

University of North Carolina Chapel Hill
Ph.D. in School
Psychology 2017 Cohort

DOCTORAL PROGRAM OF STUDIES
PLANNING FORM

Student's Name	
PID	
Semester & Year of Enrollment	Fall 2017
Academic Advisor	
Anticipated Track (Circle One)	<ul style="list-style-type: none"> • <i>Track 1 (4 years)</i> • <i>Track 2 – Program Approval Required (3 years)</i>
Dissertation: Chair / Advisor	
Reader #1	
Reader #2	
Reader #3	
Reader #4	

The Ph.D. in School Psychology is an APA accredited program that leads to licensure as a psychologist in North Carolina, as well as most other states. Students who intend to live in other states should check the licensure requirements in those states if intending to work in another state. This program is also approved by NASP and the NC Department of Public Instruction for doctoral level licensure for school psychology. As a result, the Program is responsive to multiple sets of requirements. We have developed an integrated plan that provides for a sequenced and cumulative training experience across your years in the Program. The Program of Studies timeline illustrates a typical four-year plan (Track 1) as well as a three-year plan (Track 2) for students in advanced standing. Most students will follow the four-year plan, while a few students may be permitted to complete the three-year plan with the approval of the program faculty. Typically, these students on Track 2 (three-year plan) have earned a master's degree in School Psychology. To meet APA accreditation requirements, the program of studies has been designed to include the following: content in the breadth of psychology, including foundations in the biological aspects of behavior; cognitive/affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and data analysis. In addition, the POS meets requirements of the APA Implementing Regulation revisions as of January 2017.

Curriculum is also expected in the science/methods and theories of practice including individual differences in behavior; human development; dysfunctional behavior/psychopathology; and professional standards. Knowledge and skills are required in assessment and diagnosis; effective intervention; consultation; evaluating the efficacy of interventions; and supervision. Additionally, issues of cultural and individual diversity that are relevant to the above are expected in the curriculum, and attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving are to be included. The Program of Studies meets the NASP standards, including the set of 10 training domains.

Students should complete this form with their academic advisor at the beginning of their first semester of enrollment and update with their advisor each academic year. Students should list all courses to be taken or already completed at UNC-CH or at other institutions that will be part of their doctoral program of studies. With special academic advisor approval, alternatives to required courses may be given. When substituting a course for a required course, please list the title of the substitute as well as the course number, and have your advisor initial this substitution.

The policy of transferring graduate work from institutions other than UNC steps are as follows:

1. Print out the following document. (This document is also found on the UNC SOE website under "Student Affairs")
http://soe.unc.edu/services/student_affairs/forms/graduate/transfer_rec.pdf
2. List only the courses which your advisor accepted on your POS as fulfilling a requirement. Make sure that you also include any courses that were approved by your advisor that you took online or at another university during your time here at UNC.
3. After you've completed this document, please submit it to Dean Bryan in the Student Affairs Office. (If you are not on campus much at this point, feel free to "snail-mail" the form to Dean Bryan.)

PRIOR GRADUATE COURSE CONTENT:

(All courses must be at the graduate level. If students do not have this course content upon entry to the program, they are required to complete this content throughout their first two years in the program.)

<i>Content Area</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Semester & Year Taken</i>	<i>University / College</i>	<i>Grade</i>	<i>Academic Advisor's Initials</i>
Group Counseling						
Individual Counseling						
Personality Theory						
Statistics I						
Human Development						
Abnormal Psychology						
Learning Theories & Cognition						
Psycho-educational Assessment						

SCHOOL PSYCHOLOGY INTERVENTION AND ASSESSMENT: 15 Credit Hours

<i>Course Number</i>	<i>Course Title</i>	<i>University / College</i>	<i>Semester</i>	<i>Year Taken</i>	<i>Grade</i>	<i>Academic Advisor's Initials</i>
EDUC 718	School Psychology Intervention & Assessment	UNC	Fall	2017		
EDUC 719	School Psychology Intervention & Assessment	UNC	Spring	2018		
EDUC 818	School Psychology Intervention & Assessment	UNC	Fall	2018		
EDUC 819	School Psychology Intervention & Assessment	UNC	Spring	2019		
EDUC 829	Applied Measurement Theory for Education					

PROFESSIONAL DEVELOPMENT & FIELD EXPERIENCE:

18 Credit Hours (Track 1) or 24 Credit Hours (Track 2) Credit Hours

<i>Course Number</i>	<i>Course Title</i>	<i>University/ College</i>	<i>Semester</i>	<i>Year Taken</i>	<i>Grade</i>
EDUC 721 A	School Psychology Externship & Professional Seminar	UNC	Fall	2017	
EDUC 721 B	School Psychology Externship & Professional Seminar	UNC	Spring	2018	
EDUC 821 A	School Psychology Externship & Professional Seminar	UNC	Fall	2018	
EDUC 821 B	School Psychology Externship & Professional Seminar	UNC	Spring	2019	
EDUC 821 A	School Psychology Externship & Professional Seminar	UNC	Fall	(Track 1: 2019)	
EDUC 821 B	School Psychology Externship & Professional Seminar	UNC	Spring	(Track 1: 2020)	
EDUC 822	School Psychology Internship	UNC	Fall		
EDUC 822	School Psychology Internship	UNC	Spring		

RESEARCH & EVALUATION: minimum of 12 credit hours (excluding dissertation)

<i>Course Number</i>	<i>Course Title</i>	<i>University / College</i>	<i>Semester</i>	<i>Year Taken</i>	<i>Grade</i>
EDUC 784	Statistical Analysis of Educational Data II		Spring		
EDUC 709	Applied Investigations or Equivalent		Fall		
EDUC 785 or PLCY 801	Policy / Program Evaluation or Equivalent (with program approval)				
EDUC 884 or Advanced Statistical / Research Course	Statistical Analysis of Educational Data III Or Advanced Statistical Analysis / Research Course				
EDUC 994	Doctoral Dissertation	UNC	Proposal:		
EDUC 994	Doctoral Dissertation	UNC	Defense:		

- A minimum of 6 total credit hours of doctoral dissertation is required for graduation. Students must be registered for dissertation during the semester they formally propose and defend.
- Students taking an advanced statistical / research course in place of a Stats III course must have program approval prior to enrolling. This course should be directly related to your dissertation.

