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**School Psychology Program**

**Student Handbook**

**Prepared by NC State**

**School Psychology Program Faculty**

**Fall 2023**

The NC State Ph.D. school psychology program is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to:



Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st St. NE  
Washington, DC 20002  
Phone: (202)336-5979  
Email: [apaacred@apa.org](http://mailto:apaacred@apa.org/)  
<https://www.accreditation.apa.org/accredited-programs>

**Preface**

The contents of the *Handbook* apply to students entering the NC State School Psychology Program in Fall 2021. Students admitted prior to this time are generally responsible for meeting the policies in place at the time they were admitted, although some policies may change during a student’s matriculation at NC State. If you have questions about the applicability of a specific policy to you, please see the Program Director.

This *Handbook* is one resource to guide you as you complete the Program. To understand how the Program and its requirements fit within a larger context, it is suggested that you use this *Handbook* in conjunction with the Psychology Department Graduate Student Handbook and other University websites and publications. Many of these resources will be referenced in this *Handbook* to orient you to the necessary information to support your academic endeavor.

Scott A. Stage, PhD

Program Director, 2014-current

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# Description of the NC State School Psychology Program

## History

Graduate-level training in school psychology was established at North Carolina State University in the 1960s. Specifically, a master’s degree program began in 1961, followed by a PhD program in 1966. A terminal master’s degree with a certificate of advanced studies began in 2017. The table below lists the tenure-track faculty associated with the Program since it became a PhD program in 1966.

|  |  |  |  |
| --- | --- | --- | --- |
| Faculty Member | Joined NC State | Left NC State | Program Director |
| John C. Begeny[[1]](#footnote-1) | 2005 |  |  |
| Jeffery P. Braden[[2]](#footnote-2) | 2003 |  | 2004-2008 |
| Harold M. Corter | 1949 | 1980 | 1966-1980 |
| William P. Erchul | 1984 | 2014 | 1987-2004, 2011-2014 |
| Mary E. Haskett | 1990 |  |  |
| Patricia F. Horan | 1982 | 2003 | -- |
| Edith Kelsey | 1983 | 1983 | -- |
| Eui Kyung Kim | 2016 | 2020 |  |
| Kate Norwalk | 2015 |  |  |
| Rachel F. Rawls | 1968 | 1983 | -- |
| Ann C. Schulte | 1994 | 2013 | 2008-2011 |
| Scott A. Stage | 2008 |  | 2014- |
| N. William Walker | 1980 | 1992 | 1981-1987 |
| Isaac LWoods | 2022 |  |  |
|  | | | |

## Current Status

There are two degree programs in the NC State University School Psychology Program: a three-year Master’s of Science degree with a Certificate of Advanced Studies (MS/CAS) which is completed without a thesis, and there is a PhD degree program with a thesis and a dissertation requirement.



The School Psychology Program admitted its first class of students earning an MS/CAS in the fall semester of 2017. Students who graduate from the MS/CAS program earn licensure as public school psychologists in the State of North Carolina. The program has Full Approval from the National Association of School Psychologists (NASP) which ensures students who graduate from the MS/CAS school psychology program between February 1, 2022 and February 1, 2028 will receive NASP certification as a Nationally Certified School Psychologist (NCSP), allowing them to work in any public school system in the United States. The MS/CAS program requires 61 semester credit hours. The first two years of course work are similar to what the PhD students take. A summer practicum course is required for MS/CAS students prior to beginning their second year of course work along with a full year practicum in Wake County Public Schools. In the third year, MS/CAS students complete a full-time 10-month 1200 hour internship in any public school district within the United States.



The American Psychological Association (APA) initially accredited the NC State School Psychology PhD Program on April 10, 1987. NASP recognizes school psychology APA-accredited PhD programs and grants NCSP certification to graduates from these programs which occurred for the NC State University School Psychology PhD Program in 1988. With an APA or Association of Psychology Postdoctoral and Internship Centers (APPIC) approved internship and postdoctoral experience, PhD graduates are eligible for licensure as Health Service Provider Psychologists (HSP-P) and listed in the National Register of Health Service Providers in Psychology. NC State University PhD program graduates gain employment as psychologists in public schools, psychological diagnostic centers, private practice, research centers and higher education academic institutions.

