School Psychology Program Field Placement Manual

Doctoral (PhD) Program
2019-2020

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OVERVIEW OF FIELD PLACEMENTS

Field placements are carefully sequenced and supervised experiences that build appropriate skills, fluency, and integration of school psychology skills towards competency for delivering comprehensive and effective psychological services. Sequenced skill development is designed to meet anticipated and exigent realities of entry–level professional practice in psychology as well as to prepare students for future practice through core skill development, adaptation, and innovation.

Program Philosophy, Goals, and Objectives for Field Placements

The skills targeted through field experiences are based on the (a) *Standards of Accreditation for Health Service Psychology* of the American Psychological Association (APA; 2015), (b) National Association of School Psychologist's (NASP) *Standards for Graduate Preparation of School Psychologists* (2010) and *Blueprint for Training and Practice- IV* (2006), (c) Program philosophy and requirements based on the scientist-practitioner model, and (d) the Behavior Analyst Certification Board (BACB) Fourth Edition Task List. The Program model emphasizes ecological systems and diversity, empirically-established practices, data-based decision making, leadership and advocacy, and collaboration and problem solving. It is expected that field placements support a scientist-practitioner model and that school psychology students maintain adherence to Program themes, requirements, and training objectives.

Field experiences are collaboratively developed between the university and field setting, including clarifying purpose, responsibilities, evaluation, and student placements. Faculty and supervisors work proactively to develop and maintain placements. Field placements include those used for discrete skill building (i.e., understanding school ecology and roles, using observation techniques, applying functional assessments) as well as integrated pre-internship experiences (i.e., consultations with teachers and parents focused on student behavior, mental health, and/or learning). Doctoral students complete three years of course work with accompanying structured field experiences. In the fourth year of the Program, students continue with advanced, individualized applied experiences as they complete their dissertation, followed by the pre-doctoral internship in the fifth year.

Doctoral students must complete an approved full-time internship following completion of all required coursework and passing the written comprehensive examination (submitted as a portfolio). Consistent with APA, NASP, and Council of Directors of School Psychology Programs (CDSPP) guidelines, this internship may be 10 months long (1500 hours) if it is a school-based internship, with non-school-based internships typically being 12 months (2000 hours; with 600 hrs school-based). Internship goals include the achievement of highly integrated professional competencies consistent with APA and NASP training guidelines and across a continuum of empirically-based services that includes collaborative problem solving, school and class-wide, group, and individualized interventions, and evaluation of services.

Use of Field Placement Manual

The *Field Placement Manual* is supplemental to the *School Psychology Doctoral Program Handbook*. The field placement guidelines include the organization, sequence, and structure of field experiences in school psychology, requirements such as ethical practice, skill practice and integration of coursework, supervision, and evaluation. Course sequences and associated field placements are outlined in Table 1 as an overview.

Table 1. Overview of Structure and Sequence of Planned Field Experiences

Year(s) and Total hour	Courses	Field Objectives/Content	Agencies
1st Year 100+ hours of field experiences	School Organization and the Role of School Psychologists (SPSY7040)	Professional orientation to schools and the role of school psychologists and other professionals (i.e., function of state to local administration, school activities, parent role; organization of services, multidisciplinary teaming and IEPs, introduction to legal and ethical standards)	Area urban schools in Cincinnati
	Applied Behavior Analysis I (SPSY8010)	Implementation of evidence-based academic intervention, data-based decision making, graphing data, monitoring intervention adherence, assessing data reliability	Area urban schools in Cincinnati
	Academic Assessment and Intervention (SPSY8024)	Practice with curriculum-based measurement and administration of published norm referenced achievement tests	
	Cognitive Assessment (SPSY8022)	Practice with administration and score interpretation of published, norm-referenced tests of cognitive abilities	
	Applied Behavior Analysis II (SPSY8011)	Practice with systematic direct observation data collection	Area schools in Cincinnati
	Family Intervention and Early Intervention (SPSY8025)	Professional orientation to preschools; practice with parent and teacher interviews; classroom observations (instruction, behavioral management, activity engagement)	Cincinnati area and Northern Kentucky preschools

Year 1 Assessments for Field Placements: Professional Practice Logs, Course-level assessments linked to grades, Annual Student Assessment and Progress Report (Student Self-Assessment & Faculty Assessment), First-Year Doctoral Student Evaluation

Year(s) and Total hour	Courses	Field Objectives/Content	Agencies
2nd Year 400+ hours of field experience	School Psychology Practicum (SPSY8061)	Integrate and apply skills for school psychology practice including consultation/collaboration, evidence-based assessment and intervention, data-based decision making	Cincinnati area schools and preschools; specialized programs and agencies
	Functional Behavioral Assessment (SPSY8015)	Develop skills in assessment and intervention planning for students with severe disabilities including functional curriculum and positive behavior support plans through the use of functional behavior assessment and analysis (FBA)	Cincinnati area schools and preschools; specialized programs and agencies
	School-based Behavioral Counseling and Mental Health Interventions (18SPSY8027)	Development, implementation, skill practice, and evaluation of research- and behaviorally-based counseling	Cincinnati area schools and preschools; specialized programs and agencies

Year 2 Assessments for Field Placements: Professional Practice Logs, Course-level assessments linked to grades, Annual Student Assessment and Progress Report (Student Self-Assessment & Faculty Assessment), Second Year Professional Practice Portfolio, Doctoral Competency Checklist

Year(s) and Total hour	Courses	Field Objectives/Content	Agencies
3rd Year 600 hours of field experience	Advanced Practical Exp. in Schools and Community Agencies (SPSY9061)	Systems-level change and leadership (including supervisory and teaching skills), experience with service delivery in a clinical (non-school) setting	Cincinnati area schools and preschools; specialized programs and agencies

Year 3 Assessments for Field Placements: Doctoral Portfolio, Professional Practice Logs, Annual Student Assessment and Progress Report, Course-level assessments linked to grades, Doctoral Competency Checklist

Year(s) and Total hour	Courses	Field Objectives/Content	Agencies
4th Year Individualized field experience-hours vary	No Course	Systems-level change and leadership (including supervisory and teaching skills), experience with service delivery in a clinical (non-school) setting	Cincinnati area schools and preschools; specialized programs and agencies

Year 4 Assessments for Field Placements: Professional Practice Logs, Annual Student Assessment and Progress Report, Doctoral Competency Checklist

Year(s) and Total hour	Courses	Field Objectives/Content	Agencies
5th Year 1500-2000 hour internship	Doctoral Internship in School Psychology (SPSY9065)	Full-time culminating experience following comprehensive integrated coursework and field experiences in school psychology	APA/APPIC approved; Program and OH approved sites; Program-approved out-of-state

Year 5 Assessments for Field Placements: Internship Portfolio (for non-APA approved internships), Doctoral Competency Checklist (for non-APA approved internships), Professional Practice Logs, Annual Student Assessment and Progress Report

Program Requirements and Methods of Achieving Goals

APA, NASP, and Program Requirements for Pre-internship and Internship Placements

Consistent with APA and NASP requirements, students are provided a wide range of practicum experiences in high quality settings and under the supervision of qualified psychologists committed to training. Appropriately integrated and sequenced courses are used to plan field experiences. The Program curriculum provides practica and supports internships that are distinct and sequenced and carried out in carefully selected and supervised field placements. In addition, placements for all students include those with considerable diversity. Practicum students are given ongoing formative and summative feedback for skill development as well as expected professional behaviors throughout graduate education. Practicum students are required to demonstrate the systematic evaluation of service impact using technically adequate methods. Program requirements must be met by all students in order to successfully complete field placements.

