MISSISSIPPI STATE UNIVERSITY™
MERIDIAN
SCHOOL OF HEALTH PROFESSIONS
Health Service Psychology

Combined
Health Service Psychology Program

Doctoral
Practicum Guidelines

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Introduction

The purpose of Mississippi State University (MSU) Combined Health Psychology (CHSPY) Doctoral Practicum Guidelines is to provide a detailed description of the expectations related to clinical practica training in the CHSPY doctoral program. These guidelines will assist CHSPY doctoral students as they obtain developmentally appropriate practicum experiences reflective of the provision of services in combined health service psychology, specifically in the concentrations of school, counseling, and clinical psychology. Additionally, these guidelines will assist core faculty, Course Practicum Supervisors, and one-site supervisors with a more in-depth understanding of the procedures and expectations of clinical training of the CHSPY doctoral students.

Students are advised that this guide is not inclusive of all doctoral programs or other MSU and program polices. Students should consult the appropriate CHSPY program handbooks and the course syllabus for additional information.

Overview of Practicum

The CHSPY practicum experiences are designed to support the practitioner-informed-by-science training model. Students are prepared as highly competent problem-solvers who draw upon a strong foundation in core knowledge areas of psychology and are prepared to offer a full continuum of empirically supported and innovative services, including prevention, consultation, assessment, and intervention.

Students are expected to enroll in 3-credit hours obtaining an average of 300 contact hours per semester. The program's goal for each student is to achieve a minimum of 1200 hours of practicum experience prior to completion of the doctoral program. Most often, students obtain an average of 1500 practicum hours prior to initiation of the doctoral internship experience.

The overall practicum experience includes direct implementation of assessment, consultation, and intervention in the various settings, supervision hours, case-related documentation and meetings, and any relevant training or didactic experiences. Students may elect to complete their practicum in a variety of settings, such as medical, forensic, school, community, etc.

Program of Study and Course Requirements

All students are expected to successfully complete a minimum of 12-credit hours of formal practicum by enrolling in HSPY 8690 Applied Experiences in Psychology (Please refer to course syllabus). For each semester, students are expected to enroll in 3-credit hours. During the completion of the course, students will master the following learning objectives. These objectives reflect the potential activities for an approved practicum placement.

1. Develop direct and indirect clinical skills during assessment, intervention, and consultative practices.
2. Implement consultation and intervention experiences with parents, teachers, and administrators.
3. Evaluate the consultation procedures and practices using progress monitoring data.
4. Apply social, emotional, and behavioral assessment strategies to academic, social-emotional and behavioral problems of with individuals at-risk for or identified with disabilities and/or psychiatric disorders.
5. Apply interviewing skills with clients, students and/or caregivers.
6. Design successful interventions to be used by caregivers in the home, school, and clinical settings.
7. Design effective data gathering techniques to evaluate the effectiveness of treatment and intervention plans.
8. Apply and analyze the ethics outlined by various governing bodies when providing direct and indirect psychological services.
9. Formulate appropriate communication skills, in writing, assessment, intervention, consultation and outcome data.
10. Compare various cultural, social, regional, and ethnic variables that may influence the therapeutic process when providing psychological services.
11. Integrate the science of psychology and the problem-solving models with the demands of all applied settings.
12. Build knowledge and understanding of the theory, roles, and responsibilities of supervision.

The practicum course will cover relevant topics for the practice of health service psychology, such as assessment and data-driven practices; consultation with caregivers and other professionals; service delivery of a variety of therapeutic interventions; application of ethical legal and professional practices; case conceptualization and problem solving; and supervision roles and responsibilities.

Ideally, the students will enroll in the practicum course during the fall semester of the 2nd year of the program and they must continue enrollment until attainment of a doctoral internship placement (typically the beginning of 4th year). Under certain circumstances (e.g., leave of absence, delayed internship placement, remediation of skills, part-time enrollment), students may obtain more than 12-credit hours for this course as they matriculate through to program at a slower rate.

Professional Competencies

The CHSPY doctoral program utilizes practicum experiences to prepare students to obtain knowledge and skills across nine areas. These nine areas align with profession-wide competencies identified by the American Psychological Association (APA). Students are expected to gain formal supervised experiences in the following areas:

1. Research
2. Ethical & Legal Standards
3. Individual & Culture Diversity
4. Professional Values, Attitudes, & Behaviors
5. Communication & Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation & Interprofessional/Interdisciplinary Skills

Depending upon the student's placement for the semester/rotation, they may not have the opportunity to demonstrate practice in all nine areas. However, the student must work with the DCT and the course practicum supervisor to ensure opportunities for diverse experiences.

