_\_\_\_\_

Clinic/Practicum/Internship Site(s):

\_\_\_\_\_

Clinic/Field/University Faculty Name:

\_\_\_\_\_

Supervisor Title:

\_\_\_\_\_

---

**Directions:** For each of the domains in Standard 2, note your initial and mid-point goals. Discuss your goals with your supervisor at the beginning and the mid-point of your placement. Toward the end of your placement, discuss your goals and your level of competency with your supervisor and rate your performance for the past year (at the end of Clinic, Practicum or Internship) according to competencies that fall within NASP professional standards of training. For each of the twelve competency areas listed, provide a competency rating using the scale below:

### **DEFINITIONS**

*Novices* are rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious, do not integrate well, and are highly motivated and dependent. They require close supervision and a high degree of structure.

*Advanced beginners* focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.

*Competent* practitioners are better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.

*Proficient and expert* practitioners recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

### **Competency Scale**

1 = Novice

2 = Advanced Beginner

3 = Competent

4 = Proficient or Expert

Once you enter your end-of-year ratings, share your ideas and your ratings with your Field Supervisor. Then work with your supervisor to develop one to three specific ways that you



\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor Consultation and Collaboration:** I have demonstrated knowledge of behavioral, mental health, collaborative, and other consultation models and how to apply them to particular situations to effectively collaborate in planning and decision-making.  
Student/Supervisor comments:

Future objectives:

### 3. Instruction and Development of Cognitive/Academic Skills

(Planning/Implementation/Evaluation of Classroom or Home Instruction, Individual Remediation Lessons, or Therapeutic Sessions)

Initial Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Midpoint Goal: \_\_\_\_\_

\_\_\_\_\_

#### **End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor Effective Instruction and Development of Cognitive/Academic Skills:** I have demonstrated knowledge of human learning processes and how to assess them using both direct and indirect methods to develop appropriate cognitive and academic goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

### 4. Direct and Indirect Interventions for Socialization and Development of Life Skills

(Planning/Implementation/Evaluation of Systems, Home, School/Classroom or Group/Individual Interventions)

Initial Goal: \_\_\_\_\_

---

Mid-point Goal: \_\_\_\_\_

---

---

**End-of-Year Rating:**

\_\_\_\_\_ Student \_\_\_\_\_ Supervisor **Effective Interventions for Socialization and Development**

**of Life Skills:** I have demonstrated knowledge of human development processes and how to assess them using both direct and indirect methods to develop appropriate behavioral, affective, adaptive and social skill goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

**5. Awareness, Knowledge, and Expertise in Working with Individual Differences** (Sensitive work with diverse populations)

Initial Goal: \_\_\_\_\_

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Mid-point Goal: \_\_\_\_\_

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**End-of-Year Rating:**

\_\_\_\_\_ Student \_\_\_\_\_ Supervisor **Student Diversity in Development and Learning:**

I have demonstrated knowledge of individual differences in relationship to biological, social, cultural, ethnic, experiential, socioeconomic, gender and linguistic factors that impact learning and development and have demonstrated the ability to work effectively with individuals and families from diverse backgrounds.

Student/Supervisor comments:

Future objectives:

**6. Organization, Systems Planning and Policy Development** (Observation, Participation, Leadership)

Initial Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mid-point Goal: \_\_\_\_\_

\_\_\_\_\_

**End-of-Year Rating:**

\_\_\_\_\_ Student \_\_\_\_\_ Supervisor **School and Systems Organizations, Policy Development**

**and Climate:** I have demonstrated knowledge of general education, special education, and other related services and understand schools and other related settings as systems that can impact student development and learning. I also have demonstrated the ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.

Student/Supervisor comments:

Future objectives:

**7. Prevention, Crisis Intervention, and Mental Health Promotion** (Organizational, Community/School Systems, Families, Classrooms, or Individual Levels)

Initial Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mid-point Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**End-of-Year Rating:**

\_\_\_\_\_ Student \_\_\_\_\_ Supervisor **Prevention, Crisis Intervention, and Mental Health**

**Promotion:** I have demonstrated knowledge of human ability and disability and psychopathology

and associated biological, cultural, and social influences on human behavior. I also have demonstrated the ability to contribute to the provision of prevention and intervention programs that promote mental health and physical well-being of students.

