



**SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM HANDBOOK**

*DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND PSYCHOLOGICAL SERVICES*

TEXAS STATE UNIVERSITY–SAN MARCOS

A member of the Texas State University System

SAN MARCOS, TX 78666

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**TEXAS STATE UNIVERSITY–SAN MARCOS
SCHOOL PSYCHOLOGY PRACTICUM HANDBOOK
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**TEXAS STATE UNIVERSITY – SAN MARCOS
PRACTICUM IN SCHOOL PSYCHOLOGY**

The three practica in the School Psychology Program at Texas State University–San Marcos are viewed as an integral and a central component of the professional training. Practica are distinct from and occur prior to internship. They are intended to provide opportunities for students to become oriented to the educational process and to apply their knowledge and skills in a field-based setting. Practicum experiences are available in a variety of settings including school districts, community agencies, private schools, mental health centers, and psychiatric facilities. Each three credit hour practicum requires a minimum of 200 clock hours for a cumulative total of at least 600 clock hours. The experiences are completed during academic training and prior to the internship. On-campus didactic instruction is provided concurrently as a required part of the practica. These didactic experiences are group-based instruction and supervision provided by faculty or professionals representing appropriately related areas.

EDP 5389

Three practicum experiences occur in a school or agency setting with supervision by on-site and university supervisors.

The first practicum, EDP 5389, usually occurs after the first year of academic coursework. At this point, students have typically completed coursework in psychoeducational assessment, including intellectual and academic tests and measurement issues, as well as coursework covering statistics, ethics, standards, and procedures in school psychology. Students are usually placed in a public school setting during the first practicum where they are supervised by a Licensed Specialist in School Psychology (LSSP) or by another professional with a master's degree and appropriate certification or licensure (e.g. educational diagnostician, licensed psychological associate). The first practicum provides the student with an opportunity for orientation to the operation and organization of schools. The specific skills and knowledge base practiced are primarily in the area of assessment but may also involve observations of regular and special education programs, teacher instruction, parent conferences and interviews, and participation in interdisciplinary team meetings.

The second practicum, EDP 5389, also occurs in the second year of academic training. At this point students have usually completed coursework in personality assessment and biological bases of behavior, including advanced psychoeducational assessment. In addition, they have often completed coursework in counseling techniques. The second practicum usually occurs in the school setting with the emphasis upon evaluation and remediation of emotional, behavioral, developmental and learning difficulties; consultation with school or agency staff; identification and contact with community resources; and direct counseling interventions with individuals and/or groups.

The third practicum course, EDP 5389, typically occurs toward the end of the academic experience prior to the student's internship. This practicum may be located in a mental health setting such as a child guidance center, diagnostic and learning center, state school or state hospital, child or adolescent psychiatric facility, residential treatment center, or in a school setting. This practicum is usually counseling/consultation oriented with the goal for the student to obtain experience with systems or individual interventions in alternative settings.

The second and third practica need not occur in this order and can be reversed based on individual student needs and preparation.

All students enrolled in practica are supervised by Program faculty who are licensed psychologists, Licensed Specialists in School Psychology, and/or Nationally Certified School Psychologists. Students are required to obtain and present documentation of professional student liability insurance for all practicum experiences.

TEXAS STATE UNIVERSITY – SAN MARCOS
PRACTICUM GOALS AND OBJECTIVES

NOTE: *The following goals and objectives are prerequisite competencies for internship experiences. They are organized under specific practica, but may be obtained in prior or subsequent practicum settings as appropriate.*

Practicum students will obtain/demonstrate knowledge and practice skills in:

Practicum #1 (First School-Based Practicum): Goals and Objectives

1. Ethical and legal aspects of professional school psychology in the following areas:
 - 1.1 Confidentiality, informed consent and due process
 - 1.2 Family Educational Right to Privacy Act
 - 1.3 Texas State Board of Education Rules and Regulations
 - 1.4 Federal and State laws related to education and psychology
 - 1.5 Professional competence and standards for professional practice (NASP and APA)
 - 1.6 Texas State Board of Examiners of Psychologists (TSBEP) rules and regulations for licensure as a Licensed Specialist in School Psychology.

2. Regular and special education policies and procedures related to the education of exceptional learners in the following areas:
 - 2.1 Referral for special education
 - 2.2 Operation of the multidisciplinary team (ARD)
 - 2.3 Placement in least restrictive environment
 - 2.4 Development of individual education and behavior management plans
 - 2.5 School discipline policies, including manifestation determination procedures

3. Various instructional arrangements with diverse ethnic/cultural populations by direct observation in the following learning environments:
 - 3.1 Regular education classroom
 - 3.2 Special education resource room
 - 3.3 Content mastery classroom or lab
 - 3.4 Self-contained classroom for special education

- 3.5 Bilingual education classroom
 - 3.6 ESL classroom
 - 3.7 Alternative learning environment
4. Awareness of the characteristics of exceptional learners by observation and/or implementation of indirect/ direct services with the following populations:
- 4.1 Specific Learning Disabilities
 - 4.2 Emotional Disturbance
 - 4.3 Mental Retardation
 - 4.4 Visual Impairment
 - 4.5 Auditory Impairment
 - 4.6 Deaf / Blindness
 - 4.7 Orthopedic Impairment
 - 4.8 Other Health Impairment
 - 4.9 Multiple Disabilities
 - 4.10 Autism/Pervasive Developmental Disorder
 - 4.11 Speech or Language Impairment
 - 4.12 Noncategorical Early Childhood (including Developmental Delays)
 - 4.13 Traumatic Brain Injury
 - 4.14 Gifted and Talented (not a special education category)
5. Operation and organization of public schools in the following areas:
- 5.1 Familiarity with district facilities and key administrative personnel and their roles and functions
 - 5.2 Familiarity with the roles and functions of other pupil service personnel
 - 5.3 Familiarity with the roles and functions of support and related service staff
 - 5.4 Familiarity with the roles and functions of the School Psychologist/