The doctoral school psychology internship is the culminating professional experience after the successful completion of practica and other required courses and is based on the provision of comprehensive psychological services. Subsequent sections delineate expectations and documentation for internship experiences.

Pre-internship Field Requirements for All Students

Year 1. In Year 1, all students have field experiences that provide acquisition and practice opportunities for basic professional skills as well as frameworks for the transition to practicum in the 2nd year. Initial school/agency requirements need to be followed which include completing BCI/FBI checks regarding criminal background and joining appropriate professional organizations. Students are advised to review the legal questions and requirements for the temporary license under doctoral internships that may need to be addressed during the first year. Year 1 experiences include learning entry procedures and communication with instructors and field supervisors regarding practice issues, conducting basic observations of classrooms and interviews with parents and professionals in schools and preschool agencies, practice administering published, norm-referenced cognitive and achievement test batteries, and carrying out empirically-based tutoring programs, including evaluation of services. In addition, all 1st year students are required complete University-sponsored web-based training on legal and ethical responsibilities in research (CITI), important because student research requirements in the Program are significantly linked to applied research on intervention services in school settings (CITI requirements). The first-year field experience totals 100+ hours.

Year 2. Following the successful completion of Year 1, all students complete a minimum of 400 hours of planned and sequential field experiences during Year 2. Skill-oriented practica include school counseling and functional assessment. Integrated practica include school-aged and

preschool placements for the academic year. Year 2 practica and field experiences again require completing BCI/FBI checks regarding criminal background. The Program requires continued membership in professional organizations.

Field experiences in Year 2 include the basics expected of practice underlying empirically-based intervention services such as collaborative problem solving; determining socially valid targets of change that include health, mental health, developmental, and academic skill or performance questions at systems, class, group, and individual levels; data-based decision making and accountability using single case research design components; legal and ethical responsibilities related to case consultations (i.e., informed consent, confidentiality, mandated reporting, legal entitlements); and cultural sensitivity. Consultations include feedback by supervisors as well as detailed requirements for technically adequate practices documented by comprehensive reports with faculty feedback. Field and university supervision are provided for all practica experiences in Year 2 and include weekly supervision by a licensed psychologist.

Evaluation of students' field placement and practica performance occurs through participation in class discussion, practicum reports, the Doctoral Competency Checklist, professional practice logs, the Annual Student Assessment and Progress Report, and the Second Year Profesional Practice Portfolio submitted near the end of the Year 2 (see Portfolio guidelines included in the *Handbook*). In submitting portfolios, students consult with instructors and advisors to select entries among their comprehensive experiences to help fulfill Program requirements. Portfolio entries include as appropriate single case design components (baseline, intervention conditions), social validity ratings using a standard questionnaire, and summing up statistics.

Year 3. Doctoral students complete at least 600 clock hours of Advanced Practical Experience in Schools and Community Agencies (SPSY9061) in addition to Year 1 and Year 2 field experiences. This experience takes place in Program-approved school and clinical settings. This experience builds advanced skill competency and knowledge in domains for doctoral-level practice, including facilitating systems-level change and leadership (including supervisory and teaching skills) and effective delivery of psychological services in clinical (non-school) settings. In addition to field-based experiences supporting these domains, students participate in scheduled on-campus seminars with reading and discussion. Students receive weekly supervision from a licensed psychologist as they complete their clinical experience during the third-year practicum.

As a method of evaluating performance during the third year, each student must construct their Doctoral Portfolio (submitted as the written doctoral comprehensive examination) to include narrative and entries directly reflective of doctoral experiences in research, teaching, supervision, leadership, change facilitation, and effective delivery of mental health services in clinical settings. As specified in College of Education, Criminal Justice, and Human Services Doctoral Policy, plans for the structure of the portfolio are made in conjunction with the Doctoral Committee at least one semester prior to the submission date. In addition, student performance is evaluated through the completion of the Doctoral Competency Checklist completed by field supervisors, the Annual Student Assessment and Progress Report completed by faculty, and professional practice logs.

Year 4. Although they do not register for additional course credit, fourth-year doctoral students continue to engage in advanced applied experiences in school, clinical, and community settings. These experiences are individualized to meet the interests and professional goals of students and are determined collaboratively between the student and their advisor. The Program does not specify requirements for field experiences for the fourth year but supports students as they seek opportunities for continued professional growth to prepare them for internship. Student performance is evaluated through the Doctoral Competency Checklist completed by field supervisors, the Annual Student Assessment and Progress Report completed by faculty, and professional practice logs.

Doctoral-level Internship Requirements

The doctoral-level internship is an approved full-time internship following completion of all required coursework (except the dissertation), and passing the Doctoral Portfolio (as the written comprehensive examination). Students complete the internship during their fifth year in the Program. Doctoral internships are based on collaborative decisions made by students in consultation with a student's doctoral committee chair and program faculty based on career direction in school psychology. Consistent with APA, NASP, and CDSPP guidelines, the pre-doctoral internship is a minimum of 10 months long (1500 hours) to 12 months (2000 hours). Students are required to enter into the APPIC match to obtain an appropriate internship. Students work closely with their advisor to identify and apply to sites aligned with Program training goals and student professional goals.

If a student is unsuccessful through the match, the Program will work with the student to find an acceptable alternative internship placement. Internship sites not APPIC-approved must meet guidelines adopted by NASP, CDSPP, and APA; provide experiences to meet all competencies specified within the Program's Doctoral Competency Checklist; be approved by the Program Faculty; provide a structured training experience commensurate with doctoral-level professional practice; provide 4 hours of supervision per week (including 2 hrs. of individual direct supervision) by a doctoral-level licensed psychologist and licensed school psychologist (if in a school setting); and include a signed agreement specifying all of these requirements. Pre-doctoral interns in APPIC-approved internships must meet all agency internship requirements and Program requirements as appropriate for the agency (i.e., quarterly progress monitoring by Program faculty, letter of completion documentation).