Roles and Responsibilities

A formal practicum in Health Service Psychology is a structured, supervised educational experience that requires the collaboration of several individuals, including the doctoral student. A collaborative practicum team should include the director of clinical training, course practicum supervisor, on-site supervisor and student working together to provide regular supervision, clearly defined training objectives, appropriate evaluation procedures and opportunities for feedback regarding student performance and professional conduct *(see Appendix A)*.

The **Director of Clinical Training (DCT)** has overall responsibility for the administration, coordination, quality, and evaluation of the doctoral program's practicum experiences. The DCT provides program oversight, manages practicum site development and approval, coordinates supervision, monitors student evaluation and competency, and ensures ethical and professional responsibilities within training experience.

The **Course Practicum Supervisor** serves as the primary university-based faculty member responsible for monitoring the student's educational experience and integrating the practicum experience with the doctoral curriculum. The course practicum supervisor provides regular supervision and training, communicates with the practicum site supervisor, conducts and documents student evaluations (including direct observations), and provides professional development within the classroom practicum experience.

The **On-Site Practicum Supervisor** is the qualified mental health professional at the practicum site who provides direct oversight of the student's day-to-day clinical and professional activities. The on-site supervisor provides orientation and training to the setting, direct supervision, retains responsibility for client and patient welfare, and conducts and documents student evaluations (including direct observations).

The **Doctoral Student** is responsible for actively participating in the practicum experience and demonstrating progressive development of professional competencies. The student accepts and displays professional responsibilities, performs clinical responsibilities, participates in

supervision responsibilities, commits to ongoing learning and professional development, and documents all training experiences.

All parties share responsibility for maintaining effective communication, providing timely feedback, addressing concerns, supporting student development, and ensuring the welfare of clients and patients. Concerns regarding student performance should be addressed as early as possible through appropriate supervision and consultation. Significant concerns involving client welfare, ethical conduct, professional behavior, or competency should be communicated promptly to the course practicum supervisor and DCT in accordance with program procedures.

Readiness for Practicum

The CHSPY doctoral program's curriculum is intensive and sequential in nature to all the students to build on foundational knowledge in core areas of psychology leading to the acquisition of profession-wide competencies. Prior to placement in practicum, students must have successfully completed the following areas:

1. Counseling Skills (COE 8013 – Counseling Skills or equivalent)
2. Ethical, Legal and Professional Issues (HSPY 9703 – Legal, Ethical, and Professional Issues in Psychology or equivalent)
3. Advanced Psychotherapy (HSPY 8133 – Advanced Psychotherapy: Theory and Practice or equivalent)

This sequence of courses allows faculty to directly observe students' emerging clinical and critical thinking skills before a formal practicum placement. These courses are typically completed during the summer semester of the 1st year.

The DCT will solicit feedback from the instructors and/or core faculty regarding the student's progress and readiness for practicum after the completion of the coursework. The DCT is responsible for completing the Readiness for Practicum form.

Prior to a student's initial enrollment in a practicum experience, CHSPY doctoral students will be evaluated across all profession-wide competencies at the expected developmental level using the Competency Benchmarks in Professional Psychology Rating Form – Readiness for Practicum (see CHSPY Student Evaluation Handbook). Each student's professional performance is rated on a 5-point scale, "NO" indicating no opportunity of observing, "0" indicating does never or rarely, "1" indicating sometimes, "2" indicating often, and "3" indicating almost always, and "4" indicating always meet criteria consistently at their appropriate level. If a student receives an average rating of "3" or better on all items and/or competency area on the Readiness for Practicum form, then they will be recommended to obtain approval for a formal practicum placement.

If a student receives an average rating below "2" in any item and/or competency area on the Readiness for Practicum form, then he/she will not obtain approval for a practicum placement. The DCT will consult with the program director and core faculty regarding the student's progression within the program.

If a student holds a board-approved credential to practice in the field of mental health, then the DCT and program director may grant approval for early start semester for a formal practicum placement.