Licensed Specialist in School Psychology

- 5.5 Familiarity with district policies and procedures for crisis intervention

- 6. Proficiency in the selection, administration, scoring, and interpretation of psychoeducational tests for the evaluation of learning disabilities including:
 - 6.1 Integration of data from multiple sources and methods
 - 6.2 Development of meaningful recommendations related to assessment findings

- 7. Demonstration of positive personal characteristics in the performance of their duties in the following areas:
 - 7.1 Adaptability
 - 7.2 Communication skills (verbal)
 - 7.3 Communication skills (written)
 - 7.4 Conscientiousness
 - 7.5 Cooperation
 - 7.6 Dependability/reliability
 - 7.7 Independence
 - 7.8 Motivation
 - 7.9 Personal stability
 - 7.10 Productivity
 - 7.11 Professional ethics
 - 7.12 Professional image/appearance

Practicum #2 (Second School-Based Practicum): Goals and Objectives

8. Direct observation and/or indirect/direct delivery of services to “at risk” populations in the following areas:
 - 8.1 Developmental delays
 - 8.2 Situational adjustment difficulties
 - 8.3 Environmental deprivation
 - 8.4 Economic deprivation
 - 8.5 Attention disorders
 - 8.6 Disrupted family systems
 - 8.7 Drug/alcohol abuse and addiction
 - 8.8 Culture, gender, ethnic and age differences
 - 8.9 Physical/sexual/emotional abuse
 - 8.10 Adjudicated youth

9. Administration, scoring and interpretation of assessment instruments, including psychomotor evaluation, for evaluation of the following populations:
 - 9.1 Emotionally Disturbed
 - 9.2 Autism/Pervasive Developmental Disorder
 - 9.3 Behaviorally Disordered
 - 9.4 Socially Maladjusted
 - 9.5 Mentally Retarded

10. Instructional remediation by assisting in the development of individual education plans for the following areas:
 - 10.1 Reading
 - 10.2 Mathematics
 - 10.3 Written language
 - 10.4 Listening comprehension

- 10.5 Oral expression

- 11. Incorporation, selection, and evaluation of nontraditional assessment techniques:
 - 11.1 Criterion referenced testing
 - 11.2 Curriculum-based assessment
 - 11.3 Non-biased alternative procedures for linguistically and culturally diverse students
 - 11.4 Computer administered assessment
 - 11.5 Specialized assessment (e.g.. for visual-motor, memory, executive functions, or other cognitive skills)
 - 11.6 Area-based assessment

- 12. Direct and indirect consultation:
 - 12.1 Problem solving and mediation
 - 12.2 Conflict resolution
 - 12.3 Applied behavior analysis
 - 12.4 Parent training/home intervention
 - 12.5 Social skills training
 - 12.6 Crisis management
 - 12.7 Participation as a multidisciplinary team member

Practicum #3 (Alternative Practicum): Goals and Objectives

13. Home/school/community collaboration:
 - 13.1 Knowledge of family strengths, systems, and influences
 - 13.2 Involving families in education and service delivery
 - 13.3 Collaborating with families, educators, and others in the community to provide services to children and adolescents
 - 13.4 Engaging family systems through parent and child interviews to collect a developmental history
14. Counseling and intervention by:
 - 14.1 Facilitating or co-facilitating counseling groups
 - 14.2 Conducting individual counseling sessions
 - 14.3 Leading or co-leading inservices, seminars and/or workshops in mental health related topics.
15. Operation and organization of alternative mental health systems for children and adolescents by:
 - 15.1 Contacting local mental health and social service agencies to facilitate intervention
 - 15.2 Making appropriate referrals for school, staff, students and families
 - 15.3 Familiarity with rules, regulations and standards applicable to the setting.
16. Interpersonal relationships, and consultation skills essential for working with individuals in alternative clinical settings by developing the following areas:
 - 16.1 Interviewing techniques
 - 16.2 Problem identification and goal setting
 - 16.3 Negotiation
 - 16.4 Reframing
 - 16.5 Restating
 - 16.6 Summarizing

- 16.7 Empathy
- 16.8 Risk-taking
- 16.9 Evaluation
- 16.10 Termination
- 17. Development of positive behavioral and social interventions and outcomes:
 - 17.1 Integrating behavioral, social and psychological techniques
 - 17.2 Developing a personal style and theory of counseling and intervention.

TEXAS STATE UNIVERSITY – SAN MARCOS
EDP 5389: PRACTICUM PREREQUISITE COURSEWORK

EDP 5389, First School-based Practicum required prerequisites:

EDP 5385	Ethics, Standards, and Procedures in Professional School Psychology
COUN 5307	Counseling and Personality: Current Theories
PSY 5320 SOC 5307	Advanced Statistics <u>OR</u> Advanced Social Statistics
EDP 5376	Psychoeducational Assessment
EDP 5300	Interviewing, Counseling, and Consulting in School Psychology
COUN 5368	Developmental Issues in Counseling

EDP 5389, Second School-based Practicum required prerequisites:

EDP 5377	Personality Assessment I
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EDP 5389, Alternative Practicum required prerequisites:

COUN 5307	Counseling and Personality: Current Theories
EDP 5380	Individual and Group Counseling Techniques for School Psychology

TEXAS STATE UNIVERSITY–SAN MARCOS
5389: REQUIRED REFERENCES

All practicum students should have obtained and have knowledge of the following reference materials during prerequisite coursework prior to enrollment in a practicum course:

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. Washington, DC: Author.

AERA, APA, NCME (1999). Standards for educational and psychological testing, Washington, DC: Author.

Gutkin, T.B., and Reynolds, C.R. (Eds). (1999). Handbook of school psychology (3rd. ed.). New York: John Wiley and Sons.

National Association of School Psychologists. (2000). National Association of School Psychologists principles for professional ethics, Washington, DC: Author.

Sattler, J.M. (2001). Assessment of children: Cognitive applications fourth edition. San Diego: Author.

Commissioners Rules. (2003). Rules and regulations for special education. Austin, Texas: Author.

