

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

**DOCTORAL PROGRAM OF STUDIES**  
**PLANNING FORM**

<b>Student's Name</b>	
<b>PID</b>	
<b>Semester &amp; Year of Enrollment</b>	Fall 2017
<b>Academic Advisor</b>	
<b>Anticipated Track (Circle One)</b>	<ul style="list-style-type: none"> <li>• <i>Track 1 (4 years)</i></li> <li>• <i>Track 2 – Program Approval Required (3 years)</i></li> </ul>
<b>Dissertation: Chair / Advisor</b>	
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](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 &amp; 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>
<b>EDUC 718</b>	<b>School Psychology Intervention &amp; Assessment</b>	<b>UNC</b>	<b>Fall</b>	<b>2017</b>		
<b>EDUC 719</b>	<b>School Psychology Intervention &amp; Assessment</b>	<b>UNC</b>	<b>Spring</b>	<b>2018</b>		
<b>EDUC 818</b>	<b>School Psychology Intervention &amp; Assessment</b>	<b>UNC</b>	<b>Fall</b>	<b>2018</b>		
<b>EDUC 819</b>	<b>School Psychology Intervention &amp; Assessment</b>	<b>UNC</b>	<b>Spring</b>	<b>2019</b>		
<b>EDUC 829</b>	<b>Applied Measurement Theory for Education</b>					

## 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>
<b>Biological Aspects of Behavior</b>	EDUC 763	Biological Bases of Children's Development				
<b>Cognitive/Affective Aspects of Behavior</b>						
<b>Social Aspects of Behavior</b>						
<b>History and Systems of Psychology</b>	Course Embedded	History and Systems of Psychology Competency				
<b>Psychological Measurement</b>	EDUC 829	Applied Measurement Theory for Education				
<b>Research Methodology</b>	EDUC 709	Applied Investigations	Fall			
<b>Techniques of Data Analysis</b>	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				
<b>Individual Differences in Behavior</b>	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		
<b>Human Development</b>						
<b>Dysfunctional Behavior/Psychology</b>	EDUC 762	Child Development & Disability				
<b>Professional Standards and Ethics</b>	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		
	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**

	<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>
<b>SEMINAR / FIELD EXPERIENCE CORE</b>	<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>
<b>SCHOOL PSYCHOLOGY CORE</b>	<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>				
<b>RESEARCH CORE</b>	<i>Stats I EDUC 710 (4)</i>	<i>EDUC 784 Statistics II (3) 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>
<b>FOUNDATIONS CORE</b>	<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>		
<b>Hours</b>	<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>
<b>Activities</b>	<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, &amp; 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	<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 822 Internship (3) Marraccini</i>	<i>EDUC 822 Internship (3) Marraccini</i>
SCHOOL PSYCHOLOG Y CORE	<i>EDUC 718 Intervention / Assessment I (3) Marraccini</i>	<i>EDUC 719 Intervention / Assessment II (3) RS</i>	<i>EDUC 818 Intervention / Assessment III (3) Knotek</i>	<i>EDUC 819 Intervention / Assessment IV Knotek</i>		
RESEARCH CORE	<i>Stats I EDUC 710 (4)</i>	<i>EDUC 784 Statistics II (3)  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>
FOUNDATIONS CORE	<i>EDUC 709 Applied Investigation (RS) (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, &amp; Applying for Internship</i>	<i>Dissertation Proposal</i>		<i>Dissertation Defense</i>

- 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 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



## 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 &amp; 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 &amp; 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 &amp; 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 <i>not</i> 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 3<sup>rd</sup> 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)	
<b>Spring Year One</b>	
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 &amp; Externship Log</i> (Last Day of Class - April)	
<b>Summer Year One</b>	
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)	
<b>Fall Year Two</b>	
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 &amp; Externship Log</i> (Last Day of Class - December)	
<b>Spring Year Two</b>	
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 &amp; Externship Log</i> (Last Day of Class - April)	
<b>Summer Year Two</b>	
Prepare for your Internship	
<b>Fall Year Three</b>	
Submit Internship Evaluation & Internship Log (Last Day of Class - December)	
<b>Spring Year Three</b>	
Submit Internship Evaluation & Internship Log (Last Day of Class - April)	
<b>Summer Year Three</b>	
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 2<sup>nd</sup> 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](mailto: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.*









## **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:	
Task	Completed
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.		
<b>Typical Format of Meeting</b>		
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.		
<b>Possible results of the proposal / defense:</b>		
<b>ORAL:</b>		
Pass		
Fail		
<b>PAPER:</b>		
Pass		
Pass w/ Changes		<i>No Changes Requested</i> <i>Changes to the paper are requested and the "Pass" grade will be submitted after your revisions have been submitted and included.</i> <i>Student will need to make significant changes to the project and will come back to present to the committee again</i>
Fail		

[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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