



University of North Carolina Chapel Hill
Ph.D. in School Psychology
2018 Cohort

PROGRAM OF STUDIES PLANNING FORM

| | |
|--|--|
| Student's Name | |
| Semester & Year of Enrollment | <i>Fall 2018</i> |
| Initial Academic Advisor | |
| Anticipated Track (Circle One) | <i>Track 1 (4 years)</i> <i>Track 2 (3 years) – Program Approval Required</i> |
| Dissertation: Chair | |
| <i>Advisor (if separate)</i> | |
| <i>Reader #2</i> | |
| <i>Reader #3</i> | |
| <i>Reader #4</i> | |

| Doctoral Milestone | Date Planned | Date Completed | Submitted to Task Stream on this Date: |
|--|---------------------|-----------------------|---|
| Written Comprehensive Examination | | | |
| Oral Comprehensive Examination | | | |
| PRAXIS School Psychology Exam | | | |
| Dissertation Proposal <i>(Completed prior to Internship)</i> | | | |
| Dissertation Defense | | | |
| Internship | | | |
| Apply for Graduation | | | |

CURRICULUM:

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. The POS must also include coursework 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, content on cultural and individual diversity relevant to the above are expected in the curriculum, and expected 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. All students are required to be full-time each semester they are enrolled.

COMPLETING YOUR POS:

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. Under special circumstances, alternatives to required courses may be given with academic advisor approval upon a review of the alternative course syllabus. 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.

APPROVED COURSES:

Approved Courses are listed online under the resources section of the program's website.

http://soe.unc.edu/academics/phd_schpsyc/program_forms.php 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."

REGISTERING FOR DISSERTATION AND INTERNSHIP:

- **Dissertation:** A minimum of 6 total credit hours of doctoral dissertation is required for graduation. Students must be registered for dissertation during the semesters they formally propose and defend. This is a non-variable credit course. Each time a student is registered for dissertation it will always be 3 credit hours. Anytime a student is registered for dissertation credit this will count as "full-time status." You will take this course during the entirety of your internship. Again, this course alone confers fulltime status.
- **Internship:** Internship credits do not confer full-time status by themselves. Given that students are required to be full-time in each semester they are enrolled, they are also required to be registered for dissertation. A minimum of 6 total credit hours of doctoral internship over the course of a 10 or 12-month internship is required for graduation. For example, 12 month internships may be as follows: 1 credit (2nd summer), 2 credits (fall), 2 credits (spring) and 1 credit (1st summer). A 10-month internship may be as follows: 3 credits (fall), 2 credits (spring) and 1 credit (1st summer).

TRANSFER CREDIT:

In order to transfer course credit from another university to count towards credit as Discipline-Specific Knowledge (Category 2) or Research Methods, Statistical Analysis, and Psychometrics (Category 4), you must first receive approval from your advisor, then submit the appropriate documentation to the Student Affairs Office. The following steps outline how to submit a course transfer review request to your advisor:

1. Print out the document accessible from the following link: (This document is also found on the UNC SOE website under "[Request to Transfer Course Credit Form](#)")
2. Complete the form describing how mastery of content of the area was acquired (some examples include quizzes, tests and exams; course papers; response to readings; course discussions; journaling; etc.)
3. Submit the form, along with the course syllabus, to your advisor for review.

After your advisor has approved a course for transfer credit (following the previously described steps), you will complete the following steps in order to officially transfer the course(s) onto your UNC transcript. This policy is for transferring graduate work from institutions other than UNC. Steps are as follows:

1. Print out the document accessible from the following link: (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.

APA Discipline-Specific Knowledge

Discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health service psychology. Therefore, all students in accredited doctoral programs shall demonstrate knowledge in the discipline of psychology, broadly construed. This discipline-specific knowledge base shall include: 1) the history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research.

Category 1: History and Systems of Psychology

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

Category 2: Basic Content Areas in Scientific Psychology

- **Affective Aspects of Behavior**, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- **Biological Aspects of Behavior**, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- **Cognitive Aspects of Behavior**, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- **Developmental Aspects of Behavior**, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- **Social Aspects of Behavior**, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

Category 3: Advanced Integrative Knowledge in Scientific Psychology

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in Category 2 areas can be acquired in either of two ways: 1) an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods; or 2) an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.

Category 4: Research Methods, Statistical Analysis, and Psychometrics

- **Research Methods**, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.