Thomas, A., and Grimes, J. (2002). Best practices in school psychology IV. Washington, DC: National Association of School Psychologists.

Texas State Board of Examiners of Psychologists: Psychologists' Licensing Act and Rules and Regulations. Austin, TX. (A new publication is printed once per year with updates.)

**TEXAS STATE UNIVERSITY–SAN MARCOS
PROCEDURES FOR ARRANGING PRACTICUM EXPERIENCE**

Students who have completed or who are completing the required prerequisite coursework are eligible to make application for practicum during the fall or spring semester before the desired practicum experience. Applications for the spring semester must be turned in by the deadline of the first Friday of October of the preceding semester. Applications for summer practicum and fall practicum must be turned in by the deadline of the third Friday of February of the preceding semester. A *sample* practicum application is included on page 19 of this handbook. The actual application process should be completed at www.eaps.us/spsych/applications.

The practicum applicant will be notified of his or her acceptance for practicum by the Program faculty during individual advisement sessions. Once the student has been notified of his or her acceptance, s/he should schedule a meeting with the practicum coordinator to obtain recommendations for possible practicum sites.

The student should then contact the agency or school representative at the desired practicum site. If the conditions of placement are agreeable to both practicum applicant and the representative of the practicum setting, a Memorandum of Agreement will be negotiated. A Memorandum of Agreement is included in the Handbook or may be obtained from the coordinator of practica and internships.

The Memorandum of Agreement must be submitted to the practicum coordinator by the designated due date on the practicum syllabus.

In addition, the practicum student must submit documentation of up-to-date professional student liability insurance with coverage for the entire period of time on the Memorandum of Agreement. This insurance may be obtained by application for student liability insurance through the National Association of School Psychologists. Other policies may also be available. It is the student's responsibility, however, to procure the liability insurance before beginning the practicum experience. Program faculty will provide applications and information regarding insurance.

The student should contact the field-based supervisor and negotiate the specific details related to the practicum experience. These details may include, but are not limited to: schedule of

hours, supervision requirements, practicum site expectations, mechanism for evaluative feedback, attendance at staff meetings and in-service training, etc. This information is covered in detail during the orientation session. The student shall use the practicum goals and objectives to create a plan for that semester with his or her field supervisor.

Summer Practicum Considerations

Students who engage in summer practicum activities must adhere to the following guidelines to ensure appropriate supervision and credit:

- A) Advanced registration in EDP 5389 for either Summer I or Summer II is required, regardless of when the summer practicum hours are actually earned.
- B) The Memorandum of Agreement should reflect the *actual* dates that the practicum student is at the site.
- C) The student must arrange for both university and site supervision before beginning work at the summer site.

**TEXAS STATE UNIVERSITY–SAN MARCOS
PRACTICUM STUDENT RESPONSIBILITIES**

It is the responsibility of the student to:

1. Negotiate the number of hours s/he may need in various categories to meet program objectives and practicum site goals.
2. Schedule the required supervision with both University and field-based supervisors.
3. Provide his/her own transportation to the practicum sites.
4. Notify field-based and University supervisors of illness, change in practicum schedule, practicum assignment or related difficulties.
5. Document University and field-based supervision time.
6. Maintain accurate records of activities by logging daily activities by number of hours spent according to the attached Activity Code Sheet and Practicum Activity Log Sheet. Those activities not specifically described in the log coding system (see p. 27) must be approved in advance by the designated University supervisor.
7. Submit copies of practicum logs and summary sheets to University supervisors by the announced deadlines. Course credit will not be given until logs and summary forms are completed and submitted.
8. Schedule an evaluation session in which the field-based supervisor completes the *Practicum Student Evaluation Form and the Skills/Competency Checklist*. Course credit will not be given until the signed evaluation forms and checklists are submitted to the University supervisor.
9. Conduct himself or herself in a professional manner and in compliance with appropriate standards and codes of ethical and professional conduct.

TEXAS STATE UNIVERSITY–SAN MARCOS FIELD-BASED SUPERVISION

The practicum student will be assigned a field-based supervisor who is appropriately credentialed. In school settings, the supervisor will be a Licensed Specialist in School Psychology licensed by TSBEP, and/or a Nationally Certified School Psychologist certified by NASP. Other individuals with master's degrees in related areas may also be supervisors of practicum students, e.g. counselors, educational diagnosticians, and social workers, depending upon the placement. The field-based supervisor is responsible for all duties performed for the district/agency by the practicum student. Supervisors will review test protocols and reports and observe the student's professional skills. The field-based supervisors also co-sign all psychoeducational and psychological reports and are responsible for completing the required *Practicum Student Evaluation Form* and *Skills/Competency Checklist*. Please note that there are different competency checklists for each practicum.

UNIVERSITY SUPERVISION

Each practicum student will be assigned a university supervisor who is a faculty member of the School Psychology Program and who holds an appropriate credential: either Nationally Certified School Psychologist (NCSP), Licensed Psychologist, or Licensed Specialist in School Psychology (LSSP). University supervision will occur both at the practicum site and at the university or at any other mutually agreed upon place. The practicum student will be responsible for documenting for the university supervisor the duties s/he has performed. For example, students may be asked to submit copies of psychological reports and protocols for review. The university supervisor may also consult or confer with the field-based supervisor at any time regarding the practicum student's progress, and the university supervisor may request a formal evaluation if deemed appropriate. This option for formal evaluation may also be requested by the student or field-based supervisor. The university supervisor will serve as a consultant in mediating any difficulties and as a resource regarding technical information, ethics, standards, procedures, rules and regulations, etc.

TEXAS STATE UNIVERSITY–SAN MARCOS PRACTICUM MEETINGS

Formally organized group practicum meetings are scheduled each semester. These sessions are an important aspect of the practicum experience, thus the student is required to attend. The sessions are conducted as seminars and provide didactic exchanges that may involve informal discussion of problems related to assigned duties or formal discussions and presentations by professionals providing information and development in appropriately related areas. These sessions are considered both a part of ongoing University supervision and a part of the student's continuing education. University supervisors provide practicum students with a syllabus each semester outlining scheduled topics and required readings. The continuing education opportunities are also open to practicing school psychologists and other interested professionals.