Student/Supervisor comments:

Future objectives:

**8. Home/School/Community Collaboration** (Engagement in School/Community/Committees, Inter-agency Partnerships, Across-Agency Program Implementation or Expansion)

Initial Goal: \_\_\_\_\_

\_\_\_\_\_

Mid-point Goal: \_\_\_\_\_

\_\_\_\_\_

**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor Home/School/Community Collaboration:** I have demonstrated knowledge of family systems and family strengths and influences on student development, learning and behavior and the ability to involve families, educators, and other community members to promote and provide comprehensive education and service delivery to children and families.

Student/Supervisor comments:

Future objectives:

**9. Research and Program Evaluation** (Organizational, Systems, Classroom, Family, and Individual Outcome Levels)

Initial Goal: \_\_\_\_\_

\_\_\_\_\_

Mid-point Goal: \_\_\_\_\_

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**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor** **Research and Program Evaluation:** I have demonstrated a sufficient depth of understanding of research, statistics, and evaluation methods and have translated this knowledge into practice through planning and implementing investigations and program evaluations for the improvement of services.

Student/Supervisor comments:

Future objectives:

**10. Professional Ethics and Practice (knowledge and Demonstration across Multiple Settings)**

Initial Goal: \_\_\_\_\_

Mid-point Goal: \_\_\_\_\_

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**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor** **Professional Practice and Development:** I have demonstrated knowledge of the foundations and ethics of the field, including various service models, public policies, and legislation and the ability to practice in ways that are consistent with the highest ethical and professional standards to provide services for children and families in school and community settings. I also have demonstrated a commitment to the profession and a desire to engage in career-long professional development.

Student/Supervisor comments:

Future objectives:

**11. Information Technology** (In-coming Skill Level, Continued Development, Link to Service Delivery)

Initial Goal: \_\_\_\_\_

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Mid-point Goal: \_\_\_\_\_

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**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor Information Technology:** I have demonstrated the knowledge and ability to access, evaluate, and utilize information resources and technology in ways that safeguard or enhance the delivery of School Psychology services.

Student/Supervisor comments:

Future objectives:

**12. Demonstration of professional demeanor and work characteristics**

Initial Goal: \_\_\_\_\_

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Mid-point Rating: \_\_\_\_\_

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**End-of-Year Rating:**

**Professional Work Characteristics:** I have demonstrated the following professional work characteristics during this field experience:

**Student**

**Supervisor**

Punctuality and attendance	_____	_____
Attendance at training and supervisory sessions	_____	_____
Professional appearance and demeanor, including speech	_____	_____
Consistency, perseverance, industry, and initiative	_____	_____
Flexibility; adaptability to novel and unexpected situations	_____	_____
General attitude and interest in program and assignment	_____	_____
Insight, sensitivity, commitment, and active participation	_____	_____
Poise, tactfulness, and rapport with staff and others	_____	_____
Preparation and organization of material	_____	_____
Ability to handle constructive criticism professionally	_____	_____
Ethical practice	_____	_____

Student/Supervisor comments:

Future objectives:

Continuing Professional Development Plan (continued)

Date of Evaluation: \_\_\_\_\_

Clinic/Practicum/Internship Student:

\_\_\_\_\_

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13. What have you learned about yourself during this placement?

14. What competencies do you most want to improve upon in the future?

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

Field Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

DU Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix H Site Evaluation

**Student Name:** \_\_\_\_\_ **Level:**  Ed.S.  Ph.D.

**Placement dates:** \_\_\_\_\_

**Supervisor 1:** \_\_\_\_\_

**Site 1:** \_\_\_\_\_

**Supervisor 2:** \_\_\_\_\_

**Site 2:** \_\_\_\_\_

Check all the opportunities that are available on this site:

- |  |  |
|--|--|
| <input type="checkbox"/> Assessment (Formal/Informal)              | <input type="checkbox"/> Presentation                      |
| <input type="checkbox"/> Observation                               | <input type="checkbox"/> Writing                           |
| <input type="checkbox"/> Counseling (Individual/Group)             | <input type="checkbox"/> Research                          |
| <input type="checkbox"/> Academic Interventions (Individual/Class) | <input type="checkbox"/> Training                          |
| <input type="checkbox"/> Behavioral Interventions                  | <input type="checkbox"/> Interagency Activities            |
| <input type="checkbox"/> Crisis Intervention/Prevention            | <input type="checkbox"/> Other Activities (describe below) |
| <input type="checkbox"/> Consultation                              |  |

Types of clients served:

What are the primary responsibilities for the students at this site?