## Program Philosophy

The NC State University PhD School Psychology program mission is to develop school psychologists who are trained as Health Service Psychologists who work in a variety of settings including public schools, community mental health centers, private practice, psychological research centers, and academia. They are trained in domain specific knowledge (i.e., history and systems of psychology, advanced integrative knowledge of basic discipline-specific content areas, research methods, statistical analysis, psychometrics, and affective-, biological-, cognitive-, developmental- and social-aspects of behavior) and profession-wide competencies (i.e., research, ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills).

The aim of the NC State School Psychology Program is to develop behavioral scientists who apply their broad-based knowledge and skills to enhance children’s functioning across multiple domains (i.e., academic achievement, development, and mental health functioning) in schools and other settings in which children and adolescents actively participate. Education and training includes strong preparation in the academic foundations of psychology; in the research skills essential to the contribution of new knowledge; and in the competent and ethical professional practice of assessment, intervention, and consultation. In addition to preparing professionals to intervene directly with children and adolescents, the Program emphasizes prevention through consultation and intervention with parents, teachers, and other care-giving adults. The Program carries out its training mission primarily within cognitive-behavioral and ecological theoretical orientations. With a student-to-faculty ratio of approximately 4:1, close working relationships between the Program's faculty and students are encouraged and expected.

The School Psychology Program provides training within the *scientist-practitioner* model. The scientist goal is met through an integration of practice, theory, and research in course content, readings, field experiences, and research requirements for PhD students and data-based case studies for Masters of Science/Certificate of Advanced Studies (MS/CAS) students. The practitioner goal is met through supervised field experience in assessment, intervention, and consultation involving students, parents, teachers, school administrators, and other professionals.

The 10 domains described in the National Association of School Psychologists Standards for Graduate Preparation of School Psychologists (2010) serve as specific program goals for students in the MS/CAS program. Students are trained in (1) data-based decision making and accountability through course work in assessment and in multiple practica courses and their internship. (2) Consultation and collaboration skills are taught in consultation and applied behavior analysis and practica and in their internship. (3) Interventions and instructional support to develop academic skills are taught and discussed in course work and then school-based practica where students are initially exposed and then later facilitate school-aged children academic skill through Multi-teired Systems of Support. (4) Interventions and mental health services to develop social and life skills are taught in affective-cognitive bases of behavior, cognitive behavior therapy and behavioral interventions. (5) School-wide practices to promote learning are addressed in course work pertaining to school-wide models of assessment and intervention and observed by supervisors in practicum and internship. (6) Preventive and responsive services are taught with course work presenting how to prevent and then assess for services in use of therapeutic interventions. (7) Family–school collaboration services are taught in the Psychology of Families course and then these skills are shown in clinic cases, school cases, and school-wide models that encourage families to participate in school structures. (8) Diversity in development and learning are taught in several courses covering development, multicultural diversity in learning, and consultation. Performance-based assessment is provided by supervisors’ observation of trainees’ assessment, intervention and interpersonal interactions with diverse persons. (9) Research and program evaluation is taught in a statistics and a research methods course and single-case designs to assess school models or interventions. (10) Legal, ethical, and professional practice which is formally taught in the codes of conduct and ethics and professional practice. Their ethical judgement is assessed in practicum and internship courses. Satisfactory completion of these 10 goals is evidenced with passing course grades and performance-based assessment of each as well as successfully completed the nationally administered PRAXIS exam.

## School Psychology Program Faculty

Currently, there are seven faculty who are closely affiliated with or directly contribute to the School Psychology Program:

* Jeffery Braden, Professor of Psychology, PhD, 1985, University of California, Berkeley.

Professional Interests: Psychoeducational Assessment, deafness, and open science in school psychology.