FOUNDATIONS *as defined by APA*

<i>Content Area as defined by APA</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Sem.</i>	<i>Year</i>	<i>Grade</i>	<i>Academic Advisor's Initials</i>
Biological Aspects of Behavior	EDUC 763	Biological Bases of Children's Development				
Cognitive/Affective Aspects of Behavior						
Social Aspects of Behavior						
History and Systems of Psychology	Course Embedded	History and Systems of Psychology Competency				
Psychological Measurement	EDUC 829	Applied Measurement Theory for Education				
Research Methodology	EDUC 709	Applied Investigations	Fall			
Techniques of Data Analysis	EDUC 784	Statistical Analysis of Educational Data II	Spring			
	EDUC 709	Applied Investigations	Fall			
	EDUC 785 or PLCY 801	Policy / Program Evaluation				
	EDUC 884 or Advanced Statistical / Research Course	Statistical Analysis of Educational Data III Or Advanced Statistical Analysis / Research Course				
Individual Differences in Behavior	EDUC 718	School Psychology Intervention & Assessment	Fall	2017		
	EDUC 719	School Psychology Intervention & Assessment	Spring	2018		
	EDUC 818	School Psychology Intervention & Assessment	Fall	2018		
	EDUC 819	School Psychology Intervention & Assessment	Spring	2019		
Human Development						
Dysfunctional Behavior/Psychology	EDUC 762	Child Development & Disability				
Professional Standards and Ethics	EDUC 721 A	School Psychology Externship & Professional Seminar	Fall	2017		
	EDUC 721 B	School Psychology Externship & Professional Seminar	Spring	2018		
	EDUC 821 A	School Psychology Externship & Professional Seminar	Fall	2018		
	EDUC 821 B	School Psychology Externship & Professional Seminar	Spring	2019		
Cultural and Individual Diversity	EDUC 739	Global Child: Development and Education	Fall			

“Approved Courses” are listed online under the resources section of the program’s website. These course offerings will be updated periodically. Please confirm with your advisor if you plan to take a course not currently listed on the “approved course list.”

UNC School Psychology
TRACK 1 (4 Year Program) Doctoral Program Planning Guide

	Year 1 FALL	Year 1 SPRING	Year 2 FALL	Year 2 SPRING	Year 3 FALL	Year 3 SPRING	Year 4 FALL	Year 4 SPRING
SEMINAR / FIELD EXPERIENCE CORE	<i>EDUC 721 Professional Seminar / Externship (3) Evarrs</i>	<i>EDUC 721 Professional Seminar / Externship (3) Evarrs</i>	<i>EDUC 821 Professional Seminar / Externship (3) Evarrs</i>	<i>EDUC 821 Professional Seminar / Externship (3) Evarrs</i>	<i>EDUC 821 Externship (3) Evarrs</i>	<i>EDUC 821 Externship (3) Evarrs</i>	<i>EDUC 822 Internship (3) Marraccini</i>	<i>EDUC 822 Internship (3) Marraccini</i>
SCHOOL PSYCHOLOGY CORE	<i>EDUC 718 Advanced Intervention / Assessment I (3) Marraccini</i>	<i>EDUC 719 Advanced Intervention / Assessment II (3) RS</i>	<i>EDUC 818 Advanced Intervention / Assessment III (3) Knotek</i>	<i>EDUC 819 Advanced Intervention / Assessment IV (3) Knotek</i>				
RESEARCH CORE	<i>Stats I EDUC 710 (4)</i>	<i>EDUC 784 Statistics II (3)</i> <i>EDUC 829 Measurement (Cizek) (3)</i>	<i>EDUC 884 Statistics III (3) OR Advanced Research / Statistical Analysis Course (w/ advisor approval)</i>	<i>Foundation Course (3)</i>	<i>EDUC 994 Dissertation (3) SP Faculty</i>	<i>EDUC 994 Dissertation (3) SP Faculty</i>	<i>EDUC 994 Dissertation (3) SP Faculty</i>	<i>EDUC 994 Dissertation (3) SP Faculty</i>
FOUNDATIONS CORE	<i>EDUC 709 Applied Investigation (RS) (3)</i>	<i>Foundation Course (3)</i>	<i>Foundation Course (3)</i>	<i>Foundation Course (3)</i>	<i>Foundation Course (3)</i>	<i>Foundation Course (3)</i>		
Hours	<i>Total Hours: 13</i>	<i>Total Hours: 12 to 15</i>	<i>Total Hours: 12</i>	<i>Total Hours: 12</i>	<i>Total Hours: Variable</i>	<i>Total Hours: Variable</i>	<i>Total Hours: 6</i>	<i>Total Hours: 6</i>
Activities	<i>Research Project Involvement</i>	<i>Research Project Involvement</i>	<i>Research Project Involvement</i>	<i>Research Project Involvement</i>	<i>Comp Exam, PRAXIS Exam, & Applying for Internships</i>	<i>Dissertation Proposal</i>		<i>Dissertation Proposal</i>

- Total # of Credit Hours: 60-66
- The Program is sequenced, cumulative, and graded in complexity.

UNC School Psychology

TRACK 2 (3-Year Program) Doctoral Program Planning Guide

Track 2 is designed for students with advanced standing and experience. In order to complete your program on Track 2 you are required to gain program approval.

	Year 1 FALL 2015	Year 1 SPRING 2016	Year 2 FALL 2016	Year 2 SPRING 2017	Year 3 FALL 2017	Year 3 SPRING 2018
SEMINAR / FIELD EXPERIENCE CORE	EDUC 721 Professional Seminar / Externship (3) Evarrs	EDUC 721 Professional Seminar / Externship (3) Evarrs	EDUC 821 Professional Seminar / Externship (3) Evarrs	EDUC 821 Professional Seminar / Externship (3) Evarrs	EDUC 822 Internship (3) Marraccini	EDUC 822 Internship (3) Marraccini
SCHOOL PSYCHOLOG Y CORE	EDUC 718 Intervention / Assessment I (3) Marraccini	EDUC 719 Intervention / Assessment II (3) RS	EDUC 818 Intervention / Assessment III (3) Knotek	EDUC 819 Intervention / Assessment IV Knotek		
RESEARCH CORE	Stats I EDUC 710 (4)	EDUC 784 Statistics II (3) EDUC 829 Measurement (Cizek) (3)	EDUC 884 Statistics III (3) OR Advanced Research / Statistical Analysis Course (w/ advisor approval)	Foundation Course (3)	EDUC 994 Dissertation (3) SP Faculty	EDUC 994 Dissertation (3) SP Faculty
FOUNDATIONS CORE	EDUC 709 Applied Investigation (RS) (3) OR Foundation Course (3)	Foundation Course (3)	Foundation Course (3)	Foundation Course (3)		
Hours	Total Hours: 12 - 15	Total Hours: 12 - 15	Total Hours: Variable	Total Hours: Variable	Total Hours: 6	Total Hours: 6
Activities	Research Project Involvement	Research Project Involvement	Comp Examination, PRAXIS Exam, & Applying for Internship	Dissertation Proposal		Dissertation Defense

- Total # of Credit Hours: 60-66
- The Program is sequenced, cumulative, and graded in complexity.