What kind of supervision is provided?

- Individual Supervision      Hours/Week: \_\_\_\_\_  
 Group Supervision      Hours/Week: \_\_\_\_\_      Number of students: \_\_\_\_\_

What is the theoretical orientation of the supervisor or supervisors at this site?

What types of professional development opportunities were available at this site?

What changes or suggestions would have improved your practical experiences at this site?

What changes or suggestions would have improved your supervision experiences at this site?

What unique demands of this site have not already been discussed? (full year commitment, requires at least 15 hours weekly for assessments, etc.)

**FOR INTERNSHIP ONLY:**

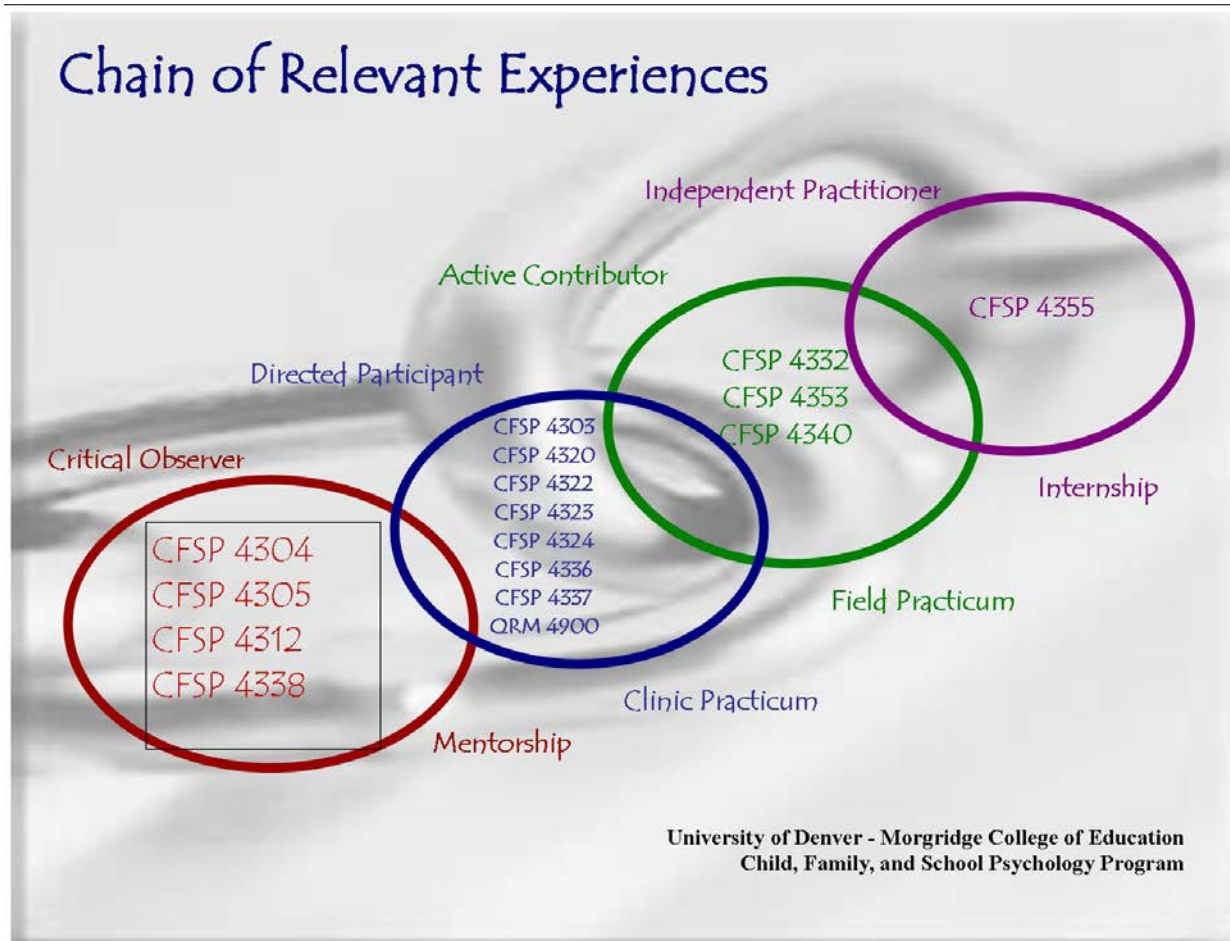
What was the pay/stipend at this site?

