



# Practicum Handbook

## School Psychology Program 2024-2025

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## **Acronyms**

Below is a list of common acronyms used throughout this handbook:

- APA: American Psychological Association
- BU: Baylor University
- FS: Field Supervisor
- LSSP: Licensed Specialist in School Psychology
- NASP: National Association of School Psychologists
- PDS: Professional Development School
- US: University Supervisor
- PS: Practicum Student
- SPP: School Psychology Program
- TSBEP: Texas State Board of Examiners of Psychologists

# Chapter 1 Introduction

The purpose of this handbook is to provide information for students engaged in a Baylor University School Psychology Program (BU SPP) practicum. It is both descriptive and regulatory as it explains the developmental structure of the practicum courses and the requirements for all participating parties: practicum student (PS<sup>1</sup>), practicum settings, and university. This handbook is not designed to take the place of a syllabus for a specific course; instead, it is designed to provide the guiding architecture for all BU SPP practicum courses.

## 1.1 Goals

The broad goals of the BU SPP practicum courses are for candidates to:

- Provide evidence-based direct and indirect psychological services in school and clinical settings to children, their parents, teachers, and related professionals under the supervision of professionals with advanced training in school psychology.
- Develop the desired level of skills and knowledge in school psychology practice competencies necessary for entry-level practice (i.e., internship).

## 1.2 General Description of Practicum Experiences

School psychology practica are closely supervised on-campus and/or field-based activities designed to develop and evaluate school psychology candidates' mastery of specific professional skills consistent with program goals and objectives. Practica activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive practicum field experience that covers a range of skills. Candidate skill and competency development, rather than delivery of professional services, is a primary purpose of practica.

The practicum component of the BU SPP is an organized, sequential series of supervised experiences, designed to foster the competencies necessary for internship, partially meet the requirements for state licensure, and begin developing the skills and knowledge for the comprehensive and proficient practice of school psychology (Association of State and Provincial Psychology Boards, 2022). Practicum experiences allow candidates to begin developing a clear professional identity and explore the responsibilities of a practicing school psychologist while having supervision and support from experienced practitioners. It is the first step in professional development toward professional competence in psychological practice.

BU SPP practica are organized as a graduated sequence of experiences that culminates in entry-level skills for practice (i.e., internship). Strong emphasis is placed upon training candidates to apply the scientific reasoning process when addressing characteristics and solving problems of individuals in school and school-related systems during each practicum experience.

## 1.3 Practicum Activity Classification

Students participate in three types of activities during their practicum experiences:

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<sup>1</sup> Throughout this handbook, the term candidate or the PS abbreviation refers to individuals admitted into the BU SPP.

- **Direct:** any activity that involves a psychological service where the PS provides direct contact with clients/students. Some examples of direct services are individual therapy, teacher consultation, structured interviews with parents, and test administration.
- **Indirect:** any activity that involves preparation for direct services. Some examples of indirect services are review of student records, writing progress notes, test scoring, report writing, and multidisciplinary team meetings.
- **Supervision:** face-to-face individual or group supervision by field or university supervisors. Students should have at least one hour of clinical supervision every week they are enrolled in a BU SPP practicum course.

## 1.4 Roles and Responsibilities

The practicum experience is considered a cooperative venture among three primary agencies: (a) the BU SPP (and subsequent university supervisor), (b) the practicum site (and subsequent field supervisor) and (c) the PS. While individuals within each agency have separate roles and responsibilities, they are complementary in nature.

### 1.4.1 University Supervisor

The university supervisor (US) is a representative of the BU SPP. The US will typically have field experience as a school psychology-practitioner, as well as licensure as an LSSP and LP. The responsibilities of the US include the following:

- Provide administrative supervision of practicum students on a regular basis, as detailed in the class syllabus and determined by the setting and number of hours the student is engaged at their site. This could include group and individual supervision, as needed.
- Be responsible for ensuring that the practicum site has a commitment to the practicum as a training experience.
- Evaluate the Plan for Practicum Experiences (Appendix A) developed between the practicum site and PS to ensure it is consistent with BU SPP goals and objectives.
- Provide at least one contact per semester with the FS.
- Ensure that the PS's performance is consistent with current ethical and legal standards of the profession (American Psychological Association [APA], 2017; National Association of School Psychologists [NASP], 2018, 2020a, 2020b; Texas State Board of Examiners of Psychologists [TSBEP], 2024).
- Provide documentation to the university and BU SPP when the PS has completed all requirements for a given practicum level. This includes: (a) determining the final grade for the practicum experience for university records and (b) obtaining a copy of the following documents for each PS:
  - Plan for Practicum Experiences document
  - Final field hour logs

- All evaluations for each PS and practicum site.

### ***1.4.2 Field Supervisor***

The field supervisor (FS) must be appropriately licensed and/or credentialed to provide supervision for the setting and service. Additional personnel may work in a supervisory capacity with a PS (e.g., social workers, health care professionals), but must be members in good standing in their respective professional organizations and certified by appropriate state agencies in their area of expertise. The FS is expected to fulfill the following responsibilities:

- Negotiate the “Plan for Practicum Experiences” with the PS that is consistent with the goals and objectives of the BU SPP. A template for this plan is given in Appendix A of this handbook.
- Provide an average of one hour of direct supervision each week for each PS. This must include individual supervision, and may also incorporate group meetings.
- Supervise no more than three practicum candidates in any given semester. Exceptions will require special circumstances and program-level approval.
- Conduct supervision in a manner that is consistent with current ethical and legal standards of the profession (APA, 2017; NASP, 2020a, 2020b, 2018; TSBEP, 2024).
- Be responsible for systematically evaluating the progress and products of each supervised PS by:
  - Regular review of casework through direct observation, review of records, or video/audio tapes.
  - Monthly review of field hour logs.
  - Co-signing all written records generated by the PS.
  - Completing a minimum of two formal evaluations of each PS's progress a semester: one in the middle of the semester and one at the end of the semester. A copy of the Assessment of Practicum Student Progress form is given in Appendix B of this handbook.
  - Contact the US if any significant issues develop with the PS's assignment.

### ***1.4.3 Practicum Student***

Each PS is expected to fulfill the following responsibilities:

- Review the conditions specified in this handbook and the “Plan for Practicum Experiences” (Appendix A) with the US. Both parties must have a clear understanding of what is involved in a practicum experience (e.g., duties, supervision, work hours, assigned office space, administrative support, provision of materials).
- Complete field hour logs and have them signed by the FS, on a monthly basis.
- Submit the final hour logs to the US at the end of the semester. Unless previous arrangements have been made, practicum candidates will receive an incomplete grade for the practicum course if they have not submitted all log files by the date noted in the practicum syllabus.

- Participate in supervision with the FS and US. The process of supervision requires that the PS and supervisors assume mutual responsibility for assuring that student and program needs are being met.
- Take responsibility for informing their FS of their own perceived level of competency, comfort level, and needs for support and guidance in performing practicum activities.
- Take responsibility for bringing up any practicum concerns with their US or FS.
- Monitor time engaged in different activities to ensure that the goals of the practicum are being achieved. It is the PS's responsibility to obtain the required number of practicum hours, including supervision from the FS.
- Display professional behavior while at the practicum site. Practicum candidates should approach their practicum site as if they are employees of the organization.
- Of note, because students have direct contact with clients in the SP program, all students are required to acquire liability insurance during their first semester and renew the insurance every year until they graduate.