Practicum Approval

After CHSPY doctoral students have achieved the "readiness for practicum" status, they will be assigned to a practicum team by the approval of the Director of Clinical Training with collaboration with the core faculty. The placement of a practicum student at a site is made with consideration of the needs and strengths of the practicum student, as well as the specific needs of the placement setting. The DCT will gather information about the student's desired formal practicum placement (e.g., survey), such as student's role, organization/agency, site supervisor and credentials, vitae and contact information. At this point, students **MUST** submit a request to engage in outside employment that will be utilized as practica experiences to the DCT. This information will be utilized to develop communication between the CHSPY doctoral program and the practicum site. The DCT will evaluate potential practicum sites upon request to determine appropriateness for student placement. If requested, the potential site will be provided with a letter of approval from the CHSPY doctoral program *(see Appendix B)*.

A memorandum of understanding (MOU; *see Appendix C)* is required for each practicum site and should be initiated with a request to the DCT. MOUs must be in place prior to students starting the practicum. The DCT will follow up with creating a new MOU or sharing an existing MOU with the practicum site. Some practicum sites may require an affiliation agreement which is a contract that must be approved by the Dean's Office and legal counsel. All MOUs and contracts are approved and managed by the School of Health Professions.

The DCT and course practicum supervisors will collaborate to conduct a needs assessment for students and to evaluate credentials of site supervisors at the beginning of each new placement. After approval, the course practicum supervisors will share relevant practicum information with the site supervisors, such as practicum approval letter *(see Appendix D)*, course syllabus, practicum guidelines, program handbook, etc.

Practicum Supervision

Ideally, the CHSPY doctoral program strives to ensure that all students participating in a formal practicum placement have an appropriately credentialed doctoral level psychologist on-site to provide supervision; however, the shortages within the field create challenges in rural areas. All CHSPY doctoral program's practicum teams are led by doctoral level psychologists appropriately credentialed in the state of Mississippi and they provide on-going weekly opportunities for students to discuss their clinical work. Each student is required to actively participate in group supervision for at least 2 hours per week while enrolled in HSPY 8690 Applied Experiences in Psychology. Additionally, students must receive additional weekly on-site supervision based upon their developmental needs. This on-site supervision must be conducted by an individual who is appropriately credentialed in the field of mental health, such

as licensed psychologist, licensed professional counselor-supervisor, certified school psychologist, licensed clinical social worker, etc. Students approved practicum activities may vary based upon the credentials of the on-site supervisor.

The CHSPY doctoral program utilizes two modalities for supervision as outlined by the Commission of Accreditation (CoA) of APA: tele-supervision and in-person supervision. The responsibility of supervision is shared with the CHSPY program and the hosting practicum site.

The CHSPY course practicum supervisor must conduct one direct observation per evaluation period (per semester). The direct observation includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording. If an agency does not allow audio or video recording, then the course practicum supervisor must conduct an in-person observation. The direct observation is indicated by the course practicum supervisor on the practicum evaluation form. If a separate practicum evaluation is completed for each rotation or setting, each evaluation must include direct observation. If a single practicum evaluation covers all rotations or settings, then a minimum of one direct observation is required. If an on-site supervisor is appropriately trained, credentialed, and prepared in their discipline and in the health service psychology activities being supervised, and legally responsible for the direct service being provided conducts the direct observation, then the course practicum supervisor may elect to use this evaluation in leu of their own.

An on-site supervisor who is an appropriately credentialed doctoral level psychologist and is employed with another MSU clinic or center can serve in a dual role as the course practicum supervisor. However, a course practicum supervisor cannot serve in the dual role as the site supervisor for an agency they have an independent contract.

Practicum Evaluation

Each student will be evaluated using the CHSPY Practicum Evaluation *(see Appendix E)*. The practicum evaluation form is shared in the student's shared OneDrive folder. The student is responsible for scheduling time with the supervisor and obtaining the completed evaluation. Students are expected to obtain a rating of 3 or higher in all items assessed to meet the minimum program expectations. If the student does not meet the minimum program expectations (obtain a rating lower that 3 on any item assessed), then they must be recommended to the DCT and program director for remediation.

Students will be evaluated by their assigned course practicum supervisor (appropriately credentialed doctoral level psychologist) twice during the semester (mid-term and final). The practicum evaluation of the student's performance must base part of that evaluation on direct observation. If the student has one or more site supervisors (credentialed mental health professionals); then the course practicum supervisor must solicit feedback from the site supervisors using the same evaluation form. In this situation, the course practicum supervisor must aggregate the data into a final evaluation at the end of the semester. If an on-site supervisor is appropriately trained, credentialed, and prepared in their discipline and in the health service psychology activities being supervised, and legally responsible for the direct service being

provided conducts the direct observation and evaluation, then the course practicum supervisor may elect to use this evaluation in leu of their own. The course practicum supervisor must review, sign, and provide feedback to the student on the final evaluation at the end of the semester using the CHSPY practicum evaluation.