* Whitney Griffin, Clinical Assistant Professor of Psychoogy, Psychoeducational Clinic, PhD, 2018, North Carolina State University. Professional Insterests: Psychoeducational assessment, treatment and social attributions of persons on the Autism spectrum.
* [Mary E. Haskett,](http://psychology.chass.ncsu.edu/pss/faculty/haskett.php) Professor of Psychology. PhD, 1988, Florida State University. Professional Interests: Child maltreatment and family homelessness, parenting and parenting interventions, and food insecurities.
* Natalie Murr, Clinical Assistant Professor of Psychology, Psychoeducational Clinic Director, PhD, 2015, North Carolina State University. Professional Interests: Psychoeducational assessment, special education policy and law, intellectual/developmental disabilities
* Kate Norwalk, Associate Professor of Psychology, PhD, 2013, Penn State University. Professional Interests: Teachers' roles in student social development, and social network analysis
* [Scott Stage](http://psychology.chass.ncsu.edu/pss/faculty/stage.php), Director of the School Psychology Program, Associate Professor of Psychology, PhD, 1991, Florida State University. Professional Interests: Multi-tiered systems of support, data-based decisions, and use of student discipline data
* Isaac Woods, Assistant Professor of Psychology, PhD, 2017, University of Memphis. Professional Interests: Disproportionality in special education and school discipline; professional development of social justice among school-based professionals; and increasing diversity in school psychology

## Evaluation/Approval of Prior Course Work

If, within the past eight years, you have completed graduate-level courses with a grade of “B” or higher that you believe are equivalent to some of those listed below, you have two options to avoid redundant course work at NC State. The first option is to seek actual transfer of credit toward your new degree. The Graduate School limits how many credits you may transfer (the current limit is 12 credits). Furthermore, if you count the course for credit at NC State, the Graduate School may also consider you to have begun your degree program with that course. Consequently, you may have less time to earn your degree than most other students, as your “degree clock” starts with the oldest course that you list for credit, rather than your date of admission to NC State.

Consequently, most students seek the second option for avoiding redundant course work—waiving the requirement. A waiver simply deletes the requirement, but it has no effect on the number of credits you need to earn your degree. Because the Program requires students to take more than the minimum number of credits to earn a degree (due to certification, licensing, and accreditation needs), most students have enough credits to meet requirements even if they do not transfer credit from other institutions. Therefore, most students do not seek to transfer credit; rather, they request to waive the requirement, so that their time-to-degree limits are counted from the date they begin at NC State (rather than the date of the previous course). However, there is an 18 credit hour limit on the number of course hours that you can waive.

Regardless of whether you are requesting a credit transfer or a course waiver, you must take the following steps:

1. Identify the course(s) that you think are redundant with your previous course work.
2. Meet with your advisor to discuss your ideas.
3. If your advisor agrees, meet with the NC State instructor who teaches the course you think is redundant to share your prior knowledge, course work, and syllabus to seek that instructor's support for waiving (or substituting) the course.
4. Assuming you, your advisor, and the course instructor support your request to waive the course, submit your written request to the Program Director. Include a short statement justifying your request (one paragraph for each requested course), and gain signatures of approval from your advisor and the NC State instructor for the targeted courses. Note: be clear about whether you are requesting to waive the requirement (which is the most common and easily executed request), or whether you want to have your prior course(s) accepted for credit.
5. The Program Director will act on recommended waivers and substitutions for program-area courses and will forward the entire package of requests to the Director of Graduate Programs (DGP) in the Department of Psychology.
6. The DGP will make final decisions on requests to waive departmental and other (e.g., College, or University) requirements. The DGP will communicate final decisions to the student, advisor, and Program Director with a copy to the student's file to verify approval.
7. Students may appeal decisions using program, department, college, and/or university procedures.

# The School Psychology Master’s degree with Certificate of Advanced Studies (CAS) and

# Doctoral of Philosophy (PhD) with inclusive Masters of Science (MS) Degree

## Curriculum for the MS/CAS Program

The MS/CAS program is intended to provide sufficient depth and intensity in training to qualify the graduate to practice school psychology in public schools and receive a license to practice school psychology from the North Carolina-Department of Public Instruction (NC-DPI) and gain a NCSP cerdiential. Students complete the course requirements shown below in their first two years of the school psychology program and then complete a full year internship enroute to state licensure and a NCSP crediential. Completion of the entire program takes three years. Students who wish to enter the PhD School Psychology Program must first take the complete MS/CAS program sequence if they are admitted initially into the MS/CAS program. In addition to completing the courses listed below, the Program requires students to take and pass the ETS/Praxis II exam for school psychologists (<https://www.ets.org/praxis/nasp>). When notified of a passing exam score by ETS, you must forward a copy of the score summary to the Program Director, although ETS suggests it will forward the results to NC State, this does not happen, so submit your results to the School Psychoogy Program Director.