If a student does not obtain an internship position through the APPIC match, he/she may elect to complete a Doctoral Internship within the Ohio Internship Program if an appropriately licensed (dually licensed by Department of Education and State Board of Psychology) supervisor can be identified. Doctoral Internships completed within the Ohio School Psychology Internship Program are collaboratively approved by the Program, the Ohio Inter-University Council of School Psychology Trainers comprised of school psychology faculty at other Ohio universities, and the Ohio Department of Education, and meet the above guidelines specified for doctoral level internships (full time, minimum of 1500 hours). The application for temporary license includes FBI/BCI background checks and requires responses to legal questions. If a person does have an offense (i.e., misdemeanor, felony) or problems with a professional certificate, license (not drivers'), or permit they need to take early steps (Year 1 of program) with their advisor and

Program Coordinator to make sure that this question is well addressed in the temporary application for licensing, even if it was sealed or expunged (ODE code for criminal background). In addition, the State requires that students who receive state-subsidized internships must sign a commitment to employment as a school psychologist in Ohio for at least one year following the completion of the internship. Doctoral students who complete an Ohio doctoral school psychology internship participate in monthly Internship Seminars with other interns in the region to support the training mission and doctoral goals. Doctoral interns also participate in the state-wide evaluation of the internship by providing experience and outcome data. The Doctoral Competency Checklist is used to progress-monitor and evaluate students' performance during internship. Feedback is obtained from field supervisors on a planned quarterly schedule or more frequently as necessary in face to face meetings and through the Doctoral Competency Checklist. Area internships include visits by faculty assigned to internships as an instructional assignment. Out-of-area internships also are dictated cooperatively by arrangements with a host NASP-approved school psychology program and the University of Cincinnati Program. Interns and supervisors also receive comprehensive expectations of internship roles (Doctoral Competency Checklist).

Expectations, Progress Monitoring Academic Performance, and Professional Conduct

All field experiences are directly linked to APA and NASP training standards as well as Program objectives. Supervision is provided at university and field levels by appropriately credentialed psychologists (including weekly contact with licensed psychologists during Year 2 and Year 3 practicum experiences) and includes expectations for the field experience, and communication with instructors and field supervisors. Field experiences are evaluated using Program methods including the Doctoral Competency Checklist, doctoral-level progress monitoring (student and faculty), and portfolios.

As presented in the *Program Handbook,* and applicable to all field placements, students demonstrate knowledge, skills, and personal characteristics appropriate for professional school psychologists. Faculty and field supervisors monitor skill development and professionalism and provide feedback on skills and professional behaviors. In addition, students are expected to self-monitor professional skill development and professional behavior. It is expected that students are responsive to feedback and demonstrate motivation and ability to excel by accepting feedback constructively as a significant aspect of performance in field settings. Professional skills include effective written and verbal communication, problem solving, adaptability, initiative, autonomy, responsibility, cooperation, leadership, and perspective taking. Professionalism also includes appropriate dress. When they are in any field placement or professional site, students must adhere to standards for professional dress, following any dress code for faculty in the setting. A good approach to professional dress is to always be prepared for a potential meeting with parents and/or school administrators. Skills and expected professional behaviors are described in the *Handbook* and key methods for monitoring student development and providing feedback include the Doctoral Competency Checklist and Annual Student Assessment and Progress Report, including students' self and faculty ratings.

Ethics and Confidentiality in Field Settings

Students in all field settings are expected to engage in ethically- and legally-appropriate conduct. To accomplish this, the *Program Handbook* and key policies are comprehensively reviewed in an initial orientation prior to Year 1 classes and Year 2 field experiences as well as other field experiences. In addition, all students are required to join the American Psychological Association Division 16, the National Association of School Psychologists, and the Association for Behavior Analysis International and are guided by ethical responsibilities by these organizations. Furthermore, students join the Ohio School Psychologists Association or the appropriate state school psychology association if an internship is out-of-state. All students as well as supervisors must demonstrate adherence to ethical guidelines as described by major professional associations (APA, NASP, ABAI), as well as research ethics based on Federal statutes and University regulations for research conducted in schools.

In Year 1, students have specific training in legal and ethic issues (SPSY7041) and all students must pass an online course on research ethics (http:/researchcompliance.uc.edu/irb). Confidentiality is protected at all times and pertinent legal and ethical issues are reviewed in field courses. Students are responsible for Program, College, and University regulations and policies as described in the Program *Handbook*, College policies (the *University of Cincinnati Graduate Handbook* (http://grad.uc.edu/student-life/graduate_studenthandbook.html), and the *Student Code of Conduct* (http://www.uc.edu/conduct/Code_of_Conduct.html). Direct links to these policies are provided on the Program website (http://cech.uc.edu/programs/school_psychology.html). Students should attempt to resolve any conflicts that arise by following ethical standards with advisors (APA, NASP).

Priorities in Field Placements

School psychology students may find themselves in potential conflicts over what may appear to be mutually exclusive activities and priorities such as attending a class or a personal or family event, or completing field requirements that have been difficult to schedule, such as a parent or other school meeting. Part of training includes learning and applying problem-solving skills for prioritization, scheduling, and, in such cases of potential conflicts, it is important that students work through priorities with field supervisors, instructors, and the student's faculty advisor. In many cases, the field experience may take priority in the fulfillment of expectations in line with the realities and significance of practice situations. Emergencies should be brought to the attention of supervisors, advisor/Program Coordinator, and instructors as soon as possible.

Summing up: Impact and Social Validity of Field Placements

During Year 1, data from tutoring are systematically analyzed. For Year 2, outcomes for the school psychology practicum are analyzed using visual analysis of graphed data, summary statistics, and social validity ratings by teachers, parents, and students where appropriate. Doctoral data for students completing an Ohio school psychology internship are also evaluated for impact both by the Program and state-wide (Ohio), including experiences by tiers of services, interventions, and outcomes.

SEQUENCE OF FIELD PLACEMENTS

Placements are carefully selected and sequenced to be in accordance with the Program's mission and themes (*Program Handbook*) and national standards (APA, NASP). Years 1, 2, and 3 placements are structured by the Program and arranged by designated faculty members having instructional responsibilities for courses and related field experiences. The adequacy of field placements also is rated by trainees on a quarterly basis through course evaluations and yearly by ratings of placements (School Psychology Practicum Evaluation; Internship Evaluation**).** Year 4 experiences are purposefully left flexible to meet the individualized interests and professional goals of students, consistent with Program goals.