## **1.5 Practicum Placements**

Program advisors, US, and FS collaborate to determine the most appropriate practicum placement for enrolled candidates. Practicum placement is based upon the candidates' level of academic training, amount of experience, and individual interests. In addition, the BU SPP considers the available practicum placement options, whether there is appropriate supervision available for the specific practicum level needed within a setting, and training needs.

## **1.6 Practicum Requirements**

Students must attend their sites for at least the required number of hours each week. However, successful completion of practica requires more than just accumulating clock hours. In addition, candidates are expected to demonstrate the requisite knowledge and skills in the competencies listed in the Chapter 2 of this handbook. Students must complete all practicum requirements before they start their internship.

## **1.7 Practicum Schedule**

Typically, the practicum schedule should correspond to Baylor's schedule of courses, as opposed to the practicum site's schedule. For example, PSs should begin and end their practicum when BU begins/ends its semester instead of when a practicum site begins/ends its semester. There can be some flexibility in this schedule if discussed with the US and FS before making any changes.

## **1.8 Behavior at Practicum Sites**

### ***1.8.1 Ethical Behavior***

Practicum Students are expected to adhere to the ethical standards of the profession (APA, 2017; NASP, 2020a), as well as the Texas State Board of Examiners of Psychologists' (TSPEP) rules of practice (TSBEP, 2024). Practicum Students who engage in substantiated violations of professional or ethical conduct are subject to undergoing the remediation procedures outlined below, termination from the practicum site, receiving a Non-Credit grade, or other consequence depending on the nature



of the violation.

### ***1.8.2 Professionalism***

It is important PSs behave professionally at all times while completing their practicum experiences. What follows are some general guidelines to aid in behaving professionally. If the practicum site has practice policies that differ from the guidelines below, the practicum site's guidelines should have priority.

- PSs should acquire a copy of the practicum site's policies at their first meeting with their FS and be sure to follow them when at the site.
- PSs are expected to work at their practicum site from Baylor's first week of classes until the last week of classes, unless their US or FS specify alternative starting or ending dates. Early in the semester, PSs should work with their FS to create a schedule that includes Baylor vacation days that do not coincide with vacation days of the practicum site (e.g., Spring Break, Easter Break).
- PSs should always report to the practicum site on time, sign into the building, and let their FS know they are at the site. PSs should never leave the practicum site before their appointed time unless they have permission from their FS to do so.
- PSs who will be tardy need to notify their FS immediately with the reason for their tardiness and their projected arrival time.
- Unless there is a medical or family emergency, PSs need to request permission from the FS at least one week in advance to be absent from the practicum site on a day they are scheduled to be there.
- PSs should always perform the assigned duties to the best of their ability.
- PSs should immediately bring to their FS's or US's attention any problems or concerns they may have pertaining to their work at the practicum site.
- Practicum sites are not responsible for damage to the PSs' property, so it is in the PSs' best interests not to bring any personal items (e.g., cell phone, jewelry, laptop) to the practicum site. The practicum site should have all the supplies necessary for PSs to complete their required tasks.
- PSs should not engage in personal work while they are "on the clock" at a practicum site. If all assignments are completed, the PS should ask their FS for another practicum-related assignment or request permission to leave early.
- PSs should clean up all testing and intervention materials, printed documents, and electronic files before leaving, every time they are at the practicum site.
- PSs should always respect their clients, both when providing services and when discussing their progress in supervision.

### ***1.8.3 Confidentiality***

Confidentiality is an extremely important component of practicum. PSs are not to keep protected health information about clients in scheduling books, personal electronic devices, e-mail, or other personal materials that would reveal any client's identity or violate confidentiality in any way. **If a PS chooses to use an electronic or hardcopy device to maintain a record of appointments, only initials of clients or pseudo names should be recorded.** PSs should not share their practicum experiences or any client information outside of field or university supervision.

**PSs should never remove client files and any information pertaining to the client from the practicum site.** Practicum Students are to adhere to the appropriate applicable provisions of the Health Information Portability and Accountability Act (HIPAA) and/or the Family Educational Rights and Privacy Act (FERPA) in all dealings with students, student records, clients, and client records. Any materials with client-related data that is no longer needed must not leave the practicum site and must be destroyed or stored appropriately in accordance with state records requirements.

#### ***1.8.4 Dress Code***

PSs should dress in a manner consistent with Baylor's student employee dress code every time they are at the practicum site. This includes neat and clean attire without tears or holes and professional footwear.

- Khakis or dress slacks, dress/knit shirts with collars, sweaters, skirts, or blouses.
- Under no circumstances should PSs ever wear the following to a practicum site: clothing that shows their bare midriff, shirts with low cut necklines, sheer clothing, baggy/sagging pants, shirts with offensive logos, sleeveless tops with less than a 3" shoulder, gym/workout clothes, or flip-flops.
- If the practicum site allows wearing shorts, the shorts must be at least fingertip-length when PSs have their arms extended by their sides. If wearing shorts, do not wear a long shirt that goes past your hips (i.e., completely covers the shorts).
- If the site requires a nametag, PSs should wear it every time they are at the practicum site, even before or after traditional working hours.
- For practicum experiences involving work with young children, it is typically in the PSs' best interest not to wear clothing (e.g., dangling earrings) or hairstyles (e.g., long hair that is not pulled back) that can be yanked by a child.
- Additionally, PSs should follow the direction of their site supervisor regarding site-based dress code expectations. For example, they may be able to wear jeans and a school t-shirt on Fridays or special occasions.

#### ***1.8.5 Practicum Site Property***

Materials at a practicum site are property of the practicum site and are only to be used for practicum-related activities, not personal use.

- Computers. Site computers may not be used for personal use. Site computers are never to be used to play games (either brought in or downloaded). Personal use of the internet (including use of social media for personal reasons) while "on the clock" is not allowed. Keep in mind that most practicum sites employ IT specialists who can determine the websites that have been accessed from their computers on specific days and times. PSs that violate the practicum site's policy on appropriate internet use are subject to dismissal from the practicum site.
- Telephone. PSs should not make personal phone calls using the practicum site's telephones (whether local or long distance) unless given permission by the FS.
- Office Supplies. Unless given permission by the FS, the practicum site's office supplies are to be used only for practicum-related purposes, not PSs' personal use. This includes use of test kits (administration materials and protocols), software, printers, copiers, and fax machine.

### **1.9 Elective Clinical Experiences for Doctoral Students**

The subsections below outline “program sanctioned elective practicum training” scenarios. This is applicable to those students who are enrolled in the School Psychology PhD program. A few assumptions:

- First and foremost, students are expected to “count” hours accurately and ethically.
- Program-required practica experiences must be prioritized over elective practica.
- Course requirements in general must be prioritized over elective practica.
- Communication is paramount. Faculty do not wish to “micromanage” students but supporting them appropriately is impossible if students are acting in isolation.
- These may be paid or unpaid experiences.

Please note: (1) These are separate from program-required practicum. Elective practica could be taken concurrently with program-required practica but may not take priority over it. (2) These will usually be a service-delivery oriented placement. Clinical research (i.e., the experience is within a research study but has service delivery components) falls under a different category.

### ***1.9.1 Required Steps for Engaging in an Elective Practicum***

**First**, permission to take an elective practicum must be obtained from the PhD student’s advisor before committing to any site.