## Courses Credits

**Didactic**

|  |  |  |
| --- | --- | --- |
| PSY 584 | Advanced Developmental Psychology | 3 |
| PSY 705 | Affect & Cognition | 3 |
| PSY 710 | Academic Assessment and Intervention for School Psychologists (Special topics course) | 3 |
| PSY 710 | Schoolwide Practices to Promote Student Learning and Mental Health(Special topics course) | 3 |
| PSY 710 | Supporting the Success of Diverse Students for School Psychologists (Special topics course) | 3 |
| PSY 721 | Seminar in School Psychology | 3 |
| PSY 722 | Individual Intellectual Measurement | 4 |
| PSY 723 | Personality Measurement (Socioemotional Assessment) | 3 |
| PSY 724 | Psych Interventions I (Applied Behavior Analysis) | 3 |
| PSY 725 | Psych Interventions II (Cognitive Behavior Therapy) | 3 |
| PSY 727 | Psychological Consultation | 3 |
| PSY 785 | Methodological Issues in Developmental Research | 3 |
| PSY 792 | Psychology of Families and Parenting | 3 |
| PSY880A | Directed Study in Psychology (Quantitative Methods) | 3 |
| Total |  | 43 |

## Practica & Internship

|  |  |  |
| --- | --- | --- |
| **Course** | **Title** | **Credits** |

|  |  |  |  |
| --- | --- | --- | --- |
| PSY 641 | Psychological Clinic Practicum  (Clinic + Integrated Psychological Assessment) |  | 1 + 3 = 4 |
| PSY 641 | Psychological Practicum  (Initial School-based Practicum) |  | 4 |
| PSY 841 | Psychological Practicum  (Teacher-centered Services) |  | 4 |
| PSY 651 | Internship in Psychology |  | 3 x 2 = 6 |
| Total |  |  | 18 |
|  |  |  |  |
| Grand Total |  |  | 61 |

The following table shows the course sequence layout of the three year MS/CAS program. The first two years of course work is similar to the doctoral degree sequence although the advisor supervised research credits are not in the MS/CAS sequence and a couple of the core PhD psychology courses are not taken by the MS/CAS students.

|  |  |  |
| --- | --- | --- |
| MS/CAS PROGRAM YR 1 | MS/CAS PROGRAM YR 2 | MS/CAS YEAR 3 |
| Fall-1st Year | Fall-2nd Year | Fall-3rd Year |
| PSY 710 Academic Asmt 3 | PSY 724 ABA 3 | PSY 651 Internship 3 |
| PSY 722 IQ Assessment 4 | PSY 792 Families 3 | PRAXIS EXAM |
| PSY 880 Quant 3 | PSY 710 Diverse Leaners 3 |  |
| PSY 584 Adv Dev 3 | PSY 641 Sch Practicum 4 |  |
| 13 CREDITS | 13 CREDITS | 3 CREDITS |
|  |  |  |
| Spring-1st Year | Spring 2nd Year | Spring-3rd Year |
| PSY 721 Seminar 3 | PSY 727 Consultation 3 | PSY 651 Internship 3 |
| PSY 723 Social-Emo Asmt 3 | PSY 841 Tch-Cntered Prac 4 |  |
| PSY 705 Affect & Cog 3 | PSY 752 Research Methods 3 |  |
| PSY 710 Schoowide Prac 3 | PSY 725 CBT 3 |  |
| PSY 641 Clinic Cont.1 |  |  |
| 13 CREDITS | 13 CREDITS | 3 CREDITS |
|  |  |  |
|  |  |  |
|  |  |  |
| Summer-1st Year |  |  |
| PSY 641 Integrated Psych Assmt Prac 3 |  | MS 55 hrs + 6 internship = 61 |

## Curriculum for the Doctoral Program

The courses required for the doctoral degree are listed below. Students may wish to take additional courses to pursue unique interests. For example, students who are working with multilevel data for their dissertations may want to continue in the Departmental Program’s statistics sequence. Students also may take additional practica if they have a special interest in a particular population or type of service delivery. In addition to completing the courses listed below, the Program requires students to take and pass the ETS/Praxis II exam for school psychologists. This requirement must be completed prior to taking your PhD preliminary exams. When notified of a passing exam score by ETS, you must forward a copy of the score summary to the Program Director.