APPENDIX C
Approved Foundation Courses

**UNC School Psychology
Program**
Approved Foundation Courses

Social:

SOWO 854	Antisocial, Aggressive Behavior in Childhood & Early Adolescence: Theory / Practice
EDUC 881	Social Emotional Development in Children and Adolescents
PSYC 873	Prejudice and Stereotyping
PSYC 870	Emotions
PSYC 874	Social Judgment and Decision Making
PSYC 869	Advanced Social Cognition (This can also count as a “Cognition” Foundation – but cannot fulfill both foundation requirements.)
SOCI 802	Social Psychological Theory
PSYC 860	Directed Research Seminar in Social Psychology
PSYC 768	Seminar in Developmental Psychology on Emotion and Cognition in Development
PSYC 761	Advanced Social Development (This can also count as a “Development” Foundation – but cannot fulfill both foundation requirements.)
EDUC 881	Advanced Seminar in Human Development: Motivation Theory & Research (This can also count as a “Cognition” Foundation – but cannot fulfill both foundation requirements.)

Development:

PSYC 761	Advanced Social Development (This can also count as a “Social” Foundation – but cannot fulfill both foundation requirements)
EDUC 781	Theories and Research in Human Development
EDUC 762	Child Development & Disability (This can also count as a “Dysfunction” Foundation – but cannot fulfill both foundation requirements)

Cognitive:

PSYC 869	Advanced Social Cognition (This can also count as a “Social” Foundation – but cannot fulfill both foundation requirements.)
EDUC 918	Learning Theories
EDUC 740	Seminar in Cognitive
Psychology Neuroscience PSYC 739	Cognitive
EDUC 782	Psychology of Learning

EDUC 881 Advanced Seminar in Human Development: Motivation Theory & Research (This can also count as a “Social” Foundation – but cannot fulfill both foundation requirements.)

Research Methodology:

EDUC 709 Applied Investigations

Biological Aspects of Behavior:

EDUC 763 Biological Bases of Children’s Development

Policy / Program Evaluation:

EDUC 785 Program Evaluation in Education

PLCY 801 Design of Policy Oriented Research

EDUC 739 Global Child (This can also count as a “Cultural” Foundation – but cannot fulfill both foundation requirements.)

EDUC 871 Urban Education

Dysfunction:

EDUC762 Child Development & Disability (This can also count as a “Development” Foundation- but cannot fulfill both foundation requirements)

Psychological Measurement:

EDUC829 Applied Measurement Theory for Education

EDUC 713 Tests & Measurement

Cultural:

EDUC 871 Families, Culture, and Child Development

EDUC 739 Global Child (This can also count as a “Policy” Foundation – but cannot fulfill both foundation requirements.)

EDUC 776 Gender, Race, and Class

SOWO 709 Human Migration: Implications for Policy, Practice, and Research

Advanced Statistics / Research

Course: EDUC 830 Qualitative Field

Techniques EDUC 888 Structural Equation

Modeling EDUC 790 Mixed Methods

SOCI 761 Questionnaire Design

Appendix D: Doctoral Timeline

University of North Carolina School Psychology Program

Doctoral Timeline Guide: 4 Year Track

(Most students will complete this 4-year track.)

Fall Year One	Completed
Meet with your Academic Advisor and Review your Program of Studies	
Develop a number of Dissertation Ideas and Concepts	
Update Vitae and Draft Externship Letters of Interest (December)	
Submit Externship Evaluation & Evaluation Log (Last Day of Class - December)	
Spring Year One	
Email letters of interests & vitae to externship site contacts (January)	
Interview for your advanced externship (February / March)	
Submit your signed <i>Externship Agreement Form</i> for the upcoming fall to the Externship Coordinator	
Continue to develop your Dissertation Ideas and Concepts	
Submit your <i>Externship Evaluation & Externship Log</i> (Last Day of Class - April)	
Summer Year One	
Update your vitae	
Fall Year Two	
Meet with your academic advisor and review your <i>Program of Studies</i>	
Request that a professor of your choosing can serve as your dissertation chair	
Comprehensive Examination: Thursday & Friday before Fall Break (If you are applying to APPIC sites in your third year)	
Update Vitae and Draft Externship Letters of Interest (December)	
Submit your <i>Externship Evaluation & Externship Log</i> (Last Day of Class - December)	
Spring Year Two	
Email letters of interests & vitae to externship site contacts (January)	
Interview for your advanced externship (February / March)	
Complete your <i>Internship Planning Form</i> and submit to the Internship Coordinator	
Complete your dissertation committee by asking 4 additional readers	
Submit your signed <i>Externship Agreement Form</i> for the upcoming fall to the Externship Coordinator	
Submit your <i>Externship Evaluation & Externship Log</i> (Last Day of Class - April)	
Summer Year Two	
Register for the PRAXIS examination	
Draft your <i>Professional Statement</i>	
Draft APPIC Essays*	
Study for your Comprehensive Examination	
Fall Year Three	
Meet with your academic advisor and review your <i>Program of Studies</i>	
Meet with your internship supervisor and review your <i>Internship Planning Form</i> (Sept / Oct)	
Apply for APPIC Internships (Oct / Nov)	
Apply for Non-APPIC Internships (Nov / Dec)	
Spring Year Three	
PRAXIS Examination	
Comprehensive Examination: Thursday & Friday before Spring Break in March (If you are <u>not</u> applying to APPIC sites)	
Defend your Dissertation Proposal (Must be completed prior to Internship)	
Summer Year Three	
Prepare for your Internship	
Fall Year Four	
Submit Internship Evaluation & Internship Log (Last Day of Class - December)	
Spring Year Four	
Submit Internship Evaluation & Internship Log (Last Day of Class - April)	
Summer Year Four	
Apply for Graduation	
Apply for your North Carolina School Psychology DPI License	

- Only applies if you are planning to apply to APPIC sites
- If you plan to apply to APPIC Sites you will take your Comprehensive Examination in the Fall of your 3rd year
- Please note that this timeline is a guide and students use this as a reference for planning their academic progress.