Attendance at practicum meetings is mandatory. If a student must miss a practicum meeting, s/he should contact her/his university supervisor as soon as possible. Upon the first absence of a practicum meeting, the student will be required to compose a 1500-word report, including 3 references, on the topic of the practicum meeting. The second absence of a practicum meeting will result in a grade of "No Credit" (NC, see below) for the practicum.

ASSIGNMENT OF GRADE

Practicum grades include Credit (CR), No Credit (NC), Incomplete (I), or In Process (P). The university supervisor determines the practicum grade. Students who have completed 75%-99% (≥ 150) of their hours by the end of the semester will receive a grade of I (incomplete) and will be required to complete the required 200 hours to receive course credit (CR). Students who have completed $<75\%$ of their hours by the end of the semester will receive a grade of P (in progress) and will be required to re-register for practicum and complete the required 200 hours. ***Students who fail to turn in required paperwork (Practicum Information Sheet, Memorandum of Agreement, Proof of Insurance, Practicum Log Sheets, Practicum Log Summary Form, Practicum Evaluation Form, and practicum Skills/Competency Checklist) will receive a grade of I. Students who complete their final practicum must submit, in addition to the above forms, the Final Practicum Summary Form (last page of this***

Handbook) in order to receive practicum credit and be approved for internship. Credit will not be given for any practicum for which complete paperwork is not received by the Practicum Coordinator.

**TEXAS STATE UNIVERSITY–SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM APPLICATION**

Applicant Name _____

Applicant Address _____

(city)

(zip)

Application date _____

Expected graduation date _____

Home Phone () _____

Work Phone () _____

E-mail _____

I am applying for practicum for (semester) _____ (year) _____

I am making application for the following course :

_____ EDP 5389 A (200 clock hours, organization and operation of schools and assessment)

_____ EDP 5389 A (200 clock hours, assessment and consultation in the schools)

_____ EDP 5389 A (200 clock hours, counseling and consultation)

I am planning for placement in the following setting(s):

_____ state agency _____ public school _____ university _____ state hospital/school

_____ private hospital/school _____ other (provide information below)

If you have made prior arrangements with a practicum/intern site, list the following information:

Site director/supervisor name _____

Mailing Address _____

(city)

(zip)

Business Phone _____

If you have not made prior arrangements, list the geographic area and suburban area you would prefer.

_____ Hays County _____ Travis County _____ Bexar County

_____ Comal County _____ Other (list) _____

****NOTE: Proof of student liability insurance must be attached to this application.**

**TEXAS STATE UNIVERSITY–SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM INFORMATION**

STUDENT NAME: _____

MAILING ADDRESS: _____

(City, State) (Zip)

HOME PHONE: () _____ WORK PHONE: () _____

E-mail _____

BEGINNING DATE OF PRACTICUM*: _____

ENDING DATE OF PRACTICUM*: _____

*For school-based practica, these dates should correspond to the school district calendar.

PRACTICUM WORK HOURS:

DAY	TIME
_____	_____
_____	_____
_____	_____
_____	_____

TOTAL HOURS OF PRACTICUM FOR THIS SETTING: _____

UNIVERSITY SUPERVISOR: _____

SITE SUPERVISOR: _____ E-mail: _____

PRACTICUM SITE INFORMATION

PRACTICUM SITE: _____

MAILING ADDRESS: _____

(City, State) (Zip)

PHONE: () _____

DIRECTOR/ ADMINISTRATOR: _____

SITE SUPERVISORS:

<u>NAME</u>	<u>DEGREE</u>	<u>TITLE</u>
_____	_____	_____
_____	_____	_____

**TEXAS STATE UNIVERSITY–SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM**

MEMORANDUM OF AGREEMENT FOR PRACTICA

In pursuance to carrying out the terms of supervision of specialist in school psychology practicum students, the following is understood and agreed to by the undersigned.

1. _____ will serve as a graduate level practicum student in school psychology from Texas State University – San Marcos. The practicum setting location is _____.
2. The practicum will begin on _____, and end on _____, for an approximate total of _____ hours. (Beginning and ending date should correspond to public school district school calendar).
3. _____ will serve as the field-based supervisor for the same period.
4. Responsibilities of field-based supervisors:
 - a. Field-based supervisors will hold certifications/degrees appropriate to the setting and practicum requirements.
 - b. Field-based supervisors are responsible for all duties performed by the student while under supervision.
 - c. Field-based supervisors will review test protocols, counseling records or notes, reports, etc. and directly observe the student’s professional skills.
 - d. All psychological reports/evaluations and legal documents must be co-signed by field-based supervisors.
 - e. Field-based supervisors are responsible for completing the Practicum Evaluation Form and the Practicum Skills/ Competency Checklist.
 - f. Field-based supervisors are responsible for no less than one hour per week of regularly scheduled contact with the student concerning task supervision.
 - g. Field-based supervisors are available by appointment as requested by the practicum student.
 - h. Field-based supervisors are available for contact on emergency basis as needed.

(continued on next page)

5. Practicum activities appropriate for professional practice in school psychology are found in the Practicum Handbook and may include:
 - a. Work with psychological services staff members on comprehensive assessments, case consultations, etc., as the occasion arises.
 - b. Staff meeting attendance, to include:
 - (1) Inservice meetings of psychological and student appraisal staffs.
 - (2) Miscellaneous staff meetings when possible.
 - c. Workshop or inservice, planning and implementation assistance for teachers, counselors, and other personnel.
 - d. Assistance in planning appropriate interventions for referred children , and participation in these interventions, including counseling or development of behavior plans, if appropriate.
 - e. Participation in campus screening committees and ARDs.
 - f. Resource services to the school staff appropriate to the practicum student's level of training.
 - g. Other activities as appropriate.
6. The University program will designate a faculty member to act as the University supervisor. Regularly scheduled contact with the practicum student will be held with the supervisor on call for mediation of difficulties.
7. The University will notify the practicum student that he or she is responsible for:
 - a. Adherence to the administrative policies, rules, standards, schedules and practices of the facility,
 - b. Provision for the necessary and appropriate supplies where required or when not provided by the facility,
 - c. Arrangements for his/her own transportation.