Professional Liability Insurance

All students enrolled in the HSPY 8690 Applied Experiences in Psychology course are expected to independently obtain professional liability insurance to cover applied practicum experiences and other professional training. Documentation of professional liability insurance must be submitted to the Course Practicum Supervisor and with the DCT (shared folder) at the end of the first week of your start date of enrollment in the practicum course. Failure to provide this documentation upon the set due date delay the start of your engagement in practicum activities. Students may purchase student liability insurance at a reduced rate through membership of various professional organizations, such as the American Psychological Association, the American Counseling Association and the National Association of School Psychologists. For students who are currently credentialed to practice in the field of mental health, but not health service psychology may not be eligible for the student rate from the American Counseling Association and National Association of School Psychologists, but they are expected to obtain student liability insurance through the American Psychological Association.

Practicum Documentation and Tracking

The CHSPY doctoral program requires that all formal practicum experiences be documented using an electronic portfolio. The electronic portfolio serves as a means for ongoing monitoring of the students' practicum and educational activities. The electronic portfolio must include all practicum activities performed during the semester and information must be submitted in your shared OneDrive folder.

At the beginning of each semester, the Course Practicum Supervisor will create and share the electronic portfolio with the student, Course Practicum Supervisor and DCT. Although the content of portfolios will vary based on individual practicum placements, the following are required items to be included: a) Overview of Practicum Activities, b) Weekly Planner/Schedule, c) Practicum Logs & Evaluations, d) Case Information, and d) Data-Based Project and Conference Activities. All deadlines and due dates are governed by the Course Practicum Supervisor within the course syllabus and MSU grading policies.

The School of Health Professions is transitioning to a database system to track students' clinical and academic experience. The Department of HSP is expecting to launch this new tracking system during the 2026-2027 academic year and the 2025 and 2026 cohorts will be included in the data management system. Therefore, students should use the CHSPY Practicum Log *(see Appendix F)* to track their weekly activities until the new program has been launched.

Time2Track is a platform designed to track clinical training for practicum and internships which is embedded in the application portal for internship for no additional cost. If you have been using

this system (2023 and 2024 cohorts), then you do not have to use the CHSPY Practicum Log. However, the student is responsible for purchasing the subscription.

Appendix A: Shared Practicum Roles and Responsibilities

Responsibility	DCT	Course Supervisor	On-Site Supervisor	Student
Approve practicum site	✓	Consult	✓	—
Establish practicum policies	✓	Consult	Consult	—
Develop learning objectives	Oversight	✓	✓	✓
Provide clinical supervision	Oversight	✓	✓	Participate
Monitor clinical activities	✓	✓	✓	✓
Direct observation	Oversight	✓	✓	Participate
Evaluate competencies	✓	✓	✓	Self-evaluate
Provide feedback	✓	✓	✓	Receive/implement
Monitor client welfare	Oversight	✓	Primary	✓
Address ethical concerns	Primary program oversight	✓	✓	Report/consult
Maintain documentation	✓	✓	✓	✓
Address performance concerns	✓	✓	✓	Participate
Develop remediation plan	✓	✓	✓	Participate
Final program decision	✓	Consult	Consult	—

Appendix B: Sample Approval Site Letter

Date: August 19, 2026

To: [Name of Site Director/Training Director]
[Title]
[Practicum Site/Agency Name]
[Address]
[City, State ZIP]

Re: Approval of [Practicum Site Name] as a Doctoral Practicum Training Site

Dear [Dr./Mr./Ms. Last Name]:

On behalf of the Department of Health Service Psychology in the School of Health Professions at Mississippi State University, I am pleased to formally notify you that **[Practicum Site Name] has been approved as a practicum training site for doctoral students in the Combined Health Service Psychology PsyD program**.

The approval of your site reflects the program's determination that the clinical and professional experiences available at [Practicum Site Name], together with the qualifications and availability of its supervisory staff, provide an appropriate environment for the development of doctoral-level competencies in Health Service Psychology.