- **Statistical Analysis**, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.
- **Psychometrics**, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

| <i>Content Area</i> | <i>Course Number</i> | <i>Course Title</i> | <i>Semester</i> | <i>Year</i> | <i>University</i> | <i>Grade</i> | <i>Submitted Syllabus (if NOT a core SP Course) with Cover Page</i> | <i>Academic Advisor's Initials</i> |
|---|---------------------------------------|--|--|-------------|-------------------|--------------|---|------------------------------------|
| APA C-7 D. Category 1: HISTORY & SYSTEMS OF PSYCHOLOGY | | | | | | | | |
| History and Systems of Psychology | Cross-Course Embedded | History and Systems of Psychology Competencies | Date of Theorist Paper Submission: _____ Date of History of School Psychology Paper Submission: _____ | | | | | |
| APA C-7 D. Category 2: BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY | | | | | | | | |
| Biological Aspects of Behavior | EDUC 763 | Biological Bases of Children's Development | | | | | | |
| Cognitive Aspects of Behavior | | | | | | | | |
| Affective Aspects of Behavior | Cross-Course Embedded | Affective Aspects of Behavior Competencies | | | | | | |
| Social Aspects of Behavior | | | | | | | | |
| Developmental Aspects of Behavior | EDUC 762 | Child Development & Disability (<i>This course can fulfill "Dysfunction" OR "Development" but not both.</i>) | | | | | | |
| APA C-7 D. Category 4: RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS | | | | | | | | |
| Research Methods | EDUC 709 | Applied Investigations | Fall | | | | | |
| Statistical Analysis | EDUC 710 | Statistical Analysis of Educational Data I | Fall | | | | | |
| | EDUC 784 | Statistical Analysis of Educational Data II | Spring | | | | | |
| | Advanced Statistical/ Research Course | Advanced Statistical Analysis / Research Course | | | | | | |
| Psychometrics | EDUC 829 | Applied Measurement Theory for Education | | | | | | |
| APA C-8D. I. RESEARCH | | | | | | | | |
| Doctoral Dissertation | EDUC 994 | Doctoral Dissertation: <i>Proposal</i> (<i>Must be completed PRIOR to Internship</i>) | | | UNC | | | |
| Doctoral Dissertation | EDUC 994 | Doctoral Dissertation: <i>Defense</i> | | | UNC | | | |

| <i>Content Area</i> | <i>Course Number</i> | <i>Course Title</i> | <i>Semester</i> | <i>Year</i> | <i>University</i> | <i>Grade</i> | <i>Submitted Syllabus (if NOT a core SP Course) with Cover Page</i> | <i>Academic Advisor's Initials</i> |
|--|----------------------|--|-----------------|-------------|-------------------|--------------|---|------------------------------------|
| FIELD EXPERIENCE & APA C-8D. II. ETHICAL AND LEGAL STANDARDS | | | | | | | | |
| Field Experience & Ethical and Legal Standards | EDUC 721 A | School Psychology Externship & Professional Seminar | Fall | 2018 | UNC | | | |
| | EDUC 721 B | School Psychology Externship & Professional Seminar | Spring | 2019 | UNC | | | |
| | EDUC 821 A | School Psychology Externship & Professional Seminar | Fall | 2019 | UNC | | | |
| | EDUC 821 B | School Psychology Externship & Professional Seminar | Spring | 2020 | UNC | | | |
| | EDUC 821 A | School Psychology Externship | Fall | 2020 | UNC | | | |
| | EDUC 821 B | School Psychology Externship | Spring | 2021 | UNC | | | |
| | EDUC 822 | School Psychology Internship | Fall | 2021 | UNC | | | |
| | EDUC 822 | School Psychology Internship | Spring | 2022 | UNC | | | |
| APA C-8D. III. INDIVIDUAL AND CULTURAL DIVERSITY | | | | | | | | |
| Individual & Cultural Diversity | EDUC 739 | Global Child: Development and Education | Fall | | | | | |
| APA C-8D. VII. INTERVENTION & APA C-8D. VI. ASSESSMENT | | | | | | | | |
| Intervention & Assessment | EDUC 718 | School Psychology Intervention & Assessment | Fall | 2018 | | | | |
| | EDUC 719 | School Psychology Intervention & Assessment | Spring | 2019 | | | | |
| | EDUC 818 | School Psychology Intervention & Assessment | Fall | 2019 | | | | |
| | EDUC 819 | School Psychology Intervention & Assessment | Spring | 2020 | | | | |
| Individual Counseling | | | | | | | | |
| Dysfunctional Behavior/Abnormal Psychology / Individual Differences Psychology: | EDUC 762 | Child Development & Disability <i>(This course can fulfill "Dysfunction" OR "Development" but not both.)</i> | | | | | | |