Key sources are used for developing the structure and sequence of Year 1, 2, and 3 courses in line with doctoral-level internships as the culminating experience (APA *Guidelines and Principles,* 2013; *CDSPP Doctoral-level Internship Guidelines*, 2012; NASP *Standards for Graduate Preparation of School Psychologists*, 2010; *School Psychology: A Blueprint for Training and Practice,* 2006; BACB *Task List*, 2010). Courses include introduction and practice of specific skills and integrated practica as well as individualized experiences in the fourth year. Table 1 described planned field placements by year (pp. 4-6). Specific progress monitoring techniques and supporting documents are described in Tables 2-5.

Table 2. First Year Field Placements: Progress Monitoring

Progress Monitoring Documents	Description
First-Year Doctoral Student Evaluation	Field supervisors provide feedback on student performance providing academic intervention.
Professional Practice Logs	Students in all field experiences record clock hours using a commercially available program (e.g., Time2Track). Expectations for time in activities are described for courses and at the Program level (Table 1 & *Handbook*).
Annual Student Assessment and Progress Report	Students complete a self-evaluation and receive a summary evaluation that includes faculty and field supervisor ratings for field experiences and other courses. Ratings include professional behaviors and overall program expectations.
Benchmarks for Year 1 related to field experiences (See *Handbook* for full benchmarks)	**Benchmarks include successful completion of field experiences (100 hours documented by logs and field expectations) as well as all other Program requirements including Masters Comprehensive Examination and degree.**

Table 3. Second Year Field Placements: Progress Monitoring

Progress Monitoring Documents	Description
Doctoral Competency Checklist	The Doctoral Competency Checklist is used by field supervisors to evaluate the knowledge, skills, and professional behavior of students.
Annual Student Assessment and Progress Report	Students complete a self-evaluation and receive a summary evaluation that includes faculty and field supervisor ratings for field experiences and other courses. Ratings include professional behaviors and overall program expectations.
Practicum Evaluation of Setting	This rating is used by practicum students at the end of the field experience regarding qualities of supervision.
Professional Practice Logs	Students in all field experiences record clock hours using a commercially available program (e.g., Time2Track). Expectations for time in activities are described for courses and at the Program level (Table 1 & *Handbook*).
2nd Year Professional Practice Portfolio	Doctoral students submit the 2nd Year Professional Practice Portfolio to demonstrate integration of knowledge and skills and application across domains of professional practice and readiness for advanced doctoral work in Year 3
Benchmarks for Year 2 related to field experiences (See *Handbook* for full benchmarks)	**Benchmarks include successful completion of field experiences (400 hours documented by logs and field expectations), comprehensive professional practice portfolio documenting professional skills, as well as all other Program requirements (i.e., professional memberships).**

Table 4. Third Year Field Placements: Progress Monitoring

Progress Monitoring Documents	Description
Doctoral Competency Checklist	The Doctoral Competency Checklist is used by field supervisors to evaluate the knowledge, skills, and professional behavior of students.
Professional Practice Logs	Students in all field experiences record clock hours using a commercially available program (e.g., Time2Track). Expectations for time in activities are described for courses and at the Program level (Table 1 & *Handbook*).
Annual Student Assessment and Progress Report	Each year, students complete a self-evaluation and receive a summary evaluation that includes faculty and field supervisor ratings including field experiences. Ratings include professional behaviors and overall program expectations.
Doctoral Portfolio	The Doctoral Portfolio includes the Year 3 research project and entries for leadership and system-level advanced school experiences.

Progress Monitoring Documents	Description
Benchmarks for Year 3 related to field experiences (See *Handbook* for full benchmarks)	**Benchmarks include successful completion of field experiences (600 hours documented by logs and field expectations), portfolios entries documenting research, leadership, and systems-level skills, as well as all other Program requirements.**

Table 5. Fourth Year Field Placements: Progress Monitoring

Progress Monitoring Documents	Description
Doctoral Competency Checklist	The Doctoral Competency Checklist is used by field supervisors to evaluate the knowledge, skills, and professional behavior of students.
Professional Practice Logs	Students in all field experiences record clock hours using a commercially available program (e.g., Time2Track).
Annual Student Assessment and Progress Report	Each year, students complete a self-evaluation and receive a summary evaluation that includes faculty and field supervisor ratings including field experiences. Ratings include professional behaviors and overall program expectations.
Benchmarks for Year 4 related to field experiences (See *Handbook* for full benchmarks)	**Benchmarks include successful completion of field experiences, as well as all other Program requirements including dissertation.**

Table 6. Doctoral Internships: Progress Monitoring for Sites not APA approved

Progress Monitoring Documents	Description
Doctoral Competency Checklist (for non-APA accredited internships)	The DCC is used by field supervisors to assess doctoral-level interns' skill development.
National Internship Evaluation Tools	Interns in national placements (acquired through the APPIC match) are evaluated by field supervisors using tools selected by their setting.
Annual Student Assessment and Progress Report	Interns in national placements are evaluated by faculty using the Annual Student Assessment and Progress Report.
Professional Practice Logs	Students in all field experiences record clock hours using a commercially available program (e.g., Time2Track).
Internship Evaluation of Setting	This rating is used by interns at the end of the internship experience regarding qualities of supervision, setting, and experiences.

Progress Monitoring Documents	Description
Doctoral Internship Portfolio (for non-APPIC listed/APA accredited internships)	The PhD Internship Portfolio is evaluated by Program Faculty to assess competencies.
Doctoral internship: For Ohio Interns Only: IUC/State Evaluation Data and Supporting Entries	For Ohio Internship Program Evaluation, all Ohio interns are required to submit output and outcome data for six interventions in which they had meaningful involvement.
Benchmarks for Internships related to field experiences (See *Handbook* for full benchmarks)	**Benchmarks include successful completion of internship (1500 to 2000 hour doctoral) including logs, final evaluations from field supervisor, and letter from lead field supervisor stating that all contractual and internship requirements have been met. All other course-related and Program requirements have been met (*Handbook*).**

Attachments

A.   Annual Student Assessment and Progress Report
B.   First Year Doctoral Student Evaluation
C.   Doctoral Competency Checklist
D.   Practicum Evaluation of Setting
E.   Internship Evaluation of Setting
F.   Internship Contracts: Memorandum of Agreement between University of Cincinnati and Ohio School Districts/ESCs
G.   Memorandum of Agreement Out-of-State School Internships

**University of Cincinnati
School Psychology Doctoral Program
Annual Student Assessment and Progress Report**

Student_____**Date**_____

Faculty Advisor_____ **Date**_____

Progress and Performance on Required Coursework (completed by Program)