**University of North Carolina
School Psychology Program**

Doctoral Timeline Guide: 3 Year Track

(Only students that are approved by the program faculty can complete this abbreviated track. Typically, acceptance into this track is only granted to students with advanced standing and a School Psychology Specialist degree.)

Fall Year One		Completed
Meet with your Academic Advisor and Review your Program of Studies		
Develop a Number of Dissertation Ideas and Concepts		
Update Vitae and Draft Externship Letters of Interest (December)		
Submit Externship Evaluation & Log (Last Day of Class - December)		
Spring Year One		
Email letters of interests & vitae to externship site contacts (January)		
Complete your <i>Internship Planning Form</i> and submit to the Internship Coordinator		
Request that a professor of your choosing can serve as your dissertation chair		
Interview for your advanced externship (February / March)		
Submit your signed <i>Externship Agreement Form</i> for the upcoming fall to the Externship Coordinator		
Submit your <i>Externship Evaluation & Externship Log</i> (Last Day of Class - April)		
Summer Year One		
Update your vitae		
Draft your <i>Professional Statement</i>		
Draft APPIC Essays * (If you are planning to apply to APPIC sites)		
Study for your Comprehensive Examination * (If you are planning to apply to APPIC sites)		
Fall Year Two		
Meet with your academic advisor and review your <i>Program of Studies</i>		
Meet with your internship supervisor & review your <i>Internship Planning Form (Sept / Oct)</i>		
Register for the PRAXIS examination		
Complete your dissertation committee by asking 4 additional readers		
Comprehensive Examination: Thursday & Friday before Fall Break * (If you are applying to APPIC sites in your third year)		
Apply for APPIC Internships (Oct / Nov)		
Apply for Non-APPIC Internships (Nov / Dec)		
Submit your <i>Externship Evaluation & Externship Log</i> (Last Day of Class - December)		
Spring Year Two		
Comprehensive Examination: Thursday & Friday before Spring Break in March (If you are <u>not</u> applying to APPIC sites)		
PRAXIS Examination (If you are <u>not</u> applying to APPIC sites)		
Defend your Dissertation Proposal (Must be completed prior to Internship)		
Submit your <i>Externship Evaluation & Externship Log</i> (Last Day of Class - April)		
Summer Year Two		
Prepare for your Internship		
Fall Year Three		
Submit Internship Evaluation & Internship Log (Last Day of Class - December)		
Spring Year Three		
Submit Internship Evaluation & Internship Log (Last Day of Class - April)		
Summer Year Three		
Apply for Graduation		
Apply for your North Carolina School Psychology DPI License		

* Only applies if you are planning to apply to APPIC sites

- If you plan to apply to APPIC Sites you will take your Comprehensive Examination in the Fall of your 2nd year
- Please note that this timeline is a guide and students use this as a reference for planning their academic progress.

University of North Carolina Chapel Hill

School Psychology Program

Questionnaire

In order to plan for your individualized Program of Study the faculty is requesting that you complete the following questionnaire. We expect that there will be a number of skill areas which you will not have fully developed. Over the course of your academic career and field placements at UNC we will guide each of you on your Program of Studies and incorporate courses, readings, and field-based assignments which will increase your knowledge base and professional skills in your personalized areas for development. Once you complete this questionnaire could you please send this to the School Psychology Program Assistant at lhutchis@email.unc.edu. Thank you in advance for taking the time to thoughtfully complete this questionnaire and we look forward to working with you in the fall.

2017 School Psychology Questionnaire

Assessment Skill Survey:

Assessment	Trained in this assessment <i>(Yes / No)</i>	Number of Administrations <i>(indicate number: none, 1, 2, 3, etc. 5+)</i>	Setting(s) of Administration <i>(Clinic, Public School, University Training Center)</i>	Target of Administration <i>(Preschooler, Elementary, Middle School, High School, Adult, Parent, etc.)</i>
WISC-IV				
WISC-V				
WAIS				
WJ-III Achievement				
WJ III Cognitive				
WJ-IV Cognitive				
KTEA-3				
WIAT				
DAS-II				
CBA				
CBM				
Dibels				
Preschool Screening				
BASC				
CBC – Achenbach				
ABAS				
Vineland				
Conners				
Functional Behavior Analysis				
Gifted Assessment				
Thematic Apperception Tests				
Projective Drawings				
Sentence Completions				
Clinical Interviews				
Beery VMI				
Autism Assessment				
Psychological Report Writing				
ADOS				

Please include additional assessments in the blank rows as needed.

Intervention Skill Survey:

[illegible]

Please include additional assessments in the blank rows as needed.

Professional Ethics and Guidelines Skill Survey:

<i>Topic</i>	<i>Skill / Knowledge Level</i>
HIPPA	
Informed Consent	
Section 504 of the Rehabilitation Act	
IDEA	
ADA	
North Carolina Procedural Guidelines for Exceptional Children	
NC Common Core	
APA Ethics and Guidelines	
NASP Ethics and Guidelines	

Please include topics in the blank rows as needed.

Research / Evaluation Skill Survey:

Topic	Skill / Knowledge Level
Single Subject / Case Design	
Needs Assessment (School-Based)	
Needs Assessment (Classroom/ Grade)	
Needs Assessment (District-Level)	
Needs Assessment (Other)	
Developed Experimental Designs	
School-Wide Evaluation	
District-Wide Evaluation	
Survey Research	
Instrument Development	
Policy Development	
Formulation of a Research Proposal	
Organizational Change	
Social Entrepreneurship	
Conducted quantitative research (investigator)	
Conducted quantitative research (assistant)	
Conducted qualitative research (investigator)	
Conducted qualitative research (assistant)	
Program Evaluation	

Please include topics in the blank rows as needed.