- It is the student’s responsibility to initiate this conversation with their advisor.
- Faculty advisor and student will discuss the student’s progress on coursework, research, and required practica and engage a conversation about whether the student is able to take on the additional responsibilities required for an elective practicum experience.
- The outcome of this meeting should be documented by the student and faculty member.
- Students can explore possibilities for external practica at any time, but they must be clear with the potential site that students may not apply, interview, commit, etc. until approved by the program. Any hours accrued prior to official approval from your advisor will not be accepted and disciplinary actions might be instituted (see handbook for disciplinary process).

**Second**, upon approval of the advisor, the PhD student enrolls in an independent study/special topics with a faculty member for the semester they will be in the elective practicum.

- Note that the advisor does not have to be the faculty of record for the special topics course. But it is the student’s advisor **MUST** give permission, be aware of and in agreement with the arrangement.
- The faculty-of-record for the special topics course is the administrative/university supervisor only.
- If the site supervisor is a Licensed Psychologist (LP), any School Psychology faculty member could serve as the instructor-of-record for the special topics course. Decisions about this will depend on ensuring a balanced “load” for faculty members.
- If the site supervisor is not an LP, administrative/university supervisor must be an LP.

**Third**, the student must have supervision from a field/site supervisor employed by the site who is licensed and qualified to supervise the activities stipulated in the practicum contract. **Please note:** Special cases may emerge if the outside entity/organization wishes to contract the licensed university faculty member as a field/site supervisor. This should never be assumed by the student or site; this must be documented in writing. In these cases, (a) the student still must register for the special topics course, (b) the instructor-of-record for the special topics course would be the contracted, licensed School Psychology faculty member, and (c) the same licensed faculty member would serve as the site supervisor.

**Fourth**, the student creates a practicum contract, signed by the university/administrative AND field/site supervisor. Some points to note:

- Weekly supervision and signatures are required from the field/site supervisor. The student is working on that person's license. The university/administrative supervisor reviews the logs monthly and the oversight is limited to ensuring the student is following field/site expectations and being the university point-of-contact for the field/site supervisor.
- It is the student's responsibility to maintain their own records and to include this in their portfolio at the end of the year.
- The student is not to bring elective practica matters into their university-based group supervision course discussions; these must be overseen by the field/site supervisor.

**Fifth**, once all parties have signed the practicum contract, this must be sent to the program director for a final signature. The student must also keep a copy of this and include in their portfolio with the signed hours log at the end of the year. No hours may be accrued until all parties, including program director, have signed.

### ***1.9.2 Elective Practicum at the BCDD***

If students wish to engage in clinical opportunities beyond those provided in the practicum sequence at the BCDD, this would require them to follow the same steps as described above to get program approval for an elective practicum. However, these are special situations because, in this case, a BU faculty member serves as the field/site supervisor (i.e., provides direct, 1 hour/week supervision per week) AND the administrative supervisor. Therefore, this requires enrollment in a practicum course with said faculty/site supervisor.

Elective practicum opportunities at the BCDD are NOT guaranteed to be offered. The practicum is contingent upon a licensed BU faculty member's availability to provide supervision AND Department support of a practicum course (i.e., sufficient course enrollment). Students should not enroll in any additional practicum classes without official program approval, including that of their advisor and the instructor of the practicum class.

## **1.10 Research-Based Clinical Hours for Doctoral Students**

This scenario refers to situations where the student is a paid or volunteer research assistant on a research study that includes (a) a researcher who is an LP; and (b) activities considered to be psychological services (see Texas Occupations Code Section 501). It is the student's responsibility to substantiate the activities as meeting these criteria. It is the licensed researcher's responsibility to supervise the student's activities within the study. The student must follow similar procedures as with an elective practicum:

- Seek approval from your PhD advisor. The advisor (in consultation with School Psychology faculty members as needed) approves the student's ability to take on additional responsibilities, as well as their rationale for hours to-be-counted.
- Upon approval, the student should enroll in an independent study/special topics course with the researcher (if they are a BU SPP faculty member) or with the advisor (if the researcher is not a BU SPP faculty member). Note that "the researcher" could be the named PI (i.e., on a grant, contract, IRB, etc.) or could be a collaborator/co-investigator.
- The student must secure a contract with the researcher about expectations and who is responsible for oversight of the student's activities. All responsibility for student actions within the course of the study execution fall under the purview of the researcher; therefore, the researcher is individually responsible for the wording within this contract.
- The student must track hours appropriately within their logs (e.g., T2T) and have this signed off on at the end of the semester by the special topics faculty-of-record. The student maintains records themselves, as well as includes in the portfolio at the end of the year.

## **1.11 Non-Practicum Course-Related Opportunities**

Within required non-practicum courses (e.g., Consultation, Program Eval, Counseling, etc.) hours accrued in

course activities **might** be “counted” if they are: (a) part of the course requirement AND (b) consent for the service must be obtained (i.e., is a “real” client, faculty is qualified to oversee).

## **1.12 Student Rights**

### ***1.12.1 Leave of Absence***

Sometimes due to unexpected life circumstances a PS may need to take a leave of absence from the practicum experience. It is the PS's responsibility to discuss the leave of absence with the US. Upon return from leave, the PS should work out a plan with the US and FS to complete the practicum, or, if that is not possible, discuss re-taking the practicum level at a different site in a subsequent semester.

### ***1.12.2 Non-Discrimination***

All Baylor students have the right to participate in University-sponsored services and activities without discrimination or harassment. PSs who believe they have been subjected to discrimination, misconduct, harassment, or violence should follow the procedures outlined in the School Psychology Program Handbook.

If a PS witnesses a client or colleague at a field-site being harassed or the subject of interpersonal violence – which includes a client or colleague telling the PS about the harassment or interpersonal violence – the PS must report the incident to the US as well as follow the rules of that site for reporting the incident.

## Chapter 2 Practicum Competencies

The BU SPP practica are competency-based. Thus, the goal with these experiences is for candidates to learn and demonstrate how they have achieved competencies in various domains that have been deemed essential for the practice of School Psychology rather than just completing a certain number of hours or completing a set of tasks. The competencies the BU SPP program faculty expect candidates to develop by the end of their practicum experiences come from those specified as general practicum competencies in the professional practice of psychology. Baseline competencies are listed below.

### 2.1 Baseline Practicum Competencies

#### *2.1.1 Personality Characteristics, Intellectual, and Personal Skills*

Prior to beginning Practicum, BU SPP candidates should demonstrate a set of core professional, basic personal and intellectual skills, as well as attitudes and values that represent the baseline competencies for the practice of professional psychology. During their practicum experiences, candidates will refine these baseline skills into professional skills.

- Interpersonal skills: ability to listen to and develop rapport with others; to respect others' cultures, experiences, values, points of view, goals and desires, fears, differences, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
- Cognitive skills: problem-solving ability, critical thinking skills, organized reasoning, intellectual curiosity, and cognitive flexibility.
- Affective skills: ability to tolerate and understand ambiguity, uncertainty, and interpersonal conflict.
- Personality/Attitudes: desire to help and advocate for others, to be open to new ideas, and to be honest and ethical.
- Expressive skills: ability to communicate ideas, feelings and information in verbal, non- verbal, and in written form.
- Reflective skills: ability to examine and consider one's own motives, attitudes, behaviors and one's effect on others, including the development of critical consciousness to understand the impact of one's personal identity and lived experiences in the context of providing equitable and socially just school psychological services
- Personal skills: strong work ethic, motivation to learn, personal organization, punctuality, personal hygiene, and appropriate dress.