Y N Good progress toward degree requirements
Y N Maintenance of GPA of at least 3.5 for all graduate study
Y N Accumulation of no more than 3 grades of Incomplete at any one time
Y N No course grade of "C"
Y N Completion of 30 credit hours toward Masters Degree
Y N Membership in professional organizations

Performance on Masters Examination (completed by Program)

Pass   Pass after Retake   Fail   Not assessed

Performance on Doctoral Portfolio (i.e., comprehensive exam; completed by Program)

Pass   Pass after Revisions   Fail   Not assessed

Candidacy Date (accomplished or anticipated): _____

Dissertation Proposal (accomplished or anticipated): _____

Dissertation Defense (accomplished or anticipated): _____

Expected Date of Graduation: _____

Performance and Progress in the areas of Interpersonal Skills, Academic Performance & Research, Professionalism, and Supervision, Leadership, & Teaching

Rate the extent to which the student demonstrated the following behaviors according to this scale:

1: Substantial improvement needed
2: Some improvement needed
3: Appropriate for level of training
4: Exceptional for level of training
NA: Not able to rate/no opportunity to observe

Interpersonal Skills

____ Effective verbal and written communication
____ Openness and responsiveness to feedback
____ Appropriate interactions in academic settings (e.g., with peers and faculty) and in field settings (e.g., with peers, supervisors, teachers, administrators, staff, parents, students, etc.)
____ Positive, problem-solving focus for resolving situations
____ Collaborative and cooperative behaviors with peers, faculty, and others
____ Culturally competent behaviors (e.g., respect for differences, perspective-taking)

Academic Performance & Research

____ Enthusiasm and commitment to the profession, program, and graduate study, as shown by engagement in program and field-based activities
____ Active participation in classroom discussions
____ Appropriate level of preparation and responsibility for learning
____ Competent performance on written assignments
____ Competent performance on oral assignments
____ Quality of work and grades consistent with expectations for doctoral study
____ Interest in conducting research and commitment using research to inform practice
____ Satisfactory progress toward pre-dissertation/dissertation research

Professionalism

____ Professional dress, appearance, and demeanor in academic and field settings
____ Completion of tasks in a timely and acceptable manner
____ Timely and dependable attendance at meetings
____ Follow-through and responsibility in meeting commitments
____ Adherence to professional boundaries and understanding of roles
____ Adherence to ethical standards guiding the practice of school psychology

Supervision, Leadership, & Teaching

____ Initiative (i.e., seeking out opportunities to improve skills and/or assuming leadership positions)
____ Appropriate autonomy for the level of training
____ Provides appropriate, actionable feedback to supervisees and students
____ Appropriate scaffolding and support to supervisees/students, and commitment to supervisees'/students' continuous improvement

Comments:

To be completed by Faculty:

Progress Summary:

Good Progress

Needs Improvement

Probationary Status

Plan for Continued Development:

University of Cincinnati
School Psychology Program
First-Year Doctoral Student Evaluation

Purpose: The purpose of this questionnaire is to get feedback concerning the knowledge and skills of your school psychology supervisee.

Directions: Please read the following statements and circle the number (1-5) that best describes your agreement or disagreement with each statement.

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
The trainee demonstrated knowledge of effective academic interventions.	1	2	3	4	5
The trainee demonstrated knowledge of effective behavioral interventions.	1	2	3	4	5
The trainee worked collaboratively with the problem-solving team.	1	2	3	4	5
The trainee used high quality data to aid in decision making.	1	2	3	4	5
The trainee effectively used information technology to support intervention activities.	1	2	3	4	5
The trainee communicated clearly and demonstrated effective interpersonal skills.	1	2	3	4	5
The trainee demonstrated respect for human diversity.	1	2	3	4	5
The trainee demonstrated ethical and professional behavior.	1	2	3	4	5
The trainee showed appropriate initiative, dependability, and adaptability.	1	2	3	4	5

Please make any additional comments below. Please include comments for any items receiving a rating of 3 or below.

University of Cincinnati
School Psychology Program
Doctoral Competency Checklist

Student:_____

Field-based Experience (circle one): Practicum   Advanced Practicum   Internship

Site: _____

Field Supervisor Printed Name and Signature:

_____

☐ Please check the box to indicate that this checklist has been completed based on, in part, direct observation of the trainee.

Field Supervisor Printed Name and Signature:

_____

☐ Please check the box to indicate that this checklist has been completed based on, in part, direct observation of the trainee.

This checklist describes the competencies that underlie all field-based experiences in school psychology. Students are expected to demonstrate competency in these activities consistent with expectations for their level of training. These competencies reflect the School Psychology Program philosophy, goals, and objectives, and correspond to the areas of curricular emphasis. Identified competencies are consistent with the *Standards of Accreditation in Health Service Psychology* of the American Psychological Association (2015) and the NASP *Standards for Graduate Preparation of School Psychologists* (2010).

This competency checklist is used three times during the field-based experience: (a) fall (December), (b) winter (March), and (c) end of the academic year. Although explicit feedback is provided to the student throughout the field-based experience, each competency assessment should be used as a means of formative evaluation and planning between the student, field-based supervisor, and university supervisor. The end-of-the-year rating provides the summative competence ratings for the student during their field-based experience.

Copies of the Competency Checklist are retained by the students, field supervisor(s), and university supervisor(s).

Professional Competency Ratings

Ratings in professional competencies are intended to reflect a level of skill attainment. Students are not expected to demonstrate proficiency across all areas from the beginning of their field-based experiences. It is expected that the student demonstrates increased proficiency as their level of experience increases. Proficiency ratings are intended to reflect a level of competence relative to the student's level of training (e.g., a rating of "Highly proficient" during the second-year field experience reflects a high level of proficiency for a second-year student).

If there are concerns that arise during the field experience about skills, behaviors, and/or opportunities to develop them, it is the responsibility of the student, field supervisor, and university supervisor to communicate concerns and cooperate in efforts to address them.

Ratings for professional competencies are on a 4-point scale, reflecting the following levels. A minimum of 3 is expected as indicative of proficiency by the end of the field-based experience.

4 **Highly proficient** – Outstanding performance in demonstrated skill or behavior above expectations for level of training
3 **Proficient** – Performance in demonstrated skill or behavior appropriate and expected for level of training
2 **Developing proficiency** – Needs continued improvement in skill or behavior to sustain a higher level of performance expected for stage of training
1 **Non-proficient** – Unsatisfactory performance in skill or behavior, significantly below expectations for level of training
N/O **Not observed**

Professional Disposition Ratings

Professional dispositions are rated separately. Unlike professional competencies, students are expected to appropriately demonstrate professional dispositions from the onset of their field-based experience. Ratings for professional dispositions are on a 4-point scale, reflecting the following levels. A minimum rating of 3 is expected as indicative of appropriate behavior.