|  |  |
| --- | --- |
| **Courses** | **Credits** |
| **Didactic** |  |
| PSY 502 Physiological Psychology | 3 |
| PSY 511 Advanced Social Psychology | 3 |
| PSY 584 Advanced Developmental Psychology | 3 |
| PSY 705 Affect & Cognition | 3 |
| PSY 710 Academic Assessment and Intervention for School Psychologists (Special topic course) | 3 |
| PSY 710 Supporting the Success of Diverse Students for School Psychologists (Special topic course) | 3 |
| PSY 721 Seminar in School Psychology | 3 |
| PSY 722 Individual Intelligence Measurement | 4 |
| PSY 723 Personality Measurement (Program title: Socioemotional Assessment) | 3 |
| PSY 724 Psych Int. I (Program title: Applied Behavior Analysis) | 3 |
| PSY 725 Psych Int. II (Program title: Cognitive Behavior Therapy) | 3 |
| PSY 727 Psychological Consultation | 3 |
| PSY 752 Research Methods in Psychology | 3 |
| PSY 792 Psychology of Families and Parenting | 3 |
| PSY 820 History & Systems - Implications for School Psychologists (listed under Special Topics in Psychology) | 1 |
| PSY 820E Ethics in Psychology (Special Topics in Psychology) | 2 |
| PSY 880A Directed Study in Psychology (Quantitative Methods in Psychology) | 3 |
| PSY 880B Directed Study in Psychology (Applied Multiple Regression) | 3 |
| Total | 52 |

|  |  |
| --- | --- |
| **Research** |  |
| PSY 893 Directed Study in Psychology | 6 |
| PSY 895 Doctoral Dissertation Research | 7 |
| Total | 13 |
|  |  |
| **Practica & Internship** |  |
| PSY 641 Psychological Clinic Practicum (Initial practicum in assessment) | 1 |
| PSY 641 Psychological Clinic Practicum (Remainder of required assessment cases) | 1 x 5 |
| PSY 641 Psychological Clinic Practicum (Initial cognitive behavioral therapy practicum – Academic Counseling for Education Success) | 3 |
| PSY 641 Psychological Clinic Practicum (Initial school practicum) | 3 |
| PSY 841 School Psychology Practicum (Teacher-centered services practicum) | 3 |
| PSY 841 School Psychology Practicum  (Families practicum)  PSY 841 School Psychology Practicum (Supervision)  PSY 851 Internship | 3  2  2 x 1 |
| Total | 22 |
|  |  |
| Grand Total | 87 |

The recommended course sequence over the five year doctoral program is shown below with completion dates for each year students are in the doctoral program. The fifth year is internship.

|  |  |  |
| --- | --- | --- |
| PHD PROGRAM YEAR 1 | PHD PROGRAM YEAR 3 | PHD PROGRAM YEAR 5 |
| Fall-1st Year | Fall-3rd Year | Fall 5th Year |
| PSY 710 Academic Asmt 3 | PSY 511 Social Psy 3 | PSY 851 Internship 1 |
| PSY 722 IQ Assessment 4 | PSY 641 Prac ACES 3 | (1 credit while on your APPIC or APA |
| PSY 880 Quant Methods 3 | PSY 641 Clin Cont. 1 | accredited internships)[[3]](#footnote-3) |
| PSY 893 PhD Rsch 1 | PSY 895 Doc Diss. 2 |  |
| 11 CREDITS | 9 CREDITS | 1 CREDITS |
|  | Complete PhD preliminary exam |  |
|  |  |  |
| Spring-1st Year | Spring-3rd Year | Spring 5th Year |
| PSY 721 Seminar 3 | PSY 705 Affect & Cog 3 | PSY 851 Internship 1 |
| PSY 723 Social-Emo 3 | PSY 641 Clin Cont. 1 | (1 credit while on your APPIC or APA |
| PSY 880 Regression 3 | PSY 841 Families Prac 3 | accredited internships) |
| PSY 752 Research Methods 3 | PSY 895 Doc Diss. 2 |  |
| PSY 641 Clinic Cont.1 |  |  |
|  |  |  |
| 13 CREDITS | 9 CREDITS | 1 CREDITS |
| Propose master’s thesis study | Defend Diss. Prospectus |  |
|  |  |  |
| PHD PROGRAM YEAR 2 | PHD PROGRAM YEAR 4 |  |
| Fall-2nd Year | Fall-4th Year |  |
| PSY 724 ABA 3 | PSY 584 Advanced Dev 3 |  |
| PSY 792 Families 3 | PSY 820 Hx & Sys 1 |  |
| PSY 710 Diverse Learners 3 | PSY 841 Extra Prac 3 |  |
| PSY 641 Sch Practicum 3 | PSY 895 Doc Diss. 2 |  |
| PSY 641 Clinic Cont.1 |  |  |
| PSY 893 PhD Rsch 1 | 9 CREDITS |  |
| 14 CREDITS | Conduct dissertation |  |
|  |  |  |
| Spring 2nd Year | Spring-4th Year |  |
| PSY 727 Consultation 3 | PSY 502 Physiological 3 |  |
| PSY 725 CBT 3 | PSY 820 Ethics 2 |  |
| PSY 641 Clin Cont. 1 | PSY 841 Extra Prac 3 |  |
| PSY 841 Tch-Centrd Prac 3 | PSY 895 Doc Diss. 1 |  |
| PSY 893 PhD Rsch 3 | Defend dissertation |  |
| Defend master’s thesis |  |  |
| 13 CREDITS | 9 CREDITS |  |
| Take PRAXIS EXAM. |  |  |