Externship Planning

All incoming doctoral students without experience as a school psychologist (which is the majority of your cohort) will be placed with mentor psychologists in a school district surrounding CH for both fall and spring of your first year. I will be starting the process of making school-based externship placements soon for the upcoming school year and want to gather a bit more information from you. Please know that I cannot guarantee a particular site but will do my best to plan accordingly. Your externship placement will take place on Thursdays so keep this in mind as you plan your fall and spring schedule. Thanks! - Dr. Evarrs

1. Which NC (or other state) district(s) have you been in as a teacher or other school professional? _____
2. With which age range / grade-level would you like to work? _____
3. Do you speak any other languages? If so, at what level? _____
4. Any other information that might be helpful in making your placement? (for example: I live in Sanford or Burlington, etc.) If you happen to not live near CH - please let me know and I might be able to make a placement closer to home. _____
5. Master's Degree Focus: _____
6. Undergraduate Degree Focus: _____

Additional Information

The faculty understand that each of you are entering the program with a unique set of skills and experiences which make you a valuable member of the School Psychology Cohort. The charts that you completed above include many of the skills that we would like you to leave the program with and therefore include competencies which you have not yet obtained however we would also like to know of your other competencies not gleaned from these charts. For example, if you were an elementary school teacher we would like to understand the skills you feel you have obtained through your educational training and teaching in the field. Please describe these competencies below.

Dissertation Proposal & Defense Meeting Checklist:

This checklist is intended to be a guide and may not include every step for each student, however it may provide you some additional guidance in planning for your dissertation proposal and defense meetings.

Prior to Your Dissertation Proposal or Defense:	
<i>Task</i>	<i>Completed</i>
Meet with your dissertation chair in order to develop a timeline for your proposal and defense.	
Send out a Doodle Poll with numerous options for meeting times to all members of your committee. Make sure to send this link out early. Meetings will not be held during the fall break, winter break, spring break, or summer breaks.	
You must be registered for dissertation credit at the time of your proposal and defense.	
Gain approval from your <i>Dissertation Chair</i> to send out your draft to your committee.	
Submit your draft via email to all members on your committee two weeks prior to your meeting date. Confirm with your chair the amount of time you plan to present. (This can vary depending on your chair so make sure to have this confirmed <u>prior</u> to your rehearsal of the presentation.)	
Request a room for your dissertation meeting. You can make this request through the program assistant or from the SOE registrar, Caroline Weaver. Remember to add 15 -30 minutes onto the start time to allow yourself time to set-up.	
Once your room location is determined, visit the room in order to familiarize yourself with its location, set-up, and presentation equipment.	
Contact the SOE IT Staff if assistance is needed for presentation day support.	
Rehearse your presentation keeping in mind your time allocation.	
Remember to send out the room location to your committee members once the room is confirmed.	
Prepare your PPT Presentation for the meeting. Make sure not to use light colored text as many times this is unreadable to the committee.	
Have copies of slides available to all members of your committee. Please make sure that they are "readable" two or three slides on a page is acceptable.	
Try to anticipate if there may be a request for any other information in your meeting such as survey examples or data charts that are not included in the manuscript. Make sure to have at least one copy of these available for your presentation.	
If you are planning to have a phone participant: familiarize yourself to the conference call system in your meeting room. SOE IT may be able to assist you with a quick tutorial prior to your meeting.	
Day of Dissertation Proposal / Defense:	
Plan to arrive at your meeting room 15-30 minutes early in order to set-up.	
Set-Up your computer with the PPT presentation and confirm that the forwarding position works.	
Place a copy of the PPT slides in front of each of the five chairs for each committee member.	
If you have any other information that you anticipate your committee requesting such as	

[Appendix](#) H

Doctoral Internship Planning Form

School Psychology Doctoral Internship
Planning Form

Applicant: _____

Anticipated Internship Year: _____

	Internship Site & Location	Is this an APPIC site?	Is this an APA-approved site?	Is this Site School-Based?	Does this site <u>accept</u> school psych students
1					
2					
3					
4					
5					
6					
.					
8					
9					
10					
11					
12					
13					
14					
15					
Totals:					

Block 1**UNC School Psychology Program
Externship Evaluation*****Clinical Skills Evaluation (CSE)*****SCHOOL PSYCHOLOGY-Feedback TO Graduate Students (CSE)**

Name of Externship Student:

Student Email:

Date (Semester, Year):

Externship Information:

Name of Site:

Supervisor:

Supervisor Email:

EVALUATION RUBRIC:

- PLEASE EVALUATE THE STUDENT IN YOUR EXTERNSHIP USING THE SCALE BELOW. PLEASE CHOOSE THE LEVEL THAT BEST DESCRIBES THEIR COMPETENCE, CONSIDERING THEIR LEVEL OF TRAINING AND YEAR IN THE PROGRAM (i.e., 1st, 2nd, 3rd, 4th year):
- N/A - Not Applicable - The competency or skill is not applicable to the extern; the externship does not provide the opportunity to evaluate the skill and/or the skill was not observed;
- Below Expectations - Competence is BELOW expectations. The extern needs further training and/or remediation to improve to an acceptable level for her/his year in the program. This is clearly an area in need of further development;
- MEETS Expectations - Competence MEETS expectations. The extern has shown some basic mastery of the competency or skill and is at a level expected for someone at her/his level of training; **NOTE: We anticipate that a majority of externs will receive an evaluation of MEETS on most items.**
- Exceeds Expectations - Competence EXCEEDS expectations for someone at her/his level of training. This is clearly a strength relative to other graduate students that you have observed (at a comparable level of training).
- **Note: Some items are rated on a "MEETS expectations" or "BELOW expectations" scale. Expectations are based on the extern's current level of training and clinical experience.**

Block 2

I. PROFESSIONAL SKILLS

1. SELF PRESENTATION - Demonstrates appropriate manner and dress with clients, students, staff, and other mental health professionals.

(APA IRC IV - Professional Values and Attitudes)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

2. MANAGEMENT OF PERSONAL ISSUES IN A PROFESSIONAL MANNER - Manages personal stress, psychological concerns, and emotional reactions so they do not adversely affect clinical work or interactions with supervisors and other professionals.

(APA IRC IV - Professional Values and Attitudes)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

3. ETHICAL KNOWLEDGE AND PRACTICE - Demonstrates understanding of and conforming to ethical principles in professional work and practice.