4 **Consistently displayed at high level**
3 **Displayed at appropriate level**
2 **Inconsistently displayed**
1 **Behavior inappropriate for professional practice**

Comprehensive and Data-Based Psychological Service Delivery (Student- and Systems-Level)	Ratings			
1. Uses psychometrically sound and evidence-based assessment measures to identify problems and select interventions for academics	1	2	3	4
2. Uses psychometrically sound and evidence-based assessment measures to progress monitor and evaluate academic intervention	1	2	3	4
3. Uses psychometrically sound and evidence-based assessment measures to identify problems and select interventions for common health, developmental, mental health, and behavior problems	1	2	3	4
4. Uses psychometrically sound and evidence-based assessment measures to progress monitor and evaluate interventions for common health, developmental, mental health, and behavior problems	1	2	3	4
5. Accurately interprets the results of comprehensive assessments to inform case conceptualization, diagnoses/classification, and intervention	1	2	3	4
6. Applies knowledge of evidence-based instruction and intervention approaches for academics	1	2	3	4
7. Applies knowledge of evidence-based prevention and intervention approaches for common health, developmental, behavior, and mental health problems	1	2	3	4
8. Applies knowledge of data-based decision-making for intervention planning and evaluation	1	2	3	4
9. Participates in school-wide prevention/universal planning activities	1	2	3	4
10. Participates in crisis intervention planning, procedures, programs, and evaluation	1	2	3	4
11. Engages in interagency planning, collaboration, and referral to community and other agencies	1	2	3	4
12. Demonstrates collaboration with key stakeholders in selecting, implementing and evaluating psychological services	1	2	3	4
13. Provides consultative psychological services to children and their families and other educational and health care professionals and systems related to health and behavior	1	2	3	4

Comprehensive and Data-Based Psychological Service Delivery (Student- and Systems-Level)	Ratings			
14. Demonstrates clear and appropriate communication in written form (e.g., report writing)	1	2	3	4
15. Plans, implements, and evaluates evidence-based counseling intervention(s) for behavior and mental health concerns	1	2	3	4
16. Uses data for a variety of decisions (e.g., diagnosis, eligibility) across a broad range of students (e.g., disability categories)	1	2	3	4
Teaching, Research, Supervision, and Leadership	**Ratings**			
17. Engages in program evaluation of systems-level services for accountability	1	2	3	4
18. Applies knowledge of psychological research methods and data collection	1	2	3	4
19. Critically evaluates and applies relevant research to practice	1	2	3	4
Professional Knowledge, Ethics, Reflective Practice, and Cross-Cultural Competence	**Ratings**			
20. Engages in self-assessments and reflective practice to continuously improve service delivery	1	2	3	4
21. Abides by federal, state, and local rules, regulations, and procedures	1	2	3	4
22. Applies knowledge of professional and ethical standards	1	2	3	4
23. Demonstrates awareness, sensitivity, and the skills to work with individuals, groups, and communities from diverse cultural and personal backgrounds across the health professions	1	2	3	4
Professional Dispositions	**Ratings**			
24. Personal and professional conduct is appropriate to the APA Ethical Principles and Code of Conduct and NASP Principles for Professional Ethics	1	2	3	4
25. Uses effective communication strategies (e.g., genuineness, listening, empathy, paraphrasing, questioning, handling conflict)	1	2	3	4
26. Demonstrates concern for the welfare of children	1	2	3	4

Comprehensive and Data-Based Psychological Service Delivery (Student- and Systems-Level)	Ratings			
27. Maintains objectivity and engages in perspective taking	1	2	3	4
28. Demonstrates initiative and enthusiasm	1	2	3	4
29. Practices a positive, problem-solving focus to resolve situations	1	2	3	4
30. Demonstrates flexibility and adaptability	1	2	3	4
31. Demonstrates professional independence	1	2	3	4
32. Demonstrates commitment to on-going professional development and makes decisions using professional development plan aligned with personal model of practice	1	2	3	4
33. Practices effective organizational and time management procedures (e.g., task completion; punctuality, attendance)	1	2	3	4
34. Demonstrates professional behavior through appearance, language, and dress	1	2	3	4

Attachment D

UC School Psychology Program
Practicum Evaluation of Setting

Supervisor name: _____   Placement: _____
Trainee name: _____   Date: _____

Purpose: The purpose of this questionnaire is to get feedback concerning the practicum experience, including the nature of supervision provided by field supervisors and practicum experiences. The information is intended for use by the Program as one aspect of practicum evaluation. Information provided by individual practicum students will not be reported to field supervisors or their employers.

Directions: Please read the following statements and circle the number (1-5) that best describes your agreement or disagreement with each statement.

Supervision	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
My supervisor provided supervision in a timely and constructive manner.	1	2	3	4	5
My supervisor was available for supervision and discussion.	1	2	3	4	5
My supervisor provided adequate guidance and support as needed.	1	2	3	4	5
My supervisor supported practice consistent with the Program's training model.	1	2	3	4	5
My supervisor provided an effective model of professional and ethical practice.	1	2	3	4	5

Please make any additional comments on practicum supervision below.

Directions: Please read the following statements and circle the number (1-5) that best describes your agreement or disagreement with each statement.

Practicum Setting	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
I was given the opportunity to adhere closely to my model or professional practice.	1	2	3	4	5
I was given the opportunity to work on academic and behavioral or mental health concerns.	1	2	3	4	5
I was given the opportunity to work with a wide range of stakeholders (e.g., family, teachers, administrators, related service providers.	1	2	3	4	5

Please make any additional comments on the practicum setting below.

Overall, rate the quality of your practicum experience:

Poor   Fair   Good   Very Good   Excellent

Would you recommend this site as suitable for future practicum students?

No   Unsure   Yes

Attachment E
Internship Evaluation of Setting
School Psychology Program
University of Cincinnati

Intern:_____
Field Facilitators:_____
District:_____
Date:_____

In order to maintain and continually improve the quality of training, interns are asked to complete an evaluation of their internship experience including supervision. The information provided is intended for use by the Program as one aspect of internship evaluation. Information provided by individual interns will _not_ be reported to field facilitators or their employers.

Unless otherwise specified, use the following scale: SD = *Strongly Disagree*, D = *Disagree,* A = *Agree*, SA = *Strongly Agree*. Please use the space provided for comments and to describe any aspects of the internship for which opportunities were not provided. Complete a separate rating for each supervisor.