#### *2.1.2 Knowledge from Program Coursework*

Prior to beginning Practicum, PSs students should possess sufficient mastery of basic information and skills related to diagnosis, assessment, and intervention; equity and diversity; ethics; and research skills, to facilitate the application of these basic skills to the more complex practicum experiences. Coursework in the first two years of the program should provide sufficient training in the following specific areas:

#### *2.1.2.1 Foundations of School Psychology.*

- Knowledge regarding human development, learning, psychopathology and resiliency related to the population(s) served by the practicum
- Knowledge of scientific, theoretical, empirical, and contextual bases of psychological assessment
- Knowledge of basic measurement concepts, including test construction, validity, reliability, sensitivity to change, and related psychometrics for assessment

#### *2.1.2.2 Assessment.*

- Data-based decision making
- Developing questions and evaluation plans
- Data gathering (e.g., interviewing, direct assessment, observation, and reviewing records)
- Analysis and interpretation of data
- Case conceptualization (including formulating diagnoses)
- Understanding the relationship between assessment and intervention
- Assessment of progress and outcomes based on interventions

#### *2.1.2.3 Interventions.*

- Evaluation of the scientific, theoretical, empirical, and contextual bases of interventions.
- Basic clinical skills, such as active listening and framing problems.
- Evaluation of fidelity, progress, and outcomes of interventions
- Knowledge of the paradigm of implementation of a range of universal, targeted and intensive intervention strategies as support for individuals, groups, and systems.

#### *2.1.2.4 Indirect Services.*

- Knowledge of models of consultation as interventions to support students, families, and professionals.
- Understanding and application of program evaluation as a support to systems, students and professionals.

### ***2.1.3 Ethical & Legal***

- Knowledge of ethical professional practices (APA, 2017; NASP, 2020a).
- Knowledge of laws regulating the practice of school psychology, both nationally (e.g., FERPA, IDEA) and locally (e.g., TSBEP, 2024).
- Knowledge of the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014) related to test selection, administration, interpretation, and reporting.

### ***2.1.4 Diversity, Equity, and Inclusivity***

- Knowledge and understanding of principles and research findings related to diversity, equity, and inclusivity as they apply to professional psychology in general and School Psychology specifically.

- Ongoing examination and reflection of one's own identity and lived experiences (e.g., ethnicity, race, gender, sexual orientation, SES, physical disability).
- Understanding of the need to center all aspects of work in school psychology (e.g., assessment, treatment, research, relationships with colleagues) in the context of diversity, equity and inclusivity

## **2.2 Practicum Evaluations**

The purpose of evaluation in practicum courses is to provide data regarding practicum student development in core competency areas. This information also provides information for faculty to assess the program overall, providing information about the strengths and weaknesses of different training elements of the BU SPP. Consequently, evaluation methods are used to assess the PSs progress as well as to further develop and improve the BU SPP. Please see the program-relevant form located in the Appendix.

### **2.2.1 Written Evaluations**

There are several written evaluations that must be completed each semester. While the forms should be completed electronically, copies of the evaluations are given in Appendix B.

For each practicum course, the FS needs to report the PS's progress with respect to knowledge and skills. In this regard the Practicum Evaluation Form is completed by the FS two times each semester: once in the middle of the semester and once prior to the end of the semester. There are two versions of this form, one intended for Ed.S. students and the other for Ph.D. students. The version used should be based on the respective degree program in which the PS is enrolled.

The FS should meet with the PS to review this feedback. If concerns are noted, a meeting with the US, FS, and PS may be arranged.

To provide feedback from FSs regarding program-related support, FSs should individually complete the Satisfaction with Program in School Psychology questionnaire. This should be completed once, at the end of the PS's time with the practicum site.

To assess the quality of the practicum site's training offerings and supervision, the PS should complete the Assessment of the Practicum Site questionnaire once, at the end of their time with the practicum site.

### **2.2.2 Grades**

All BU SPP practicum courses are graded on a Credit/No-Credit basis. Criteria for receiving credit for a practicum course at a given level are given in the practicum course's syllabus.

Generally, the criteria will consist of meeting the PS responsibilities described in Chapter 1 and 3 as well as making progress towards the competency knowledge and skill levels as described above. In addition, the practicum coordinator or US can add additional tasks to the syllabus for PSs to complete. A student must receive a Credit grade for a practicum course at a given level before moving on to the next practicum level.

PSs who receive a No-Credit grade for a practicum course must meet with the US, their advisor, and the BU SPP director to develop a remediation plan that includes improvement goals, measurable objectives to achieve, and a timeline. Two practicum course No-Credit grades will automatically result in the student being placed on probation for the duration of their time in the BU SPP.

## **2.3 Deficient Student Performance**

### **2.3.1 Noticeable Deficiencies**

If the FS or US judge that a PS is exhibiting some noticeable deficiencies in his/her competency



development at any time during practicum, the US will meet with the PS and develop a written plan for improving the PS's performance, including specific goals, measurable outcomes, and a timeline for when outcomes are to be completed. The US will notify the BU SPP director of this plan.

The US and PS will meet at least one additional time during the semester to evaluate the PS's progress with respect to the improvement plan. If the PS can demonstrate they have made sufficient progress on both the improvement plan and general competency progress, the PS will proceed with the course sequence. If there is not enough progress, the US will note that the PS is exhibiting gross deficiencies in his/her competency progress and follow the procedures given below.

### **2.3.2 Gross Deficiencies**

Gross deficiencies are typically the result of behaviors at the practicum site that are contrary to the ethical or legal practice of school psychology, insufficient progress towards one or more competencies, or an inadequate response to prior performance improvement plans.

The decision that a PS has gross deficiencies in his/her performance will be made by consensus of the FS and US with the input of the PS, the PS's advisor, and BU SPP director. If the FS and US agree that the PS is exhibiting gross deficiencies, the US will meet with the PS and develop a written plan for improvement. In addition to including specific improvement goals, measurable outcomes, and a timeline for when goals are to be obtained, such plans will typically involve the PS completing additional coursework, workshops, or readings in the areas of deficiency at his/her own expense; repeating the practicum level at his/her own expense; or being dismissed from the practicum site prematurely and receiving a No-Credit grade for the course. The US will meet with the PS to go over the improvement plan.

If the PS can demonstrate they have made sufficient progress on the improvement plan, the US will note this in the PS's plan. If there is not enough progress, the US will note this in the PS's plan and notify the PS's advisor and the BU SPP director. At this point, typically the PS will be prohibited from taking any further practicum courses and will be placed on probation until they can demonstrate they have made sufficient progress on the improvement plan.

## **2.4 Practicum Site Deficiencies**

In the unlikely event a PS finds that the practicum site is not fulfilling the training needs specified in the Plan for Practicum Experiences, the PS should discuss this with the US. Typically, this should only be done if:

- The FS or other practicum site personnel significantly increase the restrictions on the PS's training opportunities.
- The FS (or other professionals at the practicum site with whom the PS works consistently) engages in activities that are not consistent with ethical and legal guidelines.
- The PS believes there is a serious mismatch of BU SPP practicum level goals to the practicum site's requirements of the PS.
- The first step in resolving these issues will be for the US and FS to meet and determine if the practicum experience can be altered to fit the PS's needs. If problems persist – despite remediation efforts – the US may terminate the practicum agreement with the site and begin negotiations with another practicum site.