(APA IRC II - Ethical and Legal Standards)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceed Expectations

4. CLINICAL NOTES - Completes clinical/client or student notes on time and written in a professional manner (e.g. well written, free of jargon, etc).

(APA IRC V - Communication and Interpersonal Skills)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

5. KNOWLEDGE OF CLINIC/SCHOOL PROCEDURES - Demonstrates knowledge of and compliance with clinic or school procedures and policies.

(APA IRC II - Ethical and Legal Standards)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

6. USE OF SUPERVISION - Demonstrates ability to use supervision appropriately; is prepared for supervision and is able to incorporate feedback from supervision.

(APA IRC VIII - Supervision)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

7. CONSIDERATION OF DIVERSITY ISSUES - During supervision, extern addressed the similarities/differences between his/her background and background of client or student.

(APA IRC III - Individual and Cultural Diversity)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

8. PROFESSIONAL INTERACTION - Demonstrates ability to interact appropriately with other staff in the context of professional issues and in a multi-disciplinary team.

(APA IRC V - Communication and Interpersonal Skills)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

9. DEPARTMENT - Extern demonstrates behavior that is mature and professional (includes appropriate dress, hygiene, etc). She or he is able to distinguish between appropriate and inappropriate language and behavior in various contexts.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

10. PUNCTUALITY - Extern is on time for meetings.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

11. ACCOUNTABILITY - Extern takes responsibility for her or his behavior. This includes being open to feedback from supervisors/instructors.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

12. SELF-AWARENESS- Extern shows an awareness of her or his strengths and weaknesses, and is able to take steps (if needed) to correct/change behavior.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

13. MOTIVATION - Extern is motivated to work hard and develop as a graduate student, and future mental health professional.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

14. ATTENTION TO DETAIL - Extern is detail oriented in research, clinical or laboratory activities. His or her work is generally free of careless errors (e.g., typographic errors in manuscripts; careless data analyses).

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

15. GENERAL INTERPERSONAL SKILLS - Student is open and empathetic with others. Shows respect for others' viewpoints, opinions, etc. Strives to get along with others in her or his clinic or school setting, etc. Seems genuinely interested in other people.

(APA IRC V - Communication and Interpersonal Skills)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

16. GENERAL EMOTIONAL SKILLS - Shows affect tolerance (i.e., is able to contain one's emotions in professional settings). Tolerates uncertainty and ambiguity well. Is emotionally mature (e.g., is emotionally appropriate when receiving feedback).

(APA IRC V - Communication and Interpersonal Skills)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

17. PROBLEM SOLVING - Able to solve problems without being overly dependent on others. Is proactive in trying to solve problems rather than being reactive.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

18. GENERAL AWARENESS OF DIVERSITY ISSUES - Understands one's own cultural identity in relation to others. Is sensitive to the cultural identity of others. Considers diversity when interacting with others in professional settings.

(APA IRC III - Individual and Cultural Diversity)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

19. SCHOLARLY INQUIRY - Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.

(APA IRC I - Research)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

Block 3

II. ASSESSMENT SKILLS

1. KNOWLEDGE OF EVIDENCE BASED ASSESSMENT - Can construct a specialized assessment battery using evidence based practices.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

2. SCREENING PROFICIENCY - Can conduct screening to determine risk for self-harm, other-harm, child-maltreatment, or psychosis and is knowledgeable regarding the specific protocol to follow if immediate action is necessary.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

3. COGNITIVE ASSESSMENT COMPETENCE - Demonstrates ability to administer and score cognitive assessment measures and instruments in a standardized manner.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

4. DIAGNOSTIC ASSESSMENT COMPETENCE - Demonstrates ability to administer and score diagnostic assessment measures in a standardized manner.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

5. DIAGNOSTIC IMPRESSION - Has the ability to form a realistic diagnostic impression based on clinical interview and historical information, and that considers diversity issues.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

6. TEST IMPRESSION - Demonstrates the ability to interpret cognitive assessment measures, instruments, and tests.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

7. TEST INTEGRATION - Demonstrates ability to obtain information from multiple sources, and integrate results into case formulations and treatment planning.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

8. REPORT WRITING - Demonstrates ability to write a report that is accurate, well written, and professional in quality, and that is sensitive to diversity issues.

(APA IRC V - Communication and Interpersonal Skills)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

9. REPORT COMMUNICATION - Demonstrates ability to provide accurate and specific feedback regarding test performance and findings to examinees that is sensitive to diversity issues.

(APA IRC V - Communication and Interpersonal Skills)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

Block 4

III. INTERVENTION: NON-SPECIFIC SKILLS

1. ETHICAL AND LEGAL STANDARDS - Deomonstrates ability to effectively implement the following practices: informed consent, confidentiality, setting of appropriate boundaries, and documentation of services.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

2. RELATIONSHIP BUILDING SKILLS - Effectively uses empathy, active collaboration, warmth, and a non-judgmental stance to develop the therapeutic relationship.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

3. NON-SPECIFIC RESPONSE SKILLS - Understands and effectively employs a wide range of therapeutic responses such as reflections, interpretations, open-ended questions, summary statements, and self-disclosure to achieve specific therapeutic goals.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

4. TERMINATION - Knows how to terminate treatment interventions, put gains and issues into perspective, and consider future assistance.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

5. META-COGNITION - Understands how one's personality and attributes contribute to or interfere with the therapeutic process, and also in regard to clients or students who differ from the trainee in beliefs, ethnicity, or sexual orientation.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

6. MULTI-CULTURAL AWARENESS - Shows an understanding and sensitivity to diversity issues, and is aware of when and how to bring these up in therapy with a client or student.

(APA IRC III - Individual and Cultural Diversity)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

Block 5

IV. INTERVENTION: SPECIFIC SKILLS

1. KNOWLEDGE OF EMPIRICALLY SUPPORTED TREATMENTS - Understands the criteria used to determine empirically supported treatments (ESTs), the limits of ESTs, and can identify ways to supplement ESTs to address these limits.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

2. CASE CONCEPTUALIZATION - Can conceptualize a case in at least two distinct theoretical orientations, at least one of which is an EST.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

3. KNOWLEDGE OF CBT - Has a general knowledge of CBT and can apply a CBT framework to cases, which includes at a minimum, setting an agenda, goal setting, and assigning homework.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

4. DEVELOPMENTAL FRAMEWORK - Can incorporate a developmental framework into case conceptualization and treatment/intervention planning.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

5. AWARENESS OF DIVERSITY - The extern considers diversity issues when conceptualizing cases and creating a treatment plan.