A. INTERNSHIP SUPERVISION

Field facilitator (1)					Comments
1. Provided supervision in a timely and constructive manner	SD	D	A	SA	
2. Was available for weekly face-to-face supervision and discussion	SD	D	A	SA	
3. Provided adequate guidance and support as needed	SD	D	A	SA	
4. Supported practice consistent with Program's training model	SD	D	A	SA	
5. Provided and effective role model of professional and ethical practice	SD	D	A	SA	

	Field facilitator (2)					Comments
1	Provided supervision in a timely and constructive manner	SD	D	A	SA	
2	Was available for weekly face-to-face supervision and discussion	SD	D	A	SA	
3	Provided adequate guidance and support as needed	SD	D	A	SA	
4	Supported practice consistent with Program's training model	SD	D	A	SA	
5	Provided and effective role model of professional and ethical practice	SD	D	A	SA	

	Field facilitator (3)_____					Comments
1	Provided supervision in a timely and constructive manner	SD	D	A	SA	
2	Was available for weekly face-to-face supervision and discussion	SD	D	A	SA	
3	Provided adequate guidance and support as needed	SD	D	A	SA	
4	Supported practice consistent with Program's training model	SD	D	A	SA	
5	Provided and effective role model of professional and ethical practice	SD	D	A	SA	

B. INTERNSHIP EXPERIENCE

An internship often combines experiences in several settings across all or part of the year. Please respond to the following items with your overall internship experience in mind across all placements.

	I was given the opportunity to…					Comments
1	Adhere closely to the model of practice described in my professional portfolio	SD	D	A	SA	
2	Develop skills in all areas represented on the *Intern Competency Checklist*	SD	D	A	SA	
3	Work with students spanning broad age ranges	SD	D	A	SA	
4	Work with students from diverse backgrounds (e.g., general and special education, cultural)	SD	D	A	SA	
5	Work with students having a varying intensities of needs	SD	D	A	SA	
6	Work with a variety of stakeholders (e.g., family, teachers, administrators, related services personnel)	SD	D	A	SA	
7	Maintain training as the primary focus of the internship experience	SD	D	A	SA	

C. OVERALL RATING

Overall, rate the overall quality of your internship experience:

_____ Poor   _____ Fair   _____ Good   _____ Very Good   _____ Excellent

Identify strengths of this internship
site:_____
_____
_____
_____

Identify suggestions for improvement of the internship experiences offered by this
site:_____
_____
_____
_____

Would you recommend this site as suitable for future internships? Please check one and explain as necessary

_____ No   _____ Unsure   _____ Yes

Please
explain:_____
_____
_____
_____

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Attachment F

Sample
Memorandum of Agreement
between
University of Cincinnati and Ohio School Districts/ESCs

The School Psychology Program at the University of Cincinnati hereby enters into an agreement with
_____ (Intern) and _____ (School District/ESC/Agency)
for the purpose of a School Psychology Internship. This agreement sets conditions of the internship and
clarifies the responsibilities of the parties to this agreement. The sources for the agreement include The
Ohio Internship in School Psychology Manual (2006), *Standards for Graduate Preparation of School
Psychologists* (NASP, 2010), *Best Practice Guidelines for School Psychology Internships* (NASP, 2009),
University of Cincinnati *Program Handbooks* (specialist), and the *Intern Competency Checklist*
(specialist).

Intern Expectations

1.　　The intern has completed all program coursework needed for temporary licensure.

2.　　The intern and field facilitator will meet at the beginning of the internship year to develop a plan
　　　and timeline for activities specified in the *Doctoral Competency Checklist*.

3.　　The intern will notify the university internship coordinator of any internship-related concerns that
　　　cannot be resolved in the placement setting, and cooperates in problem-solving activities
　　　recommended by the university and/or district/ESC.

4.　　The intern maintains a log of activities and a record of the number of hours of face-to-face
　　　supervision provided each week. (Face-to-face supervision must average 2 hours per week plus 2
　　　hours of supervision per week that may be held in a group format)

5.　　The intern completes all requirements for written documentation of activities as required by the
　　　university (e.g., portfolio), and submits such documentation to the university prior to the
　　　conclusion of the internship.

6.　　The intern maintains appropriate professional conduct at all times and displays behavior
　　　consistent with ethical and legal guidelines and requirements (APA, NASP, ABAI).

7.　　The intern attends all professional development activities required by the university and/or
　　　district/agency, and ODE including on-campus class meetings, seminars, professional
　　　development programs, and conferences/meetings of professional associations in school
　　　psychology (i.e., Ohio School Psychologists Association). For Ohio internships that are out of
　　　area (see *Program Handbook*), interns must arrange for host university supervision and internship
　　　seminars in conjunction with an Ohio school psychology program as well as fulfill University of
　　　Cincinnati requirements specified in the *Program Handbook*.

8.　　Services and professional activities of the intern are conducted in a manner consistent with
　　　standards for professional practice and the current IDEIA-related Ohio operating standards and
　　　rules for delivery of services and procedural safeguards, and related rules or procedures.

Field Supervisor Expectations

1.   The supervisor is an appropriately credentialed School Psychologist in Ohio. Intern supervision may be shared.

2.   The supervisor has at least three years of professional experience as a School Psychologist at the time the internship is initiated, with at least one of those years served in the district/agency in which the supervision will occur.

3.   No more than two supervisors will collaborate in the supervision of an intern at any time.

4.   The supervisor and intern will meet at the beginning of the internship year to develop a plan and timeline for activities specified in the *Doctoral Competency Checklist.*

5.   The supervisor will provide to the intern an average of two hours per week of face-to-face supervision time and four hours per week of total supervision (i.e., group supervision) and will be provided released time for supervision

6.   The supervisor will ensure that the experience provided to the intern has training as its primary focus, and will provide ample time and opportunity for the intern to attain the competencies specified in the *Doctoral Competency Checklist*.

7.   The supervisor will cooperate with the university in conducting periodic written evaluations of the intern's progress toward attaining the competencies specified in the *Doctoral Competency Checklist.*

8.   The supervisor will notify the university on a timely basis of any concern about the intern's performance that cannot be resolved in the placement setting, and will cooperate with the university in developing and monitoring a remedial plan of action, if needed.

9.   The supervisor will participate in continuing professional education activities to ensure a best-practice orientation to the provision of school psychological services.

School District/ESC/Agency Expectations

1.   The school district will provide adequate, well-lighted office space that ensures confidentiality for consultation and other professional activities.

2.   The school district will provide a lockable cabinet or other secure place for keeping confidential information.

3.   The school district will provide all necessary assessment and intervention materials comparable to those provided for licensed school psychologists employed by the district.