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

| | <i>Year 1 FALL</i> | <i>Year 1 SPRING</i> | <i>Year 2 FALL</i> | <i>Year 2 SPRING</i> | <i>Year 3 FALL</i> | <i>Year 3 SPRING</i> | <i>Year 4 FALL</i> | <i>Year 4 SPRING</i> |
|---|---|--|---|--|---|--------------------------------------|--|--------------------------------------|
| <i>SEMINAR/ FIELD EXPERIENCE CORE</i> | <i>EDUC 721 Professional Seminar / Externship (3)</i> | <i>EDUC 721 Professional Seminar / Externship (3)</i> | <i>EDUC 821 Professional Seminar / Externship (3)</i> | <i>EDUC 821 Professional Seminar / Externship (3)</i> | <i>EDUC 821 Externship (3)</i> | <i>EDUC 821 Externship (3)</i> | <i>EDUC 822 Internship (3)</i> | <i>EDUC 822 Internship (3)</i> |
| <i>SCHOOL PSYCHOLOGY CORE</i> | <i>EDUC 718 Advanced Intervention /Assessment I (3)</i> | <i>EDUC 719 Advanced Intervention / Assessment II (3)</i> | <i>EDUC 818 Advanced Intervention /Assessment III (3)</i> | <i>EDUC 819 Advanced Intervention /Assessment IV (3)</i> | | | | |
| <i>RESEARCH CORE</i> | <i>Stats I EDUC 710 (3)</i> | <i>EDUC 784 Statistics II (3) EDUC 829 Measurement (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)</i> | <i>EDUC 994 Dissertation (3)</i> | <i>EDUC 994 Dissertation (3)</i> | <i>EDUC 994 Dissertation (3)</i> |
| <i>FOUNDATIONS CORE</i> | <i>EDUC 709 Applied Investigation (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> | | |
| <i>Hours</i> | <i>Total Hours: 12</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> |
| <i>Activities</i> | <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 Defense</i> | |

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 | Year 1 SPRING | Year 2 FALL | Year 2 SPRING | Year 3 FALL | Year 3 SPRING |
|---|--|---|--|---|--------------------------------------|--------------------------------------|
| SEMINAR/ FIELD EXPERIENCE CORE | EDUC 721 Professional Seminar / Externship (3) | EDUC 721 Professional Seminar / Externship (3) | EDUC 821 Professional Seminar / Externship (3) | EDUC 821 Professional Seminar / Externship (3) | EDUC 822 Internship (3) | EDUC 822 Internship (3) |
| SCHOOL PSYCHOLOGY CORE | EDUC 718 Intervention / Assessment I (3) | EDUC 719 Intervention / Assessment II (3) | EDUC 818 Intervention / Assessment III (3) | EDUC 819 Intervention / Assessment IV (3) | | |
| RESEARCH CORE | Stats I EDUC 710 (3) | EDUC 784 Statistics II (3) EDUC 829 Measurement (3) | EDUC 884 Statistics III (3) OR Advanced Research /Statistical Analysis Course (w/ advisor approval) | Foundation Course (3) | EDUC 994 Dissertation (3) | EDUC 994 Dissertation (3) |
| FOUNDATIONS CORE | EDUC 709 Applied Investigation (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 |

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
- PSYC 739 Cognitive Neuroscience
- 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