(continued on next page)

8. It is understood and agreed by and between the parties that the facility has the right to terminate the field experience of the student whose health status is detrimental to the clients/students in that facility. Further, the facility reserves the right to terminate the use of the facility by any practicum student, if, in the opinion of the field-based supervisor, the student's behavior is detrimental to the operation of the facility and/or to student or client care. Such action will not be taken until the grievance against any student has been discussed with the student, the school's officials, and the university supervisor. The university supervisor maintains the right to terminate the practicum in consultation with all parties when deemed necessary.

9. It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the field experience by written amendment upon mutual agreement to such amendments.

THIS AGREEMENT SHALL BE EFFECTIVE WHEN EXECUTED BY BOTH PARTIES AND IN ACCORD WITH THE DAY AND YEAR WRITTEN ABOVE.

By: _____ By: _____
 School Psychology Program Supervisor Field-Based Supervisor
 Texas State University–San Marcos

Date: _____ By: _____
 School Psychology Practicum Student
 Texas State University–San Marcos

TEXAS STATE UNIVERSITY–SAN MARCOS SCHOOL PSYCHOLOGY PROGRAM

Instructions for Completion of Practicum Logs

In order to provide a thorough description of practicum activities and to facilitate accountability in supervision for certification and licensure, the following procedures need to be followed in completing practicum logs.

1. As a general rule, three practica are to be completed in the school and/or related setting. The first practicum, a minimum of 200 clock hours, should be primarily assessment in nature. The second practicum, a minimum of 200 clock hours, should be a combination of assessment, intervention, professional development, etc. The third practicum, a minimum of 200 clock hours, typically takes place in an alternative setting and is primarily clinical/counseling in nature. The second and third practica may be completed in any order after the first but must focus on the required goals and objectives.
2. It is the responsibility of the practicum student to negotiate the number of hours he or she may need in various categories to meet practicum and course objectives. It is also the responsibility of the student to schedule required supervision times with both the University and field supervisors.
3. The maintenance of accurate records of activities and the documentation of supervision is the responsibility of the practicum student.
4. Practicum students shall be required to list daily activities by number of hours spent according to the attached activity code sheet.
5. Practicum students are responsible for submitting copies of their logs and summary sheets to their university supervisors by the announced deadline. Course credit will not be given until logs and summary forms are submitted and complete.
6. The practicum summary sheet is a description of the subtotal of hours in each category. The final total should be the same as documented on the logs.
7. The School Psychology Practicum Summary Form (on the last page of this manual) must be completed and turned in to the university supervisor along with all other practicum paperwork at the completion of the third practicum. ***Failure to complete and submit this form will result in delay of approval to begin internship until the form is received by the practicum supervisor.***

TEXAS STATE UNIVERSITY–SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
Practicum Log Coding System

<i>CODE</i>	<i>ACTIVITIES</i>
As	<u>Assessment Related Activities</u> (NASP 2.1). Activities having as a primary focus the gathering of information to answer specific referral questions for both regular and / or special education. These may include but are not limited to administration and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers, and data analysis and integration.
DInt	<u>Direct Intervention</u> (NASP 2.4, 2.7). Activities of a non-assessment nature which have the focus of affecting change. These may include but are not limited to group counseling or therapy, individual counseling or therapy, remediation of learning difficulties, direct instruction (social skills affective education, etc.) or feedback to student.
CC	<u>Consultation and Collaboration</u> (NASP 2.2). Consultation and collaboration with teachers and other school personnel on an individual or group basis, participation in team meetings (prereferral, instructional, IEP teams, etc.), and system-level consultation efforts.
HSC	<u>Home/School Community Collaboration</u> (NASP 2.8). Work with parents and families for assessment, consultation, intervention, etc. May also include home visits and parent training.
PII	<u>Prevention and Indirect Intervention</u> (NASP 2.3, 2.7). Activities of a non-assessment nature including but not limited to primary prevention activities (e.g., prevention of bullying, suicide, substance abuse, etc.). development of intervention strategies, presentation at staff development inservices, meetings, and other prevention / intervention activities.
SSO	<u>School System Orientation</u> (NASP 2.6). Non-assessment and non-intervention observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
PD	<u>Professional Development</u> (NASP 2.10, 2.11). Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, inservices, professional reading, etc. Note. The number of PD hours that can be applied to the total is limited and must be negotiated with the university supervisor.
USup	<u>University Supervision</u> (NASP 3.1). Supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit is required. However, regular communication and meetings are expected and should be documented.

FSup ***Field Supervision*** (NASP 3.1). Formal supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology, Nationally Certified School Psychologist, Counselors, Social Workers, etc. Note. The field supervisor's signature is required on the log to verify the other activities performed and listed.

**TEXAS STATE UNIVERSITY–SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
Practicum Log Summary Form**

Practicum Student Name _____

Semester/Year _____

Practicum Site _____

Beginning Date _____

Address _____

Ending Date _____

Field Site Supervisor _____

Field-based Supervisor Phone _____

University Supervisor _____

NUMBER OF HOURS

<u>CODE</u>	Practicum 1	Practicum 2	Practicum 3
As Assessment	_____	_____	_____
DInt Direct Intervention	_____	_____	_____
CC Consultation and Collaboration	_____	_____	_____
HSC Home/School/Community Collaboration	_____	_____	_____
PII Prevention and Indirect Intervention	_____	_____	_____
SSO School System Orientation	_____	_____	_____
PD Professional Development	_____	_____	_____
USup University Supervision	_____	_____	_____
FSup Field Supervision	_____	_____	_____
TOTAL NUMBER OF HOURS THIS PRACTICUM	_____	_____	_____

Grand Total: _____

This form must be attached to the Practicum Log and submitted to the practicum supervisor by the announced date in order to receive credit (CR) for the practicum experience.