(APA IRC III - Individual and Cultural Diversity)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

6. PROFICIENCY IN COGNITIVE TECHNIQUES - Demonstrates the ability to execute basic cognitive treatment techniques, such as automatic thought records, cognitive restructuring, and mindfulness training.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

7. PROFICIENCY IN BEHAVIORAL TECHNIQUES - Demonstrates ability to execute basic behavioral techniques, such as functional analysis of behavior, behavioral activation strategies, and skills training (e.g., problem solving training).

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

8. PROFICIENCY IN RELAXATION-BASED TECHNIQUES - Demonstrates ability to execute basic relaxation techniques, such as progressive muscle relaxation and imagery.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

9. PSYCHO-EDUCATION - Demonstrates ability to use psycho-education techniques properly.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

10. CHILD THERAPY TECHNIQUES - Demonstrates an ability to implement parent training and to conduct behavioral management plans.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

Block 6

How many HOURS of this extern's clinical work did you directly observe THIS SEMESTER (i.e., either live or using videotape review?)

Please comment below on any areas and/or skill sets not addressed by the above criteria, but which may be an externship-specific ability (e.g., ability to conceptualize clinical issues, and implement interventions in the context of therapy or school):

Please comment below on the extern's particular **STRENGTHS** (for example, areas indicated as **EXCEEDS**). This is a **REQUIRED FIELD** so at least one comment needs to be made in this section.

Please comment below on **AREAS of GROWTH** (for example, areas indicated as **BELOW**). All externs have areas they can grow in. This is a **REQUIRED FIELD** so at least one comment needs to be made in this section.

Block 7

SUPERVISOR SIGNATURE (Electronic):

Default Question Block

Block 1**UNC School Psychology Program
Internship Evaluation*****Clinical Skills Evaluation (CSE)*****SCHOOL PSYCHOLOGY-Feedback TO Graduate Students (CSE)**

Name of Internship Student:

Student Email:

Date (Semester, Year):

Internship Information:

Name of Site:

Supervisor:

Supervisor Email:

EVALUATION RUBRIC:

- PLEASE EVALUATE THE STUDENT AT YOUR INTERNSHIP USING THE SCALE BELOW. PLEASE CHOOSE THE LEVEL THAT BEST DESCRIBES THEIR COMPETENCE, CONSIDERING THEIR LEVEL OF TRAINING AND YEAR IN THE PROGRAM (i.e., 1st, 2nd, 3rd, 4th year):
- N/A - Not Applicable - The competency or skill is not applicable to the student; the internship site does not provide the opportunity to evaluate the skill and/or the skill was not observed;
- Below Expectations - Competence is **BELOW** expectations. The student needs further training and/or remediation to improve to an acceptable level for her/his year in the program. This is clearly an area in need of further development;
- MEETS Expectations - Competence **MEETS** expectations. The student has shown some basic mastery of the competency or skill and is at a level expected for someone at her/his level of training; **NOTE: We anticipate that a majority of students will receive an evaluation of MEETS on most items.**
- Exceeds Expectations - Competence **EXCEEDS** expectations for someone at her/his level of training. This is clearly a strength relative to other graduate students that you have observed (at a comparable level of training).
- **Note: Some items are rated on a "MEETS expectations" or "BELOW expectations" scale. Expectations are based on the student's current level of training and clinical experience.**

Block 2

I. PROFESSIONAL SKILLS

1. SELF PRESENTATION - Demonstrates appropriate manner and dress with clients, students, staff, and other mental health professionals.

(APA IRC IV - Professional Values and Attitudes)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

2. MANAGEMENT OF PERSONAL ISSUES IN A PROFESSIONAL MANNER - Manages personal stress, psychological concerns, and emotional reactions so they do not adversely affect clinical work or interactions with supervisors and other professionals.

(APA IRC IV - Professional Values and Attitudes)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

3. ETHICAL KNOWLEDGE AND PRACTICE - Demonstrates understanding of and conforming to ethical principles in professional work and practice.

(APA IRC II - Ethical and Legal Standards)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceed Expectations

4. CLINICAL NOTES - Completes clinical/client or student notes on time and written in a professional manner (e.g. well written, free of jargon, etc).

(APA IRC V - Communication and Interpersonal skills)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

5. KNOWLEDGE OF CLINIC/SCHOOL PROCEDURES - Demonstrates knowledge of and compliance with clinic or school procedures and policies.

(APA IRC II - Ethical and Legal Standards)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

6. USE OF SUPERVISION - Demonstrates ability to use supervision appropriately; is prepared for supervision and is able to incorporate feedback from supervision.

(APA IRC VIII - Supervision)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

7. CONSIDERATION OF DIVERSITY ISSUES - During supervision, intern addressed the similarities/differences between his/her background and background of client or student.
(APA IRC III - Individual and Cultural Diversity)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

8. PROFESSIONAL INTERACTION - Demonstrates ability to interact appropriately with other staff in the context of professional issues and in a multi-disciplinary team.
(APA IRC V - Communication and Interpersonal Skills)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

9. DEPARTMENT - Intern demonstrates behavior that is mature and professional (includes appropriate dress, hygiene, etc). She or he is able to distinguish between appropriate and inappropriate language and behavior in various contexts.
(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

10. PUNCTUALITY - Intern is on time for meetings.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

11. ACCOUNTABILITY - Intern takes responsibility for her or his behavior. This includes being open to feedback from supervisors/instructors.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

12. SELF-AWARENESS- Intern shows an awareness of her or his strengths and weaknesses, and is able to take steps (if needed) to correct/change behavior.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

13. MOTIVATION - Intern is motivated to work hard and develop as a graduate student, and future mental health professional.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

14. ATTENTION TO DETAIL - Intern is detail oriented in research, clinical or laboratory activities. His or her work is generally free of careless errors (e.g., typographic errors in manuscripts; careless data analyses).

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

15. GENERAL INTERPERSONAL SKILLS - Student is open and empathetic with others. Shows respect for others' viewpoints, opinions, etc. Strives to get along with others in her or his clinic or school setting, etc. Seems genuinely interested in other people.