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

| | <i>Year 1 FALL</i> | <i>Year 1 SPRING</i> | <i>Year 2 FALL</i> | <i>Year 2 SPRING</i> | <i>Year 3 FALL</i> | <i>Year 3 SPRING</i> | <i>Year 4 FALL</i> | <i>Year 4 SPRING</i> |
|---|---|--|---|--|---|--------------------------------------|--|--------------------------------------|
| <i>SEMINAR/ FIELD EXPERIENCE CORE</i> | <i>EDUC 721 Professional Seminar / Externship (3)</i> | <i>EDUC 721 Professional Seminar / Externship (3)</i> | <i>EDUC 821 Professional Seminar / Externship (3)</i> | <i>EDUC 821 Professional Seminar / Externship (3)</i> | <i>EDUC 821 Externship (3)</i> | <i>EDUC 821 Externship (3)</i> | <i>EDUC 822 Internship (3)</i> | <i>EDUC 822 Internship (3)</i> |
| <i>SCHOOL PSYCHOLOGY CORE</i> | <i>EDUC 718 Advanced Intervention /Assessment I (3)</i> | <i>EDUC 719 Advanced Intervention / Assessment II (3)</i> | <i>EDUC 818 Advanced Intervention /Assessment III (3)</i> | <i>EDUC 819 Advanced Intervention /Assessment IV (3)</i> | | | | |
| <i>RESEARCH CORE</i> | <i>Stats I EDUC 710 (3)</i> | <i>EDUC 784 Statistics II (3) EDUC 829 Measurement (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)</i> | <i>EDUC 994 Dissertation (3)</i> | <i>EDUC 994 Dissertation (3)</i> | <i>EDUC 994 Dissertation (3)</i> |
| <i>FOUNDATIONS CORE</i> | <i>EDUC 709 Applied Investigation (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> | | |
| <i>Hours</i> | <i>Total Hours: 12</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> |
| <i>Activities</i> | <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 Defense</i> |

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 | Year 1 SPRING | Year 2 FALL | Year 2 SPRING | Year 3 FALL | Year 3 SPRING |
|---------------------------------------|--|---|--|---|--------------------------------------|--------------------------------------|
| SEMINAR / FIELD EXPERIENCE CORE | <i>EDUC 721 Professional Seminar / Externship (3)</i> | <i>EDUC 721 Professional Seminar / Externship (3)</i> | <i>EDUC 821 Professional Seminar / Externship (3)</i> | <i>EDUC 821 Professional Seminar / Externship (3)</i> | <i>EDUC 822 Internship (3)</i> | <i>EDUC 822 Internship (3)</i> |
| SCHOOL PSYCHOLOGY CORE | <i>EDUC 718 Intervention / Assessment I (3)</i> | <i>EDUC 719 Intervention / Assessment II (3)</i> | <i>EDUC 818 Intervention / Assessment III (3)</i> | <i>EDUC 819 Intervention / Assessment IV (3)</i> | | |
| RESEARCH CORE | <i>Stats I EDUC 710 (3)</i> | <i>EDUC 784 Statistics II (3) EDUC 829 Measurement (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)</i> | <i>EDUC 994 Dissertation (3)</i> |
| FOUNDATIONS CORE | <i>EDUC 709 Applied Investigation (3) OR Foundation Course (3)</i> | <i>Foundation Course (3)</i> | <i>Foundation Course (3)</i> | <i>Foundation Course (3)</i> | | |
| Hours | <i>Total Hours: 12 - 15</i> | <i>Total Hours: 12 - 15</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>Comp Examination, PRAXIS Exam, & Applying for Internship</i> | <i>Dissertation Proposal</i> | | <i>Dissertation Defense</i> |

University of North Carolina Chapel Hill

School Psychology Program

2018 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 Administrator 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.

2018 School Psychology Questionnaire

Assessment Skill Survey:

| <i>Assessment</i> | <i>Trained in this assessment</i> <i>(Yes / No)</i> | <i>Number of Administrations</i> <i>(indicate number: none, 1, 2, 3, etc. 5+)</i> | <i>Setting(s) of Administration</i> <i>(Clinic, Public School, University Training Center)</i> | <i>Target of Administration</i> <i>(Preschooler, Elementary, Middle School, High School, Adult, Parent, etc.)</i> |
|------------------------------|--|--|---|--|
| WISC-IV | | | | |
| WISC-V | | | | |
| WAIS | | | | |
| WJ-III Achievement | | | | |
| WJ III Cognitive | | | | |
| WJ-IV Achievement | | | | |
| 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:

| <i>Intervention</i> | <i>Trained in this Intervention</i> (Yes / No) | <i>Number of Administrations of Intervention</i> (indicate number: none, 1-5, 5+) | <i>Setting(s) of Intervention</i> (Clinic, Public School, University Training Center) | <i>Identify Target of Intervention</i> (Group, Preschooler, Elementary, Middle School, High School, Adult, Parent, etc.) |
|-----------------------------------|--|---|---|--|
| Group Counseling | | | | |
| Individual Counseling | | | | |
| Cognitive Behavioral Therapy | | | | |
| Consultation with Teacher | | | | |
| Consultation with Parent(s) | | | | |
| Consultation with Other | | | | |
| Parent Counseling | | | | |
| Classroom –Wide Interventions | | | | |
| School-Wide Intervention | | | | |
| Crisis Intervention | | | | |
| PREPARE- NASP W.S. I | | | | |
| PREPARE- NASP W.S. II | | | | |
| Suicide Intervention | | | | |
| Bullying Prevention | | | | |
| Positive Behavior Support Program | | | | |
| Behavior Intervention Plan | | | | |
| Academic Intervention | | | | |
| System Consultation | | | | |
| Response to Intervention | | | | |
| Student Progress Monitoring | | | | |
| Suicide Prevention | | | | |
| MTSS | | | | |
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Please include additional interventions 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 | |
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Please include topics in the blank rows as needed.