# Research Requirements for the Doctoral Program

## **Course Work**

You must take one credit of Doctoral Supervised Research (PSY 893) with your advisor during your first semester in the Program. The goal of 893 is to provide you with an apprenticeship where you can obtain first-hand experience in research design, methodology, analysis, and/or interpretation of results by participating in a faculty member's research before carrying out your thesis or dissertation research. It is expected that you will log a minimum of 50 clock hours working on PSY 893 each semester.

Prior to formal registration for the course, you should meet with your advisor to determine the expectations of the course. You should develop a written agreement about the proposed research that identifies the major goals or outcomes across the semester, and assign deadlines to each. Because research does not always conform to the will of the researchers, such plans will be subject to revision throughout the semester, but such revisions should be in writing. This agreement typically includes:

* details about the responsibilities of both you and the faculty supervisor,
* expected minimum average weekly time commitment of you and your faculty adviser,
* a description of the project goals and products, and
* authorship status should the research project be submitted for presentation or publication.

Other required research course work is described above which includes courses and credits for dissertation. The credits for dissertation are supervised research credits, and must be negotiated with your dissertation chair. We recommend that you follow the same steps as in PSY 893, in that you meet with your faculty research supervisor at or before the semester begins, and put in writing a plan outlining what you will do and when you will do it to earn your research credit.

Once your thesis is successfully completed take Doctoral Dissertation Research credits (PSY 895).

## **Research Projects**

PhD students must acquire research knowledge, skills, and abilities through course work but are also required to complete a master’s thesis and doctoral dissertation.

## Master’s Thesis Requirement

The student must complete a master’s degree plan of work which is available online at the Department’s website. It delineates required didactic course work and research credits. The student’s primary adviser will act as the chair of the student’s thesis committee. Two other faculty will serve on the committee and should be knowledgeable about the thesis study content as determined by the faculty’s own acknowledgement. There are no requirements as to affiliation of the faculty to serve on the student’s thesis committee although typically core school psychology faculty have been the most common committee members.

The thesis topic should be of sufficient breadth and depth to be considered a contribution to the literature in the area of school psychology or a related psychology field. It must consist of an empirical investigation that contains:

1. an abstract with your research topic, research questions, participants, methods, anticipated results, data analysis, and conclusions.
2. an introduction to the research problem that accurately states the purpose and rationale of the investigation;
3. a thorough review of the relevant professional literature;
4. an appropriate research design;
5. proper quantitiave analyses or qualitative analysis;
6. commensurate interpretation and discussion of results; and
7. with proficient written communication skill.

## Master’s Thesis Proposal

After the student and primary adviser have jointly agreed upon a research question, the student should work closely with their primary adviser to prepare a written research proposal. The thesis proposal serves as a plan for executing the study. It should be descriptive and clearly identify what the student intends to do following the *Publication Manual of the American Psychological Association* (7th edition; 2020). With minor modifications the proposal can become the Introduction and Method sections of the final thesis paper. In addition, the proposal should include a time schedule for completion of the project. During the process of preparing the written research proposal, it is expected that the student be in communication with the other committee members about the scope of the project and timeline.