As an approved practicum site, [Practicum Site Name] is expected to provide students with appropriately structured and supervised opportunities that are consistent with their developmental level and the goals of the doctoral program. Depending upon the nature of the placement and student's prior training, demonstrated competencies, and developmental level, these experiences may include:

- Clinical interviewing and diagnostic assessment;
- Psychological and/or behavioral assessment;
- Individual, group, family, or other appropriate interventions;
- Consultation and interdisciplinary collaboration;
- Case conceptualization and treatment planning;
- Psychoeducation and prevention activities;
- Professional documentation and record keeping;
- Participation in staff meetings, case conferences, and other professional activities; and
- Other training activities are mutually agreed upon by the university, site, supervisor, and student.

[Dr. Name} will serve as the on-site qualified, appropriately credentialed professional to provide regular supervision of the student's clinical and professional activities. As the on-site supervisor, Dr. Name} will monitor the student's work, provide timely feedback, review documentation and clinical activities as appropriate, and ensure that students practice within the limits of their education, training, and demonstrated competence.

[Dr. Name] will serve as the course practicum supervisor providing university-based supervision and/or consultation on a weekly basis. The course practicum supervisor will maintain communication with the on-site supervisor, coordinate direct observations, and monitor the student's progress toward the competencies and learning objectives established for the practicum.

The university and on-site supervisors will collaborate in the formal evaluation of student performance using evaluation procedures established by the doctoral program. Evaluations will address the student's progress in relevant professional competencies and will include consideration of professional behavior, ethical conduct, clinical skills, use of supervision, communication and interpersonal skills, individual and cultural diversity, and other competencies appropriate to the student's level of training. Students will receive timely feedback regarding their strengths, areas for continued development, and any concerns related to their performance.

The Director of Clinical Training, course practicum supervisor, and on-site supervisor are expected to maintain appropriate communication throughout the practicum experience. Any significant concerns regarding student performance, professional conduct, ethical behavior, client/patient welfare, or the student's ability to function safely and effectively within the practicum setting should be communicated promptly to the course practicum supervisor and Director of Clinical Training. Similarly, the university will communicate with the practicum site regarding concerns that may affect the student's ability to successfully complete the practicum.

Approval of [Practicum Site Name] as a doctoral practicum site is effective **[effective date]** and will remain in effect subject to continued compliance with university practicum requirements, the availability of qualified supervision, and periodic review by the doctoral program.

Site approval does not guarantee placement of a student at the site. Individual placements will be determined based upon student training needs, site capacity, supervisory availability, and mutual agreement among the student, university, and practicum site.

We greatly appreciate your willingness to contribute to the professional development of our doctoral students. High-quality practicum training depends upon strong partnerships between academic programs and community-based training sites, and we value the opportunity to work collaboratively with [Practicum Site Name].

Please retain a copy of this letter for your records. If you have questions regarding the practicum requirements, student placement, supervision, or evaluation procedures, please contact me at [email address] or [telephone number].

Sincerely,

[Name, Degree/Credentials]
Associate Professor and Program Director
Director of Clinical Training
Combined Health Service Psychology (PsyD)
xxx@msstate.edu
(601) 484-xxxx

cc:
[Department Chair]
[Course Practicum Supervisor]

Appendix C: Sample MOU

MEMORANDUM OF UNDERSTANDING

for Practicum Experience in Health Service Psychology

This Memorandum of Understanding ("MOU") is entered into by and between:

[University Name]
[Department/School/College]
[Doctoral Program Name]
[University Address]
("University")

and

[Practicum Site Name]
[Agency/Organization/Clinic]
[Site Address]
("Practicum Site")

collectively referred to as the "Parties."

It is hereby agreed that Mississippi State University and [Practicum Site Name] have established an agreement for the purpose and consideration outlined below.

This agreement shall automatically renew for subsequent one-year terms, not to exceed a period of five years, unless either party provides notice of its intent not to renew and/or amend the Agreement.

The above practicum site will provide the provision of supervised practicum and educational training to doctoral students enrolled in the Combined Health Service Psychology program in the Department of Health Service Psychology in the School of Health Professions.

The Parties recognize that doctoral practicum training is an integral component of professional preparation and agree to collaborate in providing graduates students with supervised field-based experiences that are appropriate to their developmental level, training needs, and professional competencies. It is further agreed that the number and type of assignments needed and provided by the parties to this agreement shall be arranged at the time placements are requested. It is understood that the above practicum site is not obligated to provide all placements that may be requested. Specific descriptions of expectations for students and faculty and on-site personnel are described in handbooks, which can be found at

It is the expectation that both parties uphold American Psychological Association Code of Ethics regarding students' participation in the field of health service psychology.