Research / Evaluation Skill Survey:

| <i>Topic</i> | <i>Skill / Knowledge Level</i> |
|--|---------------------------------------|
| 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 | |
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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: _____

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 survey examples or data charts that are not included in the manuscript have copies available in the center of the table. | |
| If you have any phone participants remember to call those participants and introduce them to the committee members on campus. | |
| Typical Format of Meeting | |
| Your chair will begin the meeting with introductions and steps of the meeting. You will present for 20-40 minutes. (The time will be determined by you and your dissertation chair and will be predetermined prior to your meeting.) | |
| The committee will then ask you questions regarding your study. This questioning period may be approximately 20-40 minutes. | |
| You will be asked to leave the room so that the dissertation committee can discuss your oral presentation and written document. | |
| Your dissertation chair will then ask you to return to the room and you will be informed of your result and what your next research steps will be at that point. | |
| Possible results of the proposal / defense: | |
| ORAL: | |
| Pass | |
| Fail | |

| PAPER: | |
|-----------------|---|
| Pass | <i>No Changes Requested</i> |
| Pass w/ Changes | <i>Changes to the paper are requested and the "Pass" grade will be submitted after your revisions have been submitted and included.</i> |
| Fail | <i>Student will need to make significant changes to the project and will come back to present to the committee again</i> |

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 |
|----------------|----------------------------|------------------------|-------------------------------|----------------------------|--|
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| 14 | | | | | |
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| Totals: | | | | | |

School Psychology Externship Eval. Spring 2018

Start of Block: Block 1

Q1

UNC School Psychology Program

Externship Evaluation Spring 2018

Clinical Skills Evaluation (CSE)

SCHOOL PSYCHOLOGY-Feedback to Graduate Students (CSE)

Q2 Name of Externship Student:

Q3 Student Email:

Q4 Date (Semester, Year):

Q5 Externship Information:

Q6 Name of Site:

Q7 Supervisor:

Q8 Supervisor Email:

Q9 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.

End of Block: Block 1

Start of Block: Block 2

Q10 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q11 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q12 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceed Expectations (4)
-

Q13 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q14 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q15 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q16 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q17 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)
-

Q18 9. DEPORTMENT - 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 (1)
- MEETS Expectations (2)
-

Q19 10. PUNCTUALITY - Extern is on time for meetings.
(APA IRC IV - Professional Values and Attitudes)

- BELOW Expectations (1)
- MEETS Expectations (2)
-

Q20 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 (1)

MEETS Expectations (2)

Q21 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 (1)

MEETS Expectations (2)

Q22 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 (1)

MEETS Expectations (2)

Q23 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 (1)

MEETS Expectations (2)

Q24 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 (1)

MEETS Expectations (2)

Q25 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 (1)

MEETS Expectations (2)

Q26 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 (1)

MEETS Expectations (2)

Q27 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 (1)

MEETS Expectations (2)

Q28 19. SCHOLARLY INQUIRY - Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.

(APA IRC I - Research)

- BELOW Expectations (1)
- MEETS Expectations (2)

End of Block: Block 2

Start of Block: Block 3

Q29 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q30 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q31 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q32 4. DIAGNOSTIC ASSESSMENT COMPETENCE - Demonstrates ability to administer and score diagnostic assessment measures in a standardized manner.

(APA IRC VI - Assessment)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q33 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q34 6. TEST IMPRESSION - Demonstrates the ability to interpret cognitive assessment measures, instruments, and tests.