4. *WRITTEN COMMUNICATION*

A.	Completes forms & paperwork accurately	1	2	3	4	NA
B.	Reports are complete, precise & integrated	1	2	3	4	NA
C.	Reports tactful & appropriate for teachers/parents	1	2	3	4	NA

5. *CONSULTATION/COLLABORATION*

A.	Consultation with systems or groups	1	2	3	4	NA
B.	Consultation with teachers/staff members	1	2	3	4	NA
C.	Consultation with parents/caregivers	1	2	3	4	NA
D.	Inservice Training (parent, social skills, friendship, etc.)	1	2	3	4	NA

6. *PROFESSIONAL CONDUCT*

A.	Dependable/responsible to appointments	1	2	3	4	NA
B.	Completes tasks promptly & on schedule	1	2	3	4	NA
C.	Completes tasks thoroughly, no loose ends	1	2	3	4	NA
D.	Knows & follows procedures, formal & informal	1	2	3	4	NA
E.	Has developed good follow-up procedures	1	2	3	4	NA
F.	Seeks advice, information as needed	1	2	3	4	NA
G.	Effective communications: Complete, frequent	1	2	3	4	NA
H.	Initiates contact, self-starting, self-motivated	1	2	3	4	NA

B. OVERALL PERFORMANCE

Number of Clients () Age Range of Clients (-) Total Placement Hours ()

C. BRIEF SUMMARY OF STRENGTHS:

D. BRIEF SUMMARY OF AREA(S) WHICH NEED IMPROVEMENT:

Signature of Field Supervisor _____ Date _____

Signature of Student _____ Date _____

Signature of University Supervisor _____ Date _____

School Based Practicum #1

TEXAS STATE UNIVERSITY-SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM SKILLS/ COMPETENCY CHECKLIST

Student Name _____

Practicum Site _____

Date Submitted _____

Field-Based Supervisor _____

University Supervisor _____

The goal of the practicum experience is to prepare students for internship. When evaluating competencies in each area, consider skills on a continuum from minimal level of competence to emerging level of competence to a level of competence necessary to be successful on internship.

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

NA – Not applicable to this practicum

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

1.1 Practicum students will obtain experience and demonstrate knowledge of the ethical and legal aspects of professional school psychology as pertains to a) Family Educational Right to Privacy Act; b) Federal laws (PL 94-142, IDEA, IDEIA, ADA); c) State laws and regulations (Texas State Board of Examiners of Psychologists rules and regulations for Licensed Specialist in School Psychology); and d) Standards for professional practice (APA, NASP).
Objectives 1.1-1.6, 7.11

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Confidentiality	Maintain security of records		
	Maintain confidentiality of interactions		
	Other		
Informed Consent	Review consent with parent		
	Other		
Due Process	Review procedural safeguards with parent		
	Review A Parent’s Guide to the ARD Process		
	Other		

1.2 Practicum Students will obtain experience and demonstrate knowledge of the operation and organization of public schools.
Objectives 5.1-5.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Administration	Review administrative organization		
Identify Pupil Personnel	Counselor		
	Reading Specialist		
	Math Specialist		
	Nurse		
	Special Programs		
Identify Support Staff/ Related Services Staff	Speech Therapist		
	Occupational Therapist		
	Physical Therapist		
	Adaptive PE Teacher		
	VI Teacher		
	AI Teacher		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

Crisis Intervention	Review district/ campus crisis plan		
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1.3 Practicum Students will obtain experience and demonstrate knowledge of regular and special education policies and procedures related to the education of exceptional learners.

Objectives 2.1-2.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Referral to Special Education	Participate in pre-referral team		
	Review initial referral packet		
	Other		
Operation of the ARD team	Participate in ARD meeting		
	Present assessment data at ARD meeting		
	Facilitate ARD meeting		
	Other		
Placement in the LRE	Participate in ARD meeting		
Development of IEP/BIP	Participate in ARD meeting		
Transition Planning	Attend Transition Planning ARD		
Manifestation Determination	Review district discipline policies		
	Participate in Functional Behavioral Assessment		
	Participate in manifestation determination		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

1.4 Practicum students will obtain experiences with various instructional arrangements with diverse ethnic/cultural populations by direct observation in the various learning environments.

Objectives 3.1-3.7

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Regular Education	Classroom observation		
Special Education- Resource/Content Mastery	Classroom/lab observation		
Special Education- Self Contained	Classroom observation/ Behavior unit		
	Classroom observation/ Life skills unit		
Bilingual Education	Classroom observation		
ESL Education	Classroom observation		
Alternative educational placement	Classroom/ program observation		
Special Education-Inclusion	Classroom observation		

1.5 Practicum Students will develop awareness of the characteristics of exceptional learners by observation and/or performance of indirect/direct services with the following populations:

Objectives 4.1-4.13

Area of Competence/ Observation	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Emotionally Disturbed	Folder review/ observation		
Mentally Retarded	Folder review/ observation		
Visually Impaired	Folder review/ observation		
Hearing Impaired	Folder review/ observation		
Orthopedically Impaired	Folder review/ observation		
Other Health Impaired	Folder review/ observation		
Multiply Handicapped	Folder review/ observation		
Autism/ Pervasive Developmental Disorder	Folder review/ observation		
Developmentally Delayed	Folder review/ observation		
Gifted	Folder review/ observation		
Early Childhood	Folder review/ observation		
Traumatic Brain Injury	Folder review/ observation		
Speech Impaired	Folder review/ observation		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

1.6 Practicum Students will gain experience and demonstrate proficiency in the administration, scoring, interpretation of psychoeducational tests.
Objectives 6.1-6.2

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Initial Evaluations	Learning Disabilities		
	Mental Retardation		
	Other		
Re-evaluations	Learning Disabilities		
	Other		