Signatures

Appendix D: Sample Student Placement Letter

Practicum Site Placement Approval Acknowledgment

Dear [Student]:

The core faculty of the Combined Health Service Psychology doctoral program confirms the approval of the following practicum placement for Fall 2026. Please note that this approval is contingent upon the availability of the appropriately credentialed personnel on-site to provide supervision.

Name of Approved Site/Agency: _____

Approved On-site Supervisor: _____

Course Practicum Supervisor: _____

Date: _____

Associate Professor and Program Director
Director of Clinical Training
Combined Health Service Psychology (PsyD)
xxx@msstate.edu
(601) 484-xxxx

Appendix E: Sample CHSPY Practicum Evaluation



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Health Service Psychology

CHSPY Student Practicum Evaluation

Student: _____ Date: _____

Site: _____ Supervisor: _____

Indicate the role(s) which best describes the student's role during this evaluation period:
_____

Are these ratings based on solely and/or in part direct observation of the student's performance?
Mark one: _____YES or _____NO

The following are explanations for the ratings:
5 = Excellent – Student's performance **exceeds** the minimum level of achievement.
4 = Above Average – Student's performance **is above** the minimum level of achievement.
3 = Good or Average – Student's performance meets the minimum level of achievement.
2 = Below Average - Student's performance **is below** the minimum level of achievement.
1 = Poor - Student's performance **fails to** demonstrate the minimum level of achievement.

I. **Assessment and Data-Based Decision Making** *(This section pertains to the student's demonstration of skills using norm-referenced assessment, criterion-referenced assessment, and direct behavioral assessment/analysis.*	Poor 1	2	3	4	5	Excellent N/A
1. Demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs						
2. Applies varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes						
3. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics						
4. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient						
5. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations						
6. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors in context to the assessment and/or						

diagnostic process						
7. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences						
8. Uses assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness						
9. Guards against decision-making biases, distinguishing aspects of assessment that are subjective from those that are objective						
II. Consultation and Interprofessional/Interdisciplinary Skills *(This section pertains to the student's demonstration of skills using behavioral, problem solving, mental health, organizational, instructional consultation, and collaborative efforts with caregivers and/or administrators.)*	Poor 1	2	3	4	5	Excellent N/A
1. Demonstrates skills to consult, collaborate, and communicate with others during design, implementation, and/or evaluation of services and programs						
2. Promotes application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services						
3. Consults and collaborates in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across situations, contexts, and diverse characteristics						
4. Applies varied methods of consultation applicable to individuals, families, groups, and systems used to promote effective implementation of services						
5. Demonstrates knowledge and respect for the roles and perspectives of other professions						
6. Measures and documents effectiveness of their own consultative services for individuals, families, and agencies						
III. Communication and Interpersonal Skills *(This section pertains to the student's demonstration effective communication and interpersonal skills.)*	Poor 1	2	3	4	5	Excellent N/A
1. Facilitates collaboration and communication among diverse medical professional, school personnel, families, community professionals, and others						
2. Produces and comprehends oral, non-verbal, and written communications regarding consultative services that are informative and well-integrated						
3. Demonstrates a thorough grasp of professional language and concepts						
4. Develops and maintains effective relationships with a wide range of individuals, such as colleagues, communities, organizations, supervisors, and those receiving professional services						

5. Manages difficult conversations with clients and other professionals						
IV. Educational Intervention and Instructional Supports *(This section pertains to student's demonstration of skills implementing educational interventions and supports such as supplemental instruction, academic interventions, peer tutoring, and interventions for self-regulation/planning/organization.)*	Poor 1	2	3	4	5	Excellent N/A
1. Demonstrates knowledge of biological, cultural, and social influences on academic functioning						
2. Demonstrates knowledge of human learning, cognitive, and developmental processes						
3. Implements services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices						
4. Applies knowledge of evidence-based curriculum and instructional strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to individual's cognitive and academic skills						
5. Demonstrates skills to use in assessment and data collection methods to implement and evaluate services that support cognitive and academic skills						
6. Translates assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational services effective for situations, contexts, and diverse characteristics						
7. Measures and documents effectiveness of their own academic services for individuals, families, and agencies						
8. Produces and comprehends oral, non-verbal, and written communications regarding educational services that are informative and well-integrated						
V. Mental Health and Behavioral Intervention and Supports *(This section pertains to the student's demonstration of skills implementing social-emotional, behavior supports, and mental health services such as cognitive-behavioral therapy, behavioral therapy, compliance training, social skills, group therapy, and self-monitoring strategies.)*	Poor 1	2	3	4	5	Excellent N/A
1. Demonstrates knowledge of behavioral, social and emotional functioning impacts on learning and life skills						
2. Demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health						
3. Demonstrates the ability to apply relevant research literature to clinical decision making for mental health, social and behavioral services						
4. Implements therapeutic interventions and supports to achieve						