4.   The school district will enable the intern to meet internship-training requirements, including diverse professional experiences, attendance at on-campus classes and seminars, out-of-district meetings, professional association conferences, the annual Ohio intern conference, and other regional, state, or national programs that will further the intern's professional knowledge and skills.

5.   The school district (or fiscal agent) will enter into a contract with the intern for compensation, expense reimbursement, services to be rendered, support services, due process safeguards, and the time frame for the services provided by the intern for a full-time 1500 hour internship.

University Expectations

1.   The University will provide the school district and the intern with a copy of *The Ohio Internship in School Psychology Manual* (2006) and other NASP and Program materials (*Program Handbook*, *Field Manual*, *Doctoral Competency Checklist*).

2.   The University faculty supervisor will make periodic site visits during the academic year. Visits will be scheduled on a routine basis with additional visits upon request from the intern or field supervisor. For internships out of the Cincinnati area, there is a limited option to complete an Ohio Internship in another region in conjunction with another Ohio university, in approved settings only. In this case, the host university is _____.

3.   The University faculty supervisor will assist the intern and the field supervisor in problem solving when the intern or the field supervisor reports an unresolved issue (UC or host university).

4.   University faculty members (UC or host university) will conduct on-campus intern seminars.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience. Revisions will be communicated in writing upon agreement by involved parties. Failure to meet requirements can lead to disciplinary actions as described in the University of Cincinnati *Program Handbook*, including probationary status and /or termination from the program.

By: _____   Date: _____
       School Psychology Internship Student

By: _____   Date: _____
       Representative of School District or Agency

By: _____   Date: _____
       School Psychology Program Director (UC)

By: _____   Date: _____
       School Psychology Program Director (host University)

Attachment G

Sample
Memorandum of Agreement
Out-of-State School Internships

The School Psychology Program at the University of Cincinnati hereby enters into an agreement with _____ (Intern) and _____ (School District/ESC/Agency) for the purpose of a 1500 hour full time School Psychology Internship. This agreement sets forth conditions of the internship and clarifies the responsibilities of the parties to this agreement. The sources for the agreement include *Standards for Graduate Preparation of School Psychologists* (NASP, 2010), *Best Practice Guidelines for School Psychology Internships* (NASP, 2009), University of Cincinnati *Program Handbook* (specialist), and the *Doctoral Competency Checklist.*

Intern Expectations

1. The intern has completed all program coursework for entry into the internship, with the exception of courses offered in conjunction with the internship.

2. The intern and field supervisors will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Doctoral Competency Checklist.*

3. The intern will notify the university internship coordinator of any internship-related concerns that cannot be resolved in the placement setting, and cooperates in problem-solving activities recommended by the university and/or school.

4. The intern maintains a log of activities and a record of the number of hours of face-to-face supervision provided each week. (Face-to-face supervision must average 2 hours per week with total weekly supervision equaling four hours per week that may include group supervision.)

5. The intern completes all requirements for written documentation of activities as required by the university (e.g., portfolio), and submits such documentation to the university prior to the conclusion of the internship.

6. The intern maintains appropriate professional conduct at all times, and displays behavior consistent with ethical and legal guidelines and requirements (APA, NASP, ABAI).

7. Interns must arrange for local (host) university supervision in conjunction with a NASP-approved school psychology program (including attendance at their on-campus seminars and registration at that university as specified by the university, as well as fulfill University of Cincinnati requirements specified in the *Program Handbook*). The intern attends professional development activities required by the host school psychology program at the university and/or district/agency, including on-campus class meetings, seminars, professional development programs, and conferences/meetings of professional associations in School Psychology (i.e., State association meetings).

8. Services and professional activities of the intern are conducted in a manner consistent with standards for professional practice and the current IDEIA- related State operating standards and rules for delivery of services and procedural safeguards, and related rules or procedures.

Field Supervisor Expectations

1.   The supervisor is an appropriately credentialed School Psychologist in the State of _____.

2.   The supervisor has at least three years of professional experience as a School Psychologist at the time the internship is initiated, with at least one of those years served in the district/agency in which the supervision will occur.

3.   No more than two supervisors will collaborate in the supervision of an intern at any time.

4.   The supervisor and intern will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Doctoral Competency Checklist*.

5.   The supervisor will provide to the intern an average of two hours per week of face-to-face supervision time and four hours per week of total supervision (i.e., group supervision) and released time for supervision

6.   The supervisor will ensure that the experience provided to the intern has training as its primary focus, and will provide ample time and opportunity for the intern to attain the competencies specified in the *Doctoral Competency Checklist.*

7.   The supervisor will cooperate with the university in conducting periodic written evaluations of the intern's progress toward attaining the competencies specified in the *Doctoral Competency Checklist*.

8.   The supervisor will notify the university on a timely basis of any concern about the intern's performance that cannot be resolved in the placement setting, and will cooperate with the university in developing and monitoring a remedial plan of action, if needed.

9.   The supervisor will participate in continuing professional education activities to ensure a best-practice orientation to the provision of school psychological services.

School District/ESC/Agency Expectations

1.   The school district will provide adequate, well-lighted office space that ensures confidentiality for consultation and other professional activities.

2.   The school district will provide a lockable cabinet or other secure place for keeping confidential information.

3.   The school district will provide all necessary assessment and intervention materials comparable to those provided for certified/licensed school psychologists employed by the district.

4.   The school district will enable the intern to meet internship-training requirements, including diverse professional experiences, attendance at on-campus classes and seminars, out-of-district meetings, professional association conferences, and other regional, state, or national programs that will further the intern's professional knowledge and skills.

5.   The school district (or fiscal agent) will enter into a formal contract with the intern for compensation, expense reimbursement, services to be rendered, support services, and the time frame for the services provided by the intern for a full time 1500 hour internship.

University Expectations

1. The University of Cincinnati will provide the school district and the intern with *Best Practice Guidelines for School Psychology Internships* (2009) and Program materials *(Program Handbook*, *Field Manual*, *Doctoral Competency Checklist*).

2. The University faculty supervisor at the host university will make periodic site visits during the academic year. Visits will be scheduled on a routine basis with additional visits upon request from the intern or field supervisor, and conduct on-campus intern seminars

3. The University faculty supervisor at the host university will assist the intern and the field supervisor in problem solving when the intern or the field supervisor reports an unresolved issue.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience. Revisions will be communicated in writing upon agreement by involved parties. Failure to meet requirements can lead to disciplinary actions as described in the University of Cincinnati *Program Handbook*, including probationary status and /or termination from the program.

By: _____   Date: _____
       Representative of School District or Agency

By: _____   Date: _____
       School Psychology Internship Student

By: _____   Date: _____
       School Psychology University Program Director (UC)

By: _____   Date: _____
       School Psychology Program Director (hosting University)