## Chapter 3 Practicum Types

### 3.1 School-Based Practicum Site

#### 3.1.1 Overview

School-based practicum courses provide PSs with highly structured and supervised experiences specific to the practice of school psychology in a school setting. These practica classes provide opportunities for candidates to develop beginning technical and conceptual competencies of psychological service delivery. These courses take place during the second year of both the EdS and PhD programs. Having completed some foundational coursework, PSs now have the prerequisite knowledge and skills to engage in fieldwork such as conducting assessments, delivering group/individual counseling, and providing consultations to teachers or families.

PSs must enroll in EDP 5V78 (Practicum in School Psychology) in both the Fall (3 hours) and Spring (3 hours) semesters. Completion of these courses is required for the School Psychology Ed.S. and Ph.D. degree programs.

#### 3.1.2 Hours

The PS must accumulate hours over one full academic year (August – May), including direct service, indirect service, and supervision hours. Administrative supervision is provided by a faculty member (i.e., the US) during class meetings. Additionally, students will have an individual FS, who works at their assigned district and provides at least one hour of clinical supervision per week.

#### 3.1.3 Training Site

Students will be placed in local schools or school districts serving children in grades PK-12.

#### 3.1.4 Goals

This practicum setting is designed to provide PSs opportunities to begin practicing school-based psychological service delivery. Specific goals include: developing PSs' (a) identities and competencies related to the practice of school psychology, (b) abilities to complete equitable assessments, write reports, and communicate this information to families and schools, (c) abilities to evaluate the scientific basis for practices and account for individual differences when conducting assessments and developing interventions, and (d) abilities to collaborate with others and implement mental health services at the individual, group, and system level.

### 3.2 Clinic-Based Practicum Site (PhD only)

#### 3.2.1 Overview

Clinic-based practicum courses are designed to help doctoral candidates develop skills in the areas of case coordination, intervention, and psychological assessment in a clinical setting (e.g., community clinic, medical setting).

PSs must enroll in EDP 6V78 (Advanced Practicum in School Psychology) in both the Fall (3 hours) and Spring (3 hours). Completion of these practica is required only for the School Psychology Ph.D.

#### 3.2.2 Hours

These experiences include direct service, indirect service, and supervision hours. Weekly group supervision is provided by an appropriately licensed faculty member (i.e., the US) during class meetings. Additionally, students will have at least one hour of individual supervision per week provided by an appropriately licensed individual (i.e., LP). It is preferred that the individual supervisor be employed by the practicum site; however, if the site does not have a licensed employee, the US may make accommodations to provide the required individual supervision on a case-by-case

### ***3.2.3 Training Site***

Students will engage in clinical opportunities at the Baylor Center for Developmental Disabilities.

### ***3.2.4 Goals***

The primary objective of the Clinic Practicum is to prepare candidates to influence different systems that provide services to children, adolescents, and adults within clinic and community agencies. Specific goals include: (a) providing PSs with clinical opportunities to prepare them for future independent practice, (b) increasing PSs' capacities to effectively deliver mental-health services, interventions, and/or assessments, (c) allowing PSs to engage in collaboration and consultation with colleagues, as well as conceptualization of systemic issues, and (d) preparing PSs to be science-practitioners, able to conduct their own research and independently analyze the evidence-base for various practices.

## **3.3 Supervision Practicum (PhD only)**

### ***3.3.1 Overview***

Supervision Practicum is designed to help doctoral candidates develop skills in the area of supervision. Supervision practica experiences occurs during the fourth year in the School Psychology Ph.D. program. PSs must enroll in EDP 6V78 (Advanced Practicum in School Psychology) in the Fall (3 hours) semester. Completion of this practicum is required only for the School Psychology Ph.D. program.

### ***3.3.2 Hours***

The PS must accumulate at least 50 hours during Supervision Practicum. These hours include direct service, indirect service, and supervision hours. Weekly group supervision is provided by an appropriately licensed faculty member (i.e., the US) during class meetings.

### ***3.3.3 Training Site***

The training site for Supervision Practicum is the BU SPP.

### ***3.3.4 Goals***

The primary objective of the Supervision Practicum is to prepare candidates to engage in supervision and consultation with colleagues. PSs who complete this course sequence should be prepared to provide ethical and culturally responsive supervision, influencing different systems that provide services to children, adolescents, and adults within schools, health and mental health settings, and community agencies.

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## **Appendices**

The following appendices contain copies of the Plan for Practicum Experiences, and all evaluation practicum forms. All practicum evaluation forms are to be completed electronically.

## **Appendix A: Plan for Practicum Experiences Template**



## School Psychology Program

### *Plan for Practicum Experiences*

The purpose of this document is to specify the terms of agreement that will exist between the School Psychology program at Baylor University and (name of practicum agency). Terms of the agreement will be subject to amendment only if all parties are of one accord. The specific contract will exist between (name of field supervisor), Field Supervisor; (name of university supervisor), University Supervisor; and (name of student), Practicum Student.

The practicum program is to consist of an average of 10 hours per week for (Beginning and ending date) for a total of 3 hours of graduate credit. This practicum is intended to partially fulfill the practicum requirement for the School Psychology Education Specialist (Ed.S.) or Doctor of Philosophy (Ph.D.) degree.

*The Program and the Agency agree to the following:*

- The determination of the number of candidates, their schedules, and the suitability of the Agency as a practicum site shall be made by mutual agreement between the designated representatives of the Program and the Agency.
- The Program or the Agency may request withdrawal of any student whose performance record or conduct does not justify continuance in field supervision at the agency. Prior to withdrawal of the student, university and field supervisors will meet to discuss the circumstances and possible courses of action to remedy the situation.
- The Program and the Agency understand that the educational objectives and evaluation criteria for the Program, as contained in the Program's practicum handbook and course syllabi, constitute the expectations for the practicum student's learning.
- The Program and the Agency understand that the practicum student shall not be used in lieu of professional staff personnel and shall be under the supervision of an appropriately licensed and/or credentialed individual to provide supervision for the setting and service. Nothing in this agreement shall be construed to create the relationship of employer and employee between the Agency and the practicum student.

*The Practicum Student shall be responsible for:*

- Completing a minimum number of direct and indirect service hours between (beginning month/year – ending month/year) with between 30-40 of those hours in supervision (including both individual and group supervision in the field and the university).
- Receiving supervision and instruction in the programs and procedures of the Agency in which the practicum is being served.
- Maintaining accurate records as required or requested by the field supervisor and the School Psychology program.
- Maintaining a log of all practicum hours and activities.
- Completing duties specific to the site, listed in attached document.
- Abiding by the ethics codes of the National Association of School Psychologists and American Psychological Association.
- Conducting themselves as professionals in all interactions at the Agency.
- Conforming to the Agency's holiday schedule and Baylor University's semester calendar.

- Serve as consultant and primary supervisor for the practicum student. This includes having weekly face-to-face planning, evaluation, or consultation sessions with the practicum student.
- Complete a mid-semester and end of the semester evaluation of the practicum student, as well as an assessment of the School Psychology Program's training and supervision.
- By signing this contract, the field supervisor agrees that the practicum site will be able to provide the practicum student with the required number of clinical service and supervision hours.
- In the unlikely event that a problematic situation occurs between the field supervisor and the practicum student that is difficult to resolve, either the field supervisor or the practicum student may contact the School Psychology Program Director.