1.7 Practicum Students will obtain experience and demonstrate knowledge of instructional remediation by assisting in the development of individual education plans by relating assessment to intervention strategies.
Objectives 10.1-10.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Reading	Assist in development of IEP		
Math	Assist in development of IEP		
Written Language	Assist in development of IEP		
Listening Comprehension	Assist in development of IEP		
Oral Expression	Assist in development of IEP		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

1.8 Practicum Students will obtain experience and demonstrate skill in non-traditional assessment.

Objectives 11.1-11.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Criterion reference testing	Incorporate district test results into FIE		
Curriculum based assessment	Administer and interpret		
Second language learners	Implement/ Observe non-biased assessment		
Computer administered assessment	Observation		

1.9 Practicum Students should demonstrate positive personal characteristics in the performance of their duties.

Objectives 7.1-7.12

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Adaptability			
Conscientiousness			
Independence			
Motivation			
Personal stability			
Professional Ethics			
Professional Image/ Appearance			

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

1.10 Practicum Students will obtain experience and demonstrate skill with direct and indirect consultation methods.

Objectives 12.1-12.7

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Problem solving and mediation	Direct/ indirect service		
Conflict resolution	Direct/ indirect service		
Behavior analysis	Direct/ indirect service		
Parent training/home intervention	Direct/ indirect service		
Social skills training	Direct/ indirect service		
Crisis management	Direct/ indirect service		
Participation as an interdisciplinary team member	Direct/ indirect service		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

School Based Practicum #2

TEXAS STATE UNIVERSITY-SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM SKILLS/ COMPETENCY CHECKLIST

Student Name _____

Practicum Site _____

Date Submitted _____

Field-Based Supervisor _____

University Supervisor _____

The goal of the practicum experience is to prepare students for internship. When evaluating competencies in each area, consider skills on a continuum from minimal level of competence to emerging level of competence to a level of competence necessary to be successful on internship.

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

NA – Not applicable to this practicum

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

2.1 Practicum students will obtain experience and demonstrate knowledge of the ethical and legal aspects of professional school psychology as pertains to a) Family Educational Right to Privacy Act; b) Federal laws (PL 94-142, IDEA, IDEIA, ADA); c) State laws and regulations (Texas State Board of Examiners of Psychologists rules and regulations for Licensed Specialist in School Psychology); and d) Standards for professional practice (APA, NASP).
Objectives 1.1-1.6, 7.11

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Confidentiality	Maintain security of records		
	Maintain confidentiality of interactions		
	Other		
Informed Consent	Review consent with parent		
	Other		
Due Process	Review procedural safeguards with parent		
	Review A Parent's Guide to the ARD Process		
	Other		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

2.2 Practicum Students will obtain experience and demonstrate knowledge of regular and special education policies and procedures related to the education of exceptional learners.

Objectives 2.1-2.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Referral to Special Education	Participate in pre-referral team		
	Review initial referral packet		
	Other		
Operation of the ARD team	Participate in ARD meeting		
	Present assessment data at ARD meeting		
	Facilitate ARD meeting		
	Other		
Placement in the LRE	Participate in ARD meeting		
Development of IEP/BIP	Participate in ARD meeting		
Transition Planning	Attend Transition Planning ARD		
Manifestation Determination	Review district discipline policies		
	Participate in Functional Behavioral Assessment		
	Participate in manifestation determination		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

2.3 Practicum Students will develop awareness of the characteristics of exceptional learners by observation and/or performance of indirect/direct services with the following populations:

Objectives 4.1-4.13

Area of Competence/ Observation	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Emotionally Disturbed	Folder review/ observation/ service		
Mentally Retarded	Folder review/ observation/ service		
Visually Impaired	Folder review/ observation/ service		
Hearing Impaired	Folder review/ observation/ service		
Orthopedically Impaired	Folder review/ observation/ service		
Other Health Impaired	Folder review/ observation/ service		
Multiply Handicapped	Folder review/ observation/ service		
Autism/ Pervasive Developmental Disorder	Folder review/ observation/ service		
Developmentally Delayed	Folder review/ observation/ service		
Gifted	Folder review/ observation/ service		
Early Childhood	Folder review/ observation/ service		
Traumatic Brain Injury	Folder review/ observation/ service		
Speech Impaired	Folder review/ observation/ service		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

2.4 Practicum Students will gain experience and demonstrate proficiency in the administration, scoring, interpretation of psychoeducational tests.
Objectives 6.1-6.2, 9.1-9.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Initial Evaluations and	Learning Disabilities		
Re-evaluations	Mental Retardation		
	Seriously emotionally disturbed		
	Autistic/ Pervasive Developmental Disorder		
	Behaviorally disordered		
	Socially maladjusted		
	Other		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

2.5 Practicum Students should obtain experience by direct observation and/or indirect/direct delivery of services to “at risk” populations.
Objectives 8.1-8.10

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Developmental delays	Direct/ indirect service		
Situational adjustment difficulties	Direct/ indirect service		
Environmental deprivation	Direct/ indirect service		
Economic deprivation	Direct/ indirect service		
Attentional disorders	Direct/ indirect service		
Disrupted family systems	Direct/ indirect service		
Drug/alcohol abuse and addiction	Direct/ indirect service		
Culture, gender, ethnic and age differences	Direct/ indirect service		
Physical/sexual/emotional abuse	Direct/ indirect service		
Adjudicated youth	Direct/ indirect service		
Other	Direct/ indirect service		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

2.6 Practicum Students will obtain experience and demonstrate knowledge of instructional remediation by assisting in the development of individual education plans by relating assessment to intervention strategies.