What types of benefits were provided at this site?

<b>SITE 1</b>	<b>SITE 2</b>
Would you recommend <b>this site</b> ? <input type="checkbox"/> Yes – highly; it was an excellent placement <input type="checkbox"/> Yes – under the following conditions <input type="checkbox"/> No, because .....	Would you recommend <b>this site</b> ? <input type="checkbox"/> Yes – highly; it was an excellent placement <input type="checkbox"/> Yes – under the following conditions <input type="checkbox"/> No, because .....
Would you recommend <b>this Field Supervisor</b> ? <input type="checkbox"/> Yes – highly; supervision was excellent <input type="checkbox"/> Yes – under the following conditions <input type="checkbox"/> No, because .....	Would you recommend <b>this Field Supervisor</b> ? <input type="checkbox"/> Yes – highly; supervision was excellent <input type="checkbox"/> Yes – under the following conditions <input type="checkbox"/> No, because .....

Please add any other comments about this site you feel would be helpful to an interested student?

## Appendix I Chain of Relevant Experiences



## Appendix J Intent to Complete School Psychology Internship

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### Directions:

Please review the two page form below carefully. Complete all information requested and obtain the required signatures. The submission of this completed form to the designated faculty supervisor and/or Program Chair indicates your intent to complete a School Psychology Internship. This completed form must be submitted *before* you begin to the Internship application process.

### PLEASE NOTE THAT:

- a) All Internship prerequisites must be completed prior to applying for Internship. This is verified through the completion of this Intent to Complete Internship Form.
- b) All Internship placements must comply with all program and state licensure requirements.
- c) All Internship placements must be formally approved by the Program Chair.

### Overview of Internship

Internship is an important culminating aspect of a school psychology student's professional training, and preparation for and selection of an Internship site should be undertaken with great care. All Ed.S. and Ph.D. School Psychology Licensure track students must complete a 1200- or 1500-hour Internship, respectively, taken during one or two consecutive years, to obtain state and national licensure to practice as a school psychologist.

Most Ed.S. students advance to Internship immediately after Practicum. Most Ph.D. students go on Internship one or two years following Practicum after they have completed additional advanced clinical, research, and cognate coursework. Ph.D. students also should have successfully defended a dissertation proposal before going on Internship. Students typically take the national Praxis II/NASP Exam prior to or near the beginning of Internship.

### Locating an Internship Site

Internship sites are quite varied, and choices should be made on the basis of student's interests, prior experience, and the need to balance supervised experiences across varying age groups from birth to age 21. All School Psychology Internship sites must meet standards outlined by NASP, CDE and fulfill all Program expectations and requirements. Students should apply only for paid Internships unless specific permission is obtained. At least half of the Internship must be completed in a school site. Students who plan to do half of their Internship in a non-school setting or who plan to do out-of-state placements will need to contact identified agencies directly after getting preliminary approval from their advisor and the Program Chair.

During Internship all students are required to receive **two hours of supervision per week** from an appropriately credentialed on-site supervisor. It is recommended that an Internship placement not span more than two different sites. Multiple placement sites within a single school district or agency can qualify if the supervision and services are coordinated and a primary supervisor assumes ultimate responsibility for the Internship.