_____ Practicum Student	_____ Signature/Date	_____ Field Supervisor	_____ Signature/Date
_____ University Supervisor		_____ Signature/Date	

### **Supplementary Information**

Student Name:  
Practicum  
Level:

### **Practicum Agency Information**

Name of Site:  
Mailing  
Address:

Type of Agency (e.g., school, residential facility):

Field Supervisor Information

Field Supervisor: Supervisor Title: Mailing Address: Office Phone: Other Phone:

Highest Degree Earned (date earned):

Is the supervisor a Licensed Specialist in School Psychology (LSSP) in the state of Texas? If so, provide the license number and date conferred:

Is the supervisor a Licensed Psychologist (LP) in the state of Texas? If so, provide the license number and date conferred:

Has supervisor earned an advanced psychology certification (e.g., Nationally Certified School Psychologist [NCSP], diplomate from American Board of Professional Psychology)? If so, provide the name of the certification(s) and date earned:



How many years has the supervisor worked in their field:

**Expected Practicum Duties**

In consultation with the field supervisor, the practicum student should list expected duties for the practicum experience (e.g., conducting group interventions with X type of client, conducting integrated assessments to X type of client).

## **Appendix B: Practicum Evaluation Forms**



## Ed.S. Practicum Evaluation Form

*School Psychology Program*

Date: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_  
 Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_

To the Field Supervisor: Please complete this evaluation form and go over it with you student in a personal conference. Use a typical practicum student in school psychology as your base for making the ratings. Provide as much specific feedback as possible. Thank you for your time in supervising this student.

(Circle number that best corresponds to the student's skills)

### PROFESSIONAL CONDUCT

#### 1. General Interpersonal Skills

1	3	5	7	9
Interpersonal skills have negative effect on others		Displays adequate interpersonal skills		Displays exceptional interpersonal skills

#### 2. Punctuality

1	3	5	7	9
Missed at least one deadline or appointment		Missed deadline but made appropriate arrangements		Punctual

#### 3. Makes Use of Feedback

1	3	5	7	9
Overly defensive to appropriate feedback or fails to change behavior as a result		Somewhat defensive or does not change behavior adequately		Receptive to feedback and makes behavior changes

## 4. Ethical Behavior

1	3	5	7	9
Engaged in unethical behavior		Engaged in questionable behavior		Engaged in ethical behavior

## 5. Learned New Skills

1	3	5	7	9
Has made no effort to develop skills beyond those already known		Has made an effort to acquire skills but did so in a way which was ineffective or which resulted in little new learning		Has made consistent efforts to learn new approaches, styles, etc.

## ASSESSMENT SKILLS

## 6. The practicum student follows standardized testing procedures during assessment

1	3	5	7	9
Strongly Disagree				Strongly Agree

## 7. Interpretation of Psychological Evaluation Results

1	3	5	7	9
Unclear presentation of results, no integration		Presents results clearly but without integration		Well integrated interpretation/presentation

## 8. Ability to integrate information into a written report.

1	3	5	7	9
Is not able to integrate information		Adequate ability to integrate information		Exceptional ability to integrate information

## 9. Ability to create appropriate goals for student based on assessment.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

## 10. The practicum student is able to implement interventions and achieve designated goals based on the assessment.

1	3	5	7	9
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Unable to implement interventions	Adequate ability to implement interventions	Exceptional ability to implement interventions
--------------------------------------	--	---

11. The practicum student is able to evaluate the effectiveness of interventions developed from the designated goals.

1	3	5	7	9
Unable to evaluate effectiveness	Adequate ability to evaluate effectiveness	Exceptional ability to evaluate effectiveness		

12. Ability to integrate assessment information orally (to parents, teachers, etc.)

1	3	5	7	9
Unable to integrate information	Adequate ability to integrate information	Exceptional ability to integrate information		

#### PREVENTION/INTERVENTION SKILLS

Note to Supervisor: The follow section is divided into three parts: Counseling, Consultation, and General Intervention.

13. General COUNSELING skills with Students

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

14. Ability to create therapeutic goals for students in counseling setting.

1	3	5	7	9
Unable to create goals	Adequate ability to create goals	Exceptional ability to create goals		

15. The practicum student is able to implement interventions and achieve designated goals in counseling setting.

1	3	5	7	9
Unable to implement interventions	Adequate ability to implement interventions	Exceptional ability to implement interventions		

16. The practicum student is able to evaluate the effectiveness of interventions developed from the designated goals in counseling.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

17. The practicum student is able to create a positive relationship with parents/families in order to increase the effectiveness of interventions.

1	3	5	7	9
Unable to create a positive relationship		Adequate ability to create a positive relationship		Exceptional ability to create a positive relationship

18. General CONSULTATION skills with teachers and other school personnel

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

19. Ability to create goals for students in consultation setting.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

20. Ability to implement interventions and achieve designated goals in consultation setting.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

21. Ability to evaluate the effectiveness of interventions developed from the designated goals in consultation.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

22. General INTERVENTION skills with students.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

23. Ability to create intervention goals for students.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

24. The practicum student is able to implement interventions and achieve designated intervention goals.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

25. The practicum student is able to evaluate the effectiveness of interventions.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

26. The practicum student demonstrates the sensitivity and skills to create, implement, and evaluate effective strategies while attending to individual identities and lived experiences (e.g., ethnic, cultural, SES).

1	3	5	7	9
No sensitivity		Adequate sensitivity		Exceptional Sensitivity

#### HOME/SCHOOL/COMMUNITY COLLABORATION

27. The practicum student is able to facilitate a collaborative relationship between the school and community.

1	3	5	7	9
Unable to collaborate effectively		Adequate ability to collaborate effectively		Exceptional ability to collaborate effectively

28. The practicum student is able to facilitate a collaborative relationship with parents/families.

1	3	5	7	9
Unable to collaborate effectively		Adequate ability to collaborate effectively		Exceptional ability to collaborate effectively

29. The practicum student is able to facilitate a collaborative relationship with parents/families in the context of the families identities and lived experiences (e.g., ethnic, cultural, SES).

1	3	5	7	9
Unable to collaborate effectively		Adequate ability to collaborate effectively		Exceptional ability to collaborate effectively

30. The practicum student showed the ability to appropriately intervene in a crisis situation.

1	3	5	7	9	NA
Unable to intervene effectively		Adequate ability to intervene effectively		Exceptional ability to intervene effectively	No opportunity to intervene

31. The practicum student revealed knowledge on how to appropriate intervene in a crisis situation.

1	3	5	7	9	NA
Revealed no knowledge		Revealed adequate knowledge		Revealed outstanding knowledge	No Opportunity to reveal knowledge

32. The practicum student is able to create a positive relationship with parents/families in order to increase the effectiveness of interventions.

1	3	5	7	9
Unable to create a positive relationship		Adequate ability to create a positive relationship		Exceptional ability to create a positive relationship

33. Rate the practicum student's general knowledge/skills in research and program evaluation as related to school based services.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent



34. Rate the practicum student's general knowledge/skills in policy development related to systemic influences on educational institutions.