(APA IRC V - Communication and Interpersonal Skills)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

16. GENERAL EMOTIONAL SKILLS - Shows affect tolerance (i.e., is able to contain one's emotions in professional settings). Tolerates uncertainty and ambiguity well. Is emotionally mature (e.g., is emotionally appropriate when receiving feedback).

(APA IRC V - Communication and Interpersonal Skills)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

17. PROBLEM SOLVING - Able to solve problems without being overly dependent on others. Is proactive in trying to solve problems rather than being reactive.

(APA IRC IV - Professional Values and Attitudes)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

18. GENERAL AWARENESS OF DIVERSITY ISSUES - Understands one's own cultural identity in relation to others. Is sensitive to the cultural identity of others. Considers diversity when interacting with others in professional settings.

(APA IRC III - Individual and Cultural Diversity)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

19. SCHOLARLY INQUIRY - Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.

(APA IRC I - Research)

- ☐ BELOW Expectations
- ☐ MEETS Expectations

Block 3

II. ASSESSMENT SKILLS

1. KNOWLEDGE OF EVIDENCE BASED ASSESSMENT - Can construct a specialized assessment battery using evidence based practices.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

2. SCREENING PROFICIENCY - Can conduct screening to determine risk for self-harm, other-harm, child-maltreatment, or psychosis and is knowledgeable regarding the specific protocol to follow if immediate action is necessary.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

3. COGNITIVE ASSESSMENT COMPETENCE - Demonstrates ability to administer and score cognitive assessment measures and instruments in a standardized manner.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

4. DIAGNOSTIC ASSESSMENT COMPETENCE - Demonstrates ability to administer and score diagnostic assessment measures in a standardized manner.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

5. DIAGNOSTIC IMPRESSION - Has the ability to form a realistic diagnostic impression based on clinical interview and historical information, and that considers diversity issues.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

6. TEST IMPRESSION - Demonstrates the ability to interpret cognitive assessment measures, instruments, and tests.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

7. TEST INTEGRATION - Demonstrates ability to obtain information from multiple sources, and integrate results into case formulations and treatment planning.

(APA IRC VI - Assessment)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

8. REPORT WRITING - Demonstrates ability to write a report that is accurate, well written, and professional in quality, and that is sensitive to diversity issues.

(APA IRC V - Communication and Interpersonal Skills)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

9. REPORT COMMUNICATION - Demonstrates ability to provide accurate and specific feedback regarding test performance and findings to examinees that is sensitive to diversity issues.

(APA IRC V - Communication and Interpersonal Skills)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

Block 4

III. INTERVENTION: NON-SPECIFIC SKILLS

1. ETHICAL AND LEGAL STANDARDS - Deomonstrates ability to effectively implement the following practices: informed consent, confidentiality, setting of appropriate boundaries, and documentation of services.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

2. RELATIONSHIP BUILDING SKILLS - Effectively uses empathy, active collaboration, warmth, and a non-judgmental stance to develop the therapeutic relationship.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

3. NON-SPECIFIC RESPONSE SKILLS - Understands and effectively employs a wide range of therapeutic responses such as reflections, interpretations, open-ended questions, summary statements, and self-disclosure to achieve specific therapeutic goals.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

4. TERMINATION - Knows how to terminate treatment interventions, put gains and issues into perspective, and consider future assistance.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

5. META-COGNITION - Understands how one's personality and attributes contribute to or interfere with the therapeutic process, and also in regard to clients or students who differ from the trainee in beliefs, ethnicity, or sexual orientation.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

6. MULTI-CULTURAL AWARENESS - Shows an understanding and sensitivity to diversity issues, and is aware of when and how to bring these up in therapy with a client or student.

(APA IRC III - Individual and Cultural Diversity)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

Block 5***IV. INTERVENTION: SPECIFIC SKILLS***

1. KNOWLEDGE OF EMPIRICALLY SUPPORTED TREATMENTS - Understands the criteria used to determine empirically supported treatments (ESTs), the limits of ESTs, and can identify ways to supplement ESTs to address these limits.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

2. CASE CONCEPTUALIZATION - Can conceptualize a case in at least two distinct theoretical orientations, at least one of which is an EST.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

3. KNOWLEDGE OF CBT - Has a general knowledge of CBT and can apply a CBT framework to cases, which includes at a minimum, setting an agenda, goal setting, and assigning homework.
(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

4. DEVELOPMENTAL FRAMEWORK - Can incorporate a developmental framework into case conceptualization and treatment/intervention planning.
(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

5. AWARENESS OF DIVERSITY - The intern considers diversity issues when conceptualizing cases and creating a treatment plan.
(APA IRC III - Individual and Cultural Diversity)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

6. PROFICIENCY IN COGNITIVE TECHNIQUES - Demonstrates the ability to execute basic cognitive treatment techniques, such as automatic thought records, cognitive restructuring, and mindfulness training.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

7. PROFICIENCY IN BEHAVIORAL TECHNIQUES - Demonstrates ability to execute basic behavioral techniques, such as functional analysis of behavior, behavioral activation strategies, and skills training (e.g., problem solving training).

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

8. PROFICIENCY IN RELAXATION-BASED TECHNIQUES - Demonstrates ability to execute basic relaxation techniques, such as progressive muscle relaxation and imagery.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

9. PSYCHOEDUCATION - Demonstrates ability to use psychoeducation techniques properly.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

10. CHILD THERAPY TECHNIQUES - Demonstrates an ability to implement parent training and to conduct behavioral management plans.

(APA IRC VII - Intervention)

- ☐ N/A
- ☐ Below Expectations
- ☐ MEETS Expectations
- ☐ Exceeds Expectations

Block 6

How many HOURS of this student's clinical work did you directly observe THIS SEMESTER (i.e., either live or using videotape review?)

Please comment below on any areas and/or skill sets not addressed by the above criteria, but which may be a site-specific ability (e.g., ability to conceptualize clinical issues, and implement interventions in the context of therapy or school):

Please comment below on the student's particular **STRENGTHS** (for example, areas indicated as **EXCEEDS**). This is a **REQUIRED FIELD** so at least one comment needs to be made in this section.

Please comment below on **AREAS of GROWTH** (for example, areas indicated as **BELOW**). All students have areas they can grow in. This is a **REQUIRED FIELD** so at least one comment needs to be made in this section.

Block 7

SUPERVISOR SIGNATURE (Electronic):

Default Question Block

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