Objectives 10.1-10.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Reading	Assist in development of IEP		
Math	Assist in development of IEP		
Written Language	Assist in development of IEP		
Listening Comprehension	Assist in development of IEP		
Oral Expression	Assist in development of IEP		

2.7 Practicum Students will obtain experience and demonstrate skill in non-traditional assessment areas.

Objectives 11.1-11.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Criterion reference testing	Incorporate district test results into FIE		
Curriculum based assessment	Administer and interpret		
Second language learners	Implement/ Observe non-biased assessment		
Computer administered assessment	Observation		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

2.8 Practicum Students should demonstrate positive personal characteristics in the performance of their duties.

Objectives 7.1-7.12

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Adaptability			
Conscientiousness			
Independence			
Motivation			
Personal stability			
Professional Ethics			
Professional Image/ Appearance			

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

Practicum #3 Alternative

TEXAS STATE UNIVERSITY-SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM SKILLS/ COMPETENCY CHECKLIST

Student Name _____

Practicum Site _____

Date Submitted _____

Field-Based Supervisor _____

University Supervisor _____

The goal of the practicum experience is to prepare students for internship. When evaluating competencies in each area, consider skills on a continuum from minimal level of competence to emerging level of competence to a level of competence necessary to be successful on internship.

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

NA – Not applicable to this practicum

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

3.1 Practicum students will obtain experience and demonstrate knowledge of the ethical and legal aspects of professional school psychology as pertains to a) Family Educational Right to Privacy Act; b) Federal laws (PL 94-142, IDEA, IDEIA, ADA); c) State laws and regulations (Texas State Board of Examiners of Psychologists rules and regulations for Licensed Specialist in School Psychology); and d) Standards for professional practice (APA, NASP).
Objectives 1.1-1.6

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Confidentiality	Maintain security of records		
	Maintain confidentiality of interactions		
	Other		
Informed Consent	Review consent with parent		
	Other		

3.2 Practicum Students will obtain experience and demonstrate skill with direct and indirect consultation methods.
Objectives 12.1-12.7

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Problem solving and mediation	Direct/ indirect service		
Conflict resolution	Direct/ indirect service		
Applied behavior analysis	Direct/ indirect service		
Parent training/home intervention	Direct/ indirect service		
Social skills training	Direct/ indirect service		
Crisis management	Direct/ indirect service		
Participation as an interdisciplinary team member	Direct/ indirect service		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

3.3 Practicum Students will obtain experience and demonstrate knowledge of community based resources and obtain experience and demonstrate knowledge of the operation and organization of alternative mental health systems for children and adolescents.

Objectives 13.3, 15.1-15.3

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Mental health	Identify agencies		
Social services	Identify agencies		
Referral/ intake process	Participate in referral of student, family or staff		

3.4 Practicum Students will obtain experience and demonstrate skill in mental health prevention and intervention.

Objectives 14.1-14.3, 15.1-15.2, 16.1-16.10, 17.1-17.2

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Facilitating or co-facilitating counseling groups	Dates of services		
Conducting individual counseling sessions	Dates of services		
Leading or co-leading inservices, seminars and/or workshops on mental health related topics	Direct/ indirect service		
Parent training/home intervention	Direct/ indirect service		
Social skills training	Direct/ indirect service		
Crisis management	Direct/ indirect service		
Participation as a treatment team member	Direct/ indirect service		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

3.5 Practicum Students will demonstrate counseling and consultation skills essential for working with individuals with mental health settings.
Objectives 16.1-16.10

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Interviewing techniques			
Problem identification and goal setting			
Negotiation			
Reframing			
Restating			
Summarizing			
Empathy			
Risk-taking			
Evaluation			
Termination			

3.6 Practicum Students will obtain experience and demonstrate skill in the prevention and/or influence of behavior.
Objectives 17.1-17.2

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Integrating behavioral, social and psychological techniques	Direct/ indirect service		
Developing a personal style and theory of counseling and intervention	Direct/ indirect service		

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

3.7 Practicum Students should demonstrate positive personal characteristics in the performance of their duties.

Objectives 7.1-7.12

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Adaptability			
Conscientiousness			
Independence			
Motivation			
Personal stability			
Professional Ethics			
Professional Image/ Appearance			

**TEXAS STATE UNIVERSITY–SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
Practicum Site Data Sheet**

Completed by: _____ Date: _____

Site _____

Supervisor(s) _____

Phone _____

Site Address _____

Populations served at this site:

Elementary Middle School/Junior High High School
 Parents/Families Other _____

Opportunities available at this site:

Assessment Counseling Consultation Training
 Prevention Crisis intervention Other _____

This site has the following strengths:

This site has the following limitations:

Optional: You may contact me with additional questions about this site at:

TEXAS STATE UNIVERSITY–SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
PRACTICA SUMMARY FORM

Student Name: _____
Mailing Address: _____
City, State, Zip: _____

EDP 5389 (First Practicum)

Practicum Site(s): _____
Mailing Address(es): _____
City, State, Zip: _____
Site Phone: (_____) _____
Site Supervisor:
Name: _____
Degree / Title: _____
University Supervisor: _____
Beginning Date of Practicum: _____
Ending Date of Practicum: _____
Total Hours of Practicum, this setting: _____
Number of Hours that were Counseling in nature: _____

EDP 5389 (Second Practicum)

Practicum Site(s): _____
Mailing Address(es): _____
City, State, Zip: _____
Site Phone: (_____) _____
Site Supervisor:
Name: _____
Degree / Title: _____
University Supervisor: _____
Beginning Date of Practicum: _____
Ending Date of Practicum: _____
Total Hours of Practicum, this setting: _____
Number of Hours that were Counseling in nature: _____

EDP 5389 (Third Practicum)

Practicum Site(s): _____
Mailing Address(es): _____
City, State, Zip: _____
Site Phone: (_____) _____
Site Supervisor:
Name: _____
Degree / Title: _____
University Supervisor: _____
Beginning Date of Practicum: _____
Ending Date of Practicum: _____
Total Hours of Practicum, this setting: _____
Number of Hours that were Counseling in nature: _____

Total Hours of School Psychology Practicum: _____

Number of Hours from Total Hours that were Counseling in nature: _____

Number of Hours from Total Hours of Direct Contact Counseling: _____