Intent to Compete Internship during Academic Year \_\_\_\_\_

Student Name: \_\_\_\_\_

DU Program: \_\_\_\_\_

Student address: \_\_\_\_\_

Student telephone numbers: \_\_\_\_\_

**Part A. Prerequisites to a School Psychology Internship**

Please indicate the completion of or plan to complete the following to document your eligibility for an Internship in School Psychology. Complete and sign this form and give to the CFSP Program Chair or faculty designee, who will work with you to identify potential placements.

Activity or Coursework	How and when completed	Here's how I'll meet this requirement before Internship
Satisfactory completion (or approved waiver) of CFSP Clinic and Field Practicum.		
Satisfactory completion (see Student Handbook) of all courses required for your degree and licensure in School Psychology.		
Removal of all grades of Incomplete in all coursework.		
Satisfactory completion of CFSP third year annual reviews.		
<i>For Ph.D. Students</i> – Successful defense of a dissertation proposal.		

**Part B: Site Identification**

List the Internship sites that you currently considering. Include a brief description of the opportunities and supervision provided at each site. List school district, school site(s)/address (es), contact name/#(s), if available.

Internship Site (s)	Description of Site

Add additional site information as needed on the back of this form.

**Part C: Steps Taken**

Discuss specific actions taken to prepare you Internship application.

Steps taken	Description of specific actions
Discussed site with advisor, current supervisors, administrators, and interns.	
Obtained application information and deadlines.	
Prepared an Internship vita, letter of introduction, and brief professional portfolio.	
Got feedback on my Internship vita, letter of introduction, and professional portfolio.	
Requested recommendation letters from faculty and supervisors.	
Practiced interview procedures and have interviews scheduled.	
Other steps	

Please sign below to indicate:

- a) I have read and understood the prerequisites/requirements ;
- b) Information provided in Parts A, B, and C above is complete and accurate to the best of your knowledge.

Intent to Complete Internship during Academic Year \_\_\_\_\_

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

University Faculty: \_\_\_\_\_ Date \_\_\_\_\_

Practicum Supervisor: \_\_\_\_\_ Date \_\_\_\_\_

## Appendix K Documentation of Practicum Completion and Portfolio Components

**Student Name:** \_\_\_\_\_ **Level:**  Ed.S. /G       Ed.S./ECE       Ph.D.

Placement dates: \_\_\_\_\_

Practicum Site/Schools: \_\_\_\_\_

District/Agency \_\_\_\_\_

**Supervisor 1:** \_\_\_\_\_ **Title:** \_\_\_\_\_

Phone: \_\_\_\_\_ **Email:** \_\_\_\_\_

Address: \_\_\_\_\_

**Supervisor 2:** \_\_\_\_\_ **Title:** \_\_\_\_\_

Phone: \_\_\_\_\_ **E-mail:** \_\_\_\_\_

Address: \_\_\_\_\_

Practicum Memo & Contract	Professional Goals	Quarterly Assignments	2 Quarterly Reflections	Quarterly Signed Logs	Self/Supr Perf. Eval Wkst	Supervisor Perf. On-line Eval	NCSP Case Study Report	Presentation Summary Report	Site Eval	Vita & Profess. Identity Statement	Internship Memo Contract	Continued Prof. Develop Plan
<input type="checkbox"/> Memo <input type="checkbox"/> Contr	<input type="checkbox"/> Initial <input type="checkbox"/> Midpoint	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> End of Y	<input type="checkbox"/> Mid <input type="checkbox"/> End	<input type="checkbox"/> Mid <input type="checkbox"/> End	<input type="checkbox"/> draft <input type="checkbox"/> final	<input type="checkbox"/> draft <input type="checkbox"/> final	<input type="checkbox"/> 1st <input type="checkbox"/> 2nd (if 2nd required)	<input type="checkbox"/> Vita <input type="checkbox"/> ID	<input type="checkbox"/> Memo <input type="checkbox"/> Contr	<input type="checkbox"/> final <input type="checkbox"/> Rem.

Student \_\_\_\_\_ Date \_\_\_\_\_

CFSP Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**These signatures verify that this student has successfully completed all Practicum requirements and obligations and is eligible to proceed to Internship.**