1	3	5	7	9	NA
Poor	Fair	Average	Above Average	Excellent	No opportunity to practice policy development

#### GENERAL FOUNDATIONAL KNOWLEDGE AND IMPACT

35. Rate the practicum's general knowledge of the field of school psychology

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

36. In general, rate the practicum student's ability to translate assessment results into empirically-based decisions and evaluate the outcomes of services.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

37. Rate the practicum student's general knowledge of psychological foundations needed in school psychology (i.e., child development, learning)

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

38. Rate the practicum's general knowledge of educational foundations needed in school psychology (i.e., role of special education, role and function of school systems, role and function of administrators)

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

39. Rate the practicum student's ability to facilitate policies and practices that create and maintain a safe, supportive, and learning environment for children and others in the school system.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

40. Rate the practicum student's knowledge of information sources and technology relevant to their work

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

41. Rate the practicum student's access and application of sources and technology in ways that safeguard or enhance the quality of services

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

42. Rate the practicum student's positive impact on the school environment.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

43. Rate the practicum student's overall ability to function as a school psychologist.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

COMMENTS:

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Field Supervisor's Signature

---

Date

---

Student's Signature

---

Date



## Ph.D. Practicum Evaluation Form

School Psychology Program

Date: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_  
 Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_

To the Field Supervisor: Please complete this evaluation form and go over it with you student in a personal conference. Use a typical practicum student in school psychology as your base for making the ratings. Provide as much specific feedback as possible. Thank you for your time in supervising this student.

<b>Supervision Methods/techniques: Identify the approximate percentage of supervision time during the entire placement you allocate to the following techniques (Total must add up to 100%).</b>	<b>% Supervision in this Modality</b>
<b>Observation of trainee:</b> video recording, one-way mirror, etc.	
<b>Observation of supervisor/expert:</b> co-therapy/co-assessment with supervisor as lead, etc.	
<b>Role play:</b> supervisor involves the supervisee in a role-play exercise to demonstrate clinical skills before discussion & feedback	
<b>Case reports/presentation:</b> discussion and feedback	
<b>Other:</b> please describe	
<b>Weekly hours of supervision:</b> <b>Individual</b> _____ <b>Group</b> _____	

Instructions: Ratings are based on the following criteria. Please choose the numerical rating that best fits each identified competency. For any areas where the student is below the expected competency rating, please provide additional comments at the end of this form. Of note, students must be at a level-7 in all subareas to demonstrate readiness for internship.

<b>Educational Anchor</b>	<b>Rating</b>	<b>Behavioral Anchor(s)</b>
<b>Not applicable</b>	<b>N/A</b>	Not applicable or not observed.
<b>1st Year – Fall</b>	<b>1</b>	Knowledge, skills, attitude-value, and relationship competencies are yet to be developed or at an early stage of development. Minor and major inadequacies may occur frequently. In later placements, a Stage 1 rating indicates failure to demonstrate adequate competency, with more frequent or intensive supervision required than would be expected.
<b>1st Year – Spring</b>	<b>2</b>	Knowledge, skills, attitude-value, and relationship competencies are developing and while more basic competencies are demonstrated under some circumstances, they may be inconsistent or not generalized. Complex competencies may be absent. Minor inadequacies occur frequently and major problems may occur occasionally, although insufficient to cause serious harm. In later placements, a Stage 2 rating may indicate a failure to demonstrate adequate competency in the domain or a requirement for additional supervision to ensure adequate performance.
<b>2nd Year – Fall</b>	<b>3</b>	Trainee demonstrates a moderate repertoire of basic knowledge, skills, attitude-value, and relationship competencies which are generalized to a wide range of common contexts, with more complex competencies emerging. There is a growing independence and responsibility for their own practice, with only minor inadequacies occurring.
<b>2nd Year – Spring</b>	<b>4</b>	Trainee demonstrates a wide repertoire of basic knowledge, skills, attitude-value, and relationships competencies applied across at least two contexts. Performance is consistent with competencies of a graduate who has just completed all requirements of their professional Master's degree. There is an appropriate level of independence and development of adequate professional identity.
<b>3rd Year – Fall</b>	<b>5</b>	Trainee demonstrates a moderate repertoire of advanced knowledge, skills, attitude-value, and relationships competencies applied across at least three contexts. There is an appropriate, and increasing, level of independence and development of adequate professional identity.
<b>3rd Year – Spring</b>	<b>6</b>	Trainee demonstrates a wide repertoire of advanced knowledge, skills, attitude-value, and relationships competencies applied across at least three contexts. There is an appropriate, and increasing, level of independence and development of adequate professional identity.
<b>Internship Readiness</b>	<b>7</b>	Trainee demonstrates a wide repertoire of advanced knowledge, skills, attitude-value, and relationships competencies applied across a wide range of contexts. Performance is consistent with competencies of a graduate who has just completed all requirements of their doctoral degree and demonstrates a readiness for internship. There is an appropriate level of independence and development of adequate professional identity.

<b>I. Research</b>	
Competency	Rating
A. Demonstrates the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.	
B. Conducts research or other scholarly activities.	
C. Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	
<b>II. Ethical and Legal Standards</b>	
Competency	Rating
A. Is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.	
B. Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.	
C. Is knowledgeable of and acts in accordance with relevant professional standards and guidelines.	
D. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.	
E. Conducts self in an ethical manner in all professional activities.	
<b>III. Individual and Cultural Diversity</b>	
Competency	Rating
A. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	
B. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	
C. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	
D. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	
<b>IV. Professional Values and Attitudes</b>	
Competency	Rating
A. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	
B. Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	

C. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.	
D. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	
<b>V. Communication and Interpersonal Skills</b>	
Competency	Rating
A. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	
B. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	
C. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	
<b>VI. Assessment</b>	
Competency	Rating
A. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	
B. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	
C. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	
D. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
E. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
F. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
<b>VII. Intervention</b>	
Competency	Rating
A. Establishes and maintains effective relationships with the recipients of psychological services.	
B. Develops evidence-based intervention plans specific to the service delivery goals.	
C. Demonstrates an understanding of the purpose and process of collaborative strategic planning.	
D. Demonstrates the ability to apply the relevant research literature to clinical decision making.	
E. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	
F. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	

<b>VIII. Supervision</b>	
Competency	Rating
A. Demonstrates knowledge of supervision models and practices.	
B. Applies this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.	
<b>IX. Consultation and Interprofessional/Interdisciplinary Skills</b>	
Competency	Rating
A. Demonstrates knowledge and respect for the roles and perspectives of other professions.	
B. Demonstrates knowledge of consultation models and practices.	
<b>X. Advanced Integrative Knowledge in Scientific Psychology</b>	
Competency	Rating
A. Demonstrates graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas: (a) affective, (b) biological, (c) cognitive, (d) social, or (e) developmental aspects of behavior.	

**Additional Comments Regarding Practicum Student's Strengths and Areas Needing Improvement (continue on back of page if necessary):**

Please describe the student's strengths.

Please describe any areas where you believe the student is not currently performing at the expected level and needs improvement.

What suggestions do you have for improving the student's proficiency?

\_\_\_\_\_  
Field Supervisor's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



## Satisfaction with Program in School Psychology

*School Psychology Program*  
(To be completed by the field supervisor)

Date: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Directions: Please rate the extent to which you agree or disagree with the statements below about Baylor University's School Psychology Program.