outcomes related to academic, social, vocational, and mental health						
5. Develops evidence-based intervention strategies specific to the service delivery goals at the individual, group, and/or systems levels to enhance school, home, and community factors						
6. Implements methods to promote intervention acceptability and fidelity and appropriate data-based decision-making procedures, monitor responses of individuals to behavioral and mental health services, and evaluate the effectiveness of services						
7. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking						
8. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation						
9. Produces and comprehends oral, non-verbal, and written communications regarding behavioral and mental health services that are informative and well-integrated						
10. Establishes and maintains effective relationships with the recipients of psychological services						
11. Measures and documents effectiveness of their own behavioral services for individuals, families, and schools						
VI. System-Wide Practices to Promote Learning	Poor					Excellent
(This section pertains to the student's demonstration of skills necessary to participate in intervention team planning, program planning meetings, staff training, and agency improvement activities.)	1	2	3	4	5	N/A
1. Utilizes data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities						
2. Applies knowledge of special education and/or disability rights						
3. Designs and implements evidence-based practices and policies						
4. Demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive environments for individuals						
5. Creates and maintains effective and supportive environments for individuals and others within a multitiered continuum of services						
VII. Preventive and Responsive Services	Poor					Excellent
(This section pertains to the student's demonstration of skills related to improving agency climate and safety and providing effective crisis prevention, preparation, and response.)	1	2	3	4	5	N/A
1. Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health						
2. Uses assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services						
3. Demonstrates skills to promote services that enhance learning,						

mental health, safety, and physical well-being through protective and adaptive factors, and to implement effective crisis preparation, response, and recovery						
4. Contributes to design, implement, and/or evaluate crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that consider diverse needs and characteristics						
5. Contributes to, design, implement, and/or evaluate prevention programs that integrate home, school, community resources and promote learning, mental health, agency climate and safety, and physical well-being of all individuals and families						
VIII. Family-Agency Collaboration Services	Poor					Excellent
(This section pertains to the student's demonstration of skills implementing strategies to improve collaboration and partnerships among parents, schools, and community agencies, such as caregiver consultation, caregiver training, and home-agency collaboration.	1	2	3	4	5	N/A
1. Design and implement evidence-based practices and policies that facilitate family–agency partnerships and interactions with community agencies to enhance learning, behavioral, social, and mental health outcomes for all individuals						
2. Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family-agency interactions and address these factors when developing and providing services for families and caregivers						
3. Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–agency-community effectiveness in addressing the needs of individuals						
4. Demonstrates skills to design, implement, and evaluate education programs to assist parents with promoting the academic and social-behavioral success of individuals						
IX. Individual and Cultural Diversity	Poor					Excellent
(This section pertains to the student's demonstration of skills to use evidenced-based practices with consideration for diversity and a variety of cultural factors.)	1	2	3	4	5	N/A
1. Collaborate with others to addresses individual differences, strengths, background, and needs in the design, implementation, and evaluation of services in order to improve academic, behavioral, social and mental health outcomes for all individuals						
2. Demonstrates knowledge of principles and research related to diversity factors for individuals, families, and agencies, including factors related to culture, context, and individual role differences						
3. Applies knowledge of evidence-based strategies to enhance services and address potential influences related to diversity to provide effective professional services						

4. Demonstrates skills to provide professional services that promote effective functioning for individuals, families, and agencies with diverse characteristics, cultures, and backgrounds across multiple context						
5. Recognizes that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery						
6. Recognizes complex interactions between individuals with diverse characteristics						
7. Implements effective methods for promoting diversity and social justice for all individuals, families, and agencies to succeed						
8. Understands how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves						
9. Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own						
10. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.						
X. Research and Program Evaluation	Poor					Excellent
(This section pertains to the student's demonstration of skills implementing research design and data collection techniques to inform others and evaluate student outcomes.)	1	2	3	4	5	N/A
1. Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and problem evaluation methods sufficient for understanding research and interpreting data in applied settings						
2. Aids in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels						
3. Evaluates and synthesizes a cumulative body of research and its findings as a foundation for effective service delivery						
4. Demonstrates skills to evaluate and apply research as a foundation for service delivery						
5. Collaborates with others using various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems level						