(APA IRC VI - Assessment)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q35 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q36 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q37 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

End of Block: Block 3

Start of Block: Block 4

Q38 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q39 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q40 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q41 4. TERMINATION - Knows how to terminate treatment interventions, put gains and issues into perspective, and consider future assistance.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q42 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q43 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

End of Block: Block 4

Start of Block: Block 5

Q44 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q45 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q46 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q47 4. DEVELOPMENTAL FRAMEWORK - Can incorporate a developmental framework into case conceptualization and treatment/intervention planning.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q48 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q49 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q50 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q51 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q52 9. PSYCHO-EDUCATION - Demonstrates ability to use psycho-education techniques properly.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q53 10. CHILD THERAPY TECHNIQUES - Demonstrates an ability to implement parent training and to conduct behavioral management plans.

(APA IRC VII - Intervention)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

End of Block: Block 5

Start of Block: Block 6

Q54 How many HOURS of this extern's clinical work did you directly observe THIS SEMESTER (i.e., either live or using videotape review?)

Q55 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):

Q56 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.

Q57 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.

End of Block: Block 6

Start of Block: Block 7

Q58

SUPERVISOR SIGNATURE / date:

Q61 Student signature / date:

End of Block: Block 7

UNC-CH School Psychology Internship Evaluation Spring 2018

Start of Block: Block 1

Q1

UNC School Psychology Program

Internship Evaluation Spring 2018

Clinical Skills Evaluation (CSE)

SCHOOL PSYCHOLOGY-Feedback TO Graduate Students (CSE)

Q2 Name of Internship Student:

Q3 Student Email:

Q4 Date (Semester, Year):

Q5 Internship Information:

Q6 Name of Site:

Q7 Supervisor:

Q8 Supervisor Email:

Q9 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.

End of Block: Block 1

Start of Block: Block 2

Q10 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q11 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q12 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceed Expectations (4)
-

Q13 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q14 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q15 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q16 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 (1)

Below Expectations (2)

MEETS Expectations (3)

Exceeds Expectations (4)

Q17 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 (1)

Below Expectations (2)

MEETS Expectations (3)

Exceeds Expectations (4)

Q18 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 (1)

MEETS Expectations (2)

Q19 10. PUNCTUALITY - Intern is on time for meetings.

(APA IRC IV - Professional Values and Attitudes)

BELOW Expectations (1)

MEETS Expectations (2)

Q20 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 (1)

MEETS Expectations (2)

Q21 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 (1)

MEETS Expectations (2)

Q22 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 (1)

MEETS Expectations (2)

Q23 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 (1)

MEETS Expectations (2)

Q24 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 (1)

MEETS Expectations (2)

Q25 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 (1)
- MEETS Expectations (2)
-

Q26 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 (1)
- MEETS Expectations (2)
-

Q27 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 (1)
- MEETS Expectations (2)
-

Q28 19. SCHOLARLY INQUIRY - Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.
(APA IRC I - Research)

- BELOW Expectations (1)
- MEETS Expectations (2)

End of Block: Block 2

Q29 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q30 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q31 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q32 4. DIAGNOSTIC ASSESSMENT COMPETENCE - Demonstrates ability to administer and score diagnostic assessment measures in a standardized manner.

(APA IRC VI - Assessment)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q33 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q34 6. TEST IMPRESSION - Demonstrates the ability to interpret cognitive assessment measures, instruments, and tests.

(APA IRC VI - Assessment)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q35 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q36 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q37 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

End of Block: Block 3

Start of Block: Block 4

Q38 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q39 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q40 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q41 4. TERMINATION - Knows how to terminate treatment interventions, put gains and issues into perspective, and consider future assistance.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q42 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q43 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 (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

End of Block: Block 4

Start of Block: Block 5

Q44 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q45 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q46 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q47 4. DEVELOPMENTAL FRAMEWORK - Can incorporate a developmental framework into case conceptualization and treatment/intervention planning.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q48 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q49 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q50 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q51 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 (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q52 9. PSYCHOEDUCATION - Demonstrates ability to use psychoeducation techniques properly.
(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q53 10. CHILD THERAPY TECHNIQUES - Demonstrates an ability to implement parent training and to conduct behavioral management plans.

(APA IRC VII - Intervention)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

End of Block: Block 5

Start of Block: Block 6

Q54 How many HOURS of this student's clinical work did you directly observe THIS SEMESTER (i.e., either live or using videotape review?)

Q55 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):

Q56 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.

Q57 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.

End of Block: Block 6

Start of Block: Block 7

Q60 SUPERVISOR SIGNATURE LINE - PLEASE ENTER YOUR NAME AND DATE BELOW

Q61 STUDENT SIGNATURE LINE - PLEASE ENTER YOUR NAME AND DATE REVIEWED BELOW

End of Block: Block 7