Use the following scale:

1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree,  
NA=cannot evaluate

	Rating
1. Incorporates the most promising, recent developments and evidenced-based practices of school psychology into the curriculum.	
2. Promotes candidates' professional identity and professional behavior.	
3. Promotes candidates' knowledge and skills with respect to assessment.	
4. Promotes candidates' knowledge and skills with respect to counseling.	
5. Promotes candidates' knowledge and skills with respect to consultation.	
6. Promotes candidates' knowledge and skills with respect to prevention.	
7. Promotes candidates' knowledge and skills with respect to program evaluation and applied research.	
8. Promotes candidates' knowledge and skills with respect to professional ethics and legal issues.	
9. Promotes candidates' knowledge and skills with respect to providing services to diverse individuals and groups.	
10. Promotes candidates' knowledge and skills with respect to communication and information technology.	
11. Promotes candidates' ability to make data-based decisions.	
12. Promotes candidates' collaboration skills with school personnel, families, and community agencies.	
13. Integrates course work with fieldwork experiences.	
14. Provides ongoing feedback and support to candidates.	
15. Prepares candidates to take on leadership roles within professional organizations.	
16. Promotes candidates' knowledge and skills about crisis intervention.	



17. Prepares candidates to advocate for children's needs	
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Directions: Please rate how well you believe Baylor University supported the practicum experience of your student in the areas listed below. Use the following scale:

1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied, NA=cannot evaluate

1. Student's preparation for practicum	
2. Clarity of university's communication of practicum expectations	
3. Frequency of university contact	
4. Quality of contacts with university supervisor	
5. University's awareness of your professional responsibilities	
6. University's responsiveness to your concerns or questions	

Suggestions for improvement:



## Practicum Student Evaluation of the Site Form

*School Psychology Program*  
(To be completed by the practicum student)

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

Semester: \_\_\_\_\_

Year: \_\_\_\_\_

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

Site: \_\_\_\_\_

Directions: Please rate your satisfaction with the site with respect to the areas below. Take into consideration to what extent the site provided opportunities, prepared you, and provided guidance to you in the areas listed below. When completed, return form to your university supervisor.

Please rate your Practicum Site in the areas listed below. Use the following scale:

1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied

1. The practicum site as a learning experience	
2. The Field Supervision you received	
3. The overall practicum experience	

What did you like most about your experiences within the practicum setting?

What did you like least about your experiences within the practicum setting? How can this be improved?

Did you feel adequately prepared for this practicum? If not, what additional training would have been useful?

Would you recommend this site for future practicum candidates?	Yes/No
--	--------

Please rate your Practicum Field Supervisor in the areas listed below. Use the following scale:

1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied

1. Knowledge of evidence-based practices (e.g., assessment, intervention, consultation)	
2. Knowledge of legal and ethical issues related to practicing school psychology	
3. Uses relevant research literature to inform practice of school psychology	
4. Ability to relate effectively to practicum candidates (e.g., attitude, flexibility, interest and enthusiasm)	
5. Facilitated ability to complete the required practicum objectives	
6. Provided adequate opportunities for shadowing him/her completing a wide range of activities related to the practice of school psychology.	
7. Related field-based experiences to theoretical constructs learned in coursework.	
8. Introduced you to school faculty and other staff members	
9. Acquainted you to appropriate school policies and procedures	
10. Provided you with adequate opportunities to discuss your practicum experiences and concerns	
11. Overall Rating	

What are the Field Supervisor's most notable strengths?

What are the Field Supervisor's most notable areas for improvement?

Other Comments about Field Supervisor

## **Appendix C: Additional Forms for Practicum**



## Parental Consent Form

### *School Psychology Practicum*

Child's Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Phone: \_\_\_\_\_

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

Email: \_\_\_\_\_

I agree that a student from Baylor University may mentor my child this year. The mentor is a School Psychology trainee who is currently completing advanced coursework in the field of psychology and education. The mentoring process involves the mentor spending time helping your child succeed in school. If you allow your child to participate, the mentor will be working with your child once a week at during regular hours.

The mentors will be supervised [**Add full name and title**], School Psychology faculty members at Baylor University. They can be contacted at (254) 710-3112

I understand that having my child participate is voluntary, and there is no requirement that my child participates. Further, I understand that I may withdraw my permission at any time by written notification to the principal or Baylor supervisor, and that my child will thereafter be withdrawn from the mentoring experience.

I hereby consent and agree that my child may participate in the mentoring program during the 2022- to 2023 school year. I understand that information regarding my child's behavior and academic progress may be shared with the mentor.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



## Formulario de Consentimiento de los Padres

*Psicología Escolar Practicum*

Nombre del Niño: \_\_\_\_\_

Nombre del Padre: \_\_\_\_\_

Dirección: \_\_\_\_\_

Teléfono: \_\_\_\_\_ Email: \_\_\_\_\_

Estoy de acuerdo en que un estudiante de la Universidad de Baylor puede guiar a mi hijo este año. El mentor es un aprendiz de Psicología Escolar que actualmente está completando cursos avanzados en el campo de la psicología y la educación. El proceso de tutoría implica que el mentor pasará el tiempo ayudando a su hijo a tener éxito en la escuela. Si usted permite que su hijo participe, el mentor va a trabajar con su hijo una vez a la semana en durante las horas regulares.

Los mentores serán (nombre de la escuela) supervisados por los [Add full name and title], miembros de la facultad de Psicología Escolar de la Universidad de Baylor. Contactados al (254) 710-3112.

Entiendo que la participación de mi hijo es voluntaria, y no hay ningún requisito para que mi hijo participe. Además, entiendo que puedo retirar mi consentimiento en cualquier momento mediante notificación por escrito al director o supervisor de Baylor, y que mi hijo a partir de entonces se retirará de la experiencia de tutoría.

Doy mi consentimiento y estoy de acuerdo que mi hijo puede participar en el programa de tutoría durante el año escolar 2022-2023. Entiendo que la información sobre el comportamiento de mi hijo y el progreso académico puede ser compartida con el mentor.

\_\_\_\_\_  
Firma del Padre / Tutor

\_\_\_\_\_  
Fecha

## CAPS Note

Practicum Student: \_\_\_\_\_ Client Initials/Group: \_\_\_\_\_

Week of:	
<b>Content:</b>	
<b>Assessment:</b>	
<b>Plan:</b>	
<b>Supporting Information:</b>	

## APPIC Hours Request Letter (Template)

*Date:*

*Dear [Program Director],*

*I am requesting permission to accrue hours appropriate for my APPIC application. I will be participating as a/n [role] with Dr. [supervisor, location]. Dr. [supervisor] is licensed by the Texas State Board of Examiners of Psychologist as a licensed psychologist (Lic. #XXXXXX) to practice in the state of Texas.*

*In this [activity] , I will be working with and under the supervision of Dr. [supervisor]. We will engage in activities that may include: [activities]. Most, if not all, of these activities can be listed under [Intervention or Assessment] hours in the APPIC application.*

*Hours and activities accrued in this study will be supervised by Dr. [supervisor], who will have oversight over the integrity of these training activities and sign-off on these hours. My advisor, Dr. [advisor] at Baylor University, is aware of my involvement and supports me in this activity. At or near the end of each semester I am involved, my hours will be tabulated by activity and submitted to the program director.*

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*Student Name and Signature and Date*

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*Clinical Supervisor Name and Signature and Date*

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*Program Advisor Name and Signature and Date*

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*Program Director Name and Signature and Date*