XI. Legal and Ethical Standards *(This section pertains to the student's demonstration of skills to practice with high regard to ethical and legal, standards.)*	Poor 1	2	3	4	5	Excellent N/A
1. Demonstrates knowledge of the history and foundations of health service psychology						
2. Demonstrates knowledge of the multiple service models and methods						
3. Provides services consistent with ethical, legal, and professional standards relevant for practice in settings in which psychologists work						
4. Demonstrates knowledge of other factors related to professional identity and effective practice as psychologists						
5. Demonstrates skills to provide services consistent with ethical, legal, and professional standards						
6. Engages in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of individuals, families, and agency professionals						
7. Collaborates with other professionals to access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for individuals						
8. Has knowledge of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct						
9. Utilizes supervision and mentoring for effective psychological practice						
XII. Professional Values and Attitudes *(This section pertains to the student's demonstration of a commitment to professional values and attitudes consistent with professional standards.)*	Poor					Excellent
10. Applies professional work characteristics needed for effective practice as psychologists, including						
a. respect for human diversity and social justice,						
b. communication skills,						
c. effective interpersonal skills,						
d. responsibility,						
e. adaptability,						
f. initiative,						
g. dependability, and						
h. technology skills						
11. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others						
12. Engages in self-reflection regarding one's personal and professional functioning						
13. Engages in activities to maintain and improve performance, well-						

being, and professional effectiveness						
14. Seeks and demonstrates openness and responsiveness to feedback and supervision						
15. Responds professionally in increasingly complex situations with a great degree of independence as they progress across levels of training						

Comments:

1. Areas of greatest strength or competency:

2. Areas of least strength or competency (does not necessarily imply unacceptable or inadequate performance):

_____ _____

Student's Signature **Date**

_____ _____

Supervisor's Signature **Date**

Appendix F: Sample CHSPY Practicum Log

Student's Name: Jane Doe
Supervisor's Name: Dr. Psychologist

Sem: Fall 2026	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week : 8/17-23/2026							Total
CLINIC-BASED SERVICES (hours/minutes)							
Beh, Social, or Emotional Intervention/Therapy							
Academic Intervention/Therapy							
Family Therapy/Caregiver Training							
Intake Interview/Assessment							
Case Management							
Consultation							
Psycho-education or Diagnostic Evaluation							
Group Therapy Adults (18+)							
Group Therapy Adol (ages 13-17)							
Group Therapy Child (12 & under)							
SCHOOL-BASED SERVICES (hours/minutes)							
Psycho-education or Diagnostic Evaluation							
Functional Assessment/ Analysis							
Program Evaluation							
Teacher Consultation							
Parent Consultation							
Direct Behavioral/Academic Interv./Behavior Supports							
System Consult/ PBIS Training /Admin Consult							
Crisis Prevention/ Intervention							
INDIRECT SERVICE & SUPPORT (hours/minutes)							
Report Writing /Scoring, Prep, Etc.							
Supervision of Others							
Colloquia, Conference, etc.							
Travel							
RESEARCH (hours/minutes)							
Library Searches, Writing							
Running Subjects, Analyses, Etc.							
SUPERVISION (hours/minutes)							
Individual							
Group							
Week Total							
Cum Sem Total							
Grand Total All Sem							

Student's Signature: _____

Supervisor's Signature: _____

Student's Name: Jane Doe
Supervisor's Name: Dr. Psychologist

Sem: Fall 2026	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week: 8/17-23/2026							Total
POPULATIONS SERVED (Please indicate the # of individuals for each category)							
Client Age							
Adults (18-64+)							
Adolescents (13-17)							
School Age (6-12)							
Preschool Age (3-5)							
Infants/Toddlers (0-2)							
Administrators (#)							
Teachers (#)							
Families (#)							
Other (Specify)							
Client Ethnicity							
White/European Descent							
African-American/African Descent							
Hispanic/Hispanic-American Descent							
Asian / Asian American Descent							
Native-American / Pactific Islander American Descent							
Other							
Gender Identity							
Male							
Female							
LGBTQ+							

Name: _____

Supervisor: _____