When jointly agreed upon by the student and his/her primary advisor, a proposal meeting should be scheduled and the thesis proposal disseminated to the committee. The oral defense of the thesis proposal should be scheduled two weeks after its dissemination. To maintain adequate progress in the program, the student should complete this meeting by the end of the spring semester in his/her first year in the School Psychology program.

Before any data are collected (or, in the case of extant data, before data are analyzed) the student must submit his/her research project to the University’s [Institutional Review Board (IRB)](https://research.ncsu.edu/sparcs/compliance/irb/) and receive final approval from the IRB to ensure that proper ethical standards are maintained.

## Master’s Thesis Defense

When the student and his/her primary adviser agree that the written thesis is finished, a copy should be distributed to committee members and an oral defense schedule at least two weeks after its distribution. During this two week period committee members read your thesis and confirm with the committee chair that they believe the thesis is of sufficient quality to be orally defended by the student. At the oral defense, the student will be asked to give a 15-minute PowerPoint presentation, consisting of an overview of the rationale for the study, methodology, results, and conclusions. Following this presentation, the committee members ask questions pertaining to any aspect of the oral presentation and written paper. The defense is not open to the public.

Following the question phase of the defense, the committee members will ask the student to step out of the room and wait in the hallway; and then, they will deliberate about whether the student has passed. There are three committee decisions that can be made regarding the thesis defense; (a) *pass*; (b) *pass, with conditions that require further re-writing and/or analysis*, or (c) *fail*.

For matriculation to the School Psychology PhD program, a student must receive a “pass” for their thesis defense. If a thesis defense is determined to be a “fail,” the student will be exited from the PhD program, and the possibility of the student completing the MS/CAS program will be discussed. A “pass, with conditions” means that the student needs to complete the conditions stipulated by the committee to their thesis to the committee’s satisfaction. When this occurs, the committee members will review the thesis again to determine that the conditions have been met, resulting in a “pass.” To maintain satisfactory progress in the program, the student should complete their thesis by the end of the spring semester in his/her second year in the School Psychology program.

Students’ are highly encouraged to submit their theses for possible publication in a peer-reviewed research journal. Authorship will be determined by referencing the materials in the APA Graduate Student Guide to Determining Authorship Credit (2006). This journal submission should occur by the beginning of the fall semester in the third year of the program. If the manuscript is rejected by the journal, the student is encouraged to resubmit to another peer-reviewed journal. The resubmission is encouraged to occur within four months of receiving the first rejection notice.

## Credit Hours and Final Thesis Deadlines

The student enrolls in PSY 893 Thesis Research with his/her primary research advisor during each semester the student actively works on their thesis. Precise allocation of those credits is jointly determined by the primary research adviser and the student. Five total credit hours are required as part of the master’s thesis supervised research experience. To avoid an unsatisfactory annual review, the student must pass his/her thesis defense before the final day of the student’s fourth semester.

When students experience delays in completing their thesis, it poses multiple problems for the student, including increased time to degree completion and difficulty meeting the Graduate School requirements for the number of credits on a PhD plan of work. To guard against these problems and assure that students focus equally on research requirements and coursework, if students have not successfully defended their thesis by the spring semester of their second year, they may be asked to stop or lighten their future course enrollment until they have successfully defended their thesis. For students who linger an additional year without completing their thesis, they will be asked to consider completing the MS/CAS program and not pursue a PhD.

## Written Preliminary Examination and PRAXIS Exam

After students successfully defend their master’s thesis, the next doctoral program research milestone is the doctoral preliminary examination which is expected to be taken the fall of the student’s third year. In addition, during the summer prior to the beginning of the student’s third year the student should take the PRAXIS exam (<https://www.ets.org/praxis/nasp>).

The preliminary doctoral exam is individually determined by the student’s doctoral committee which typically asks four questions that generally include the four areas described below. The table below gives a generalized description of the preliminary doctoral exam procedures for school psychology doctoral students.

|  |  |  |  |
| --- | --- | --- | --- |
| *Written Prelim Format* | *Description* | *Who Takes Them* | *When Administered* |
| Four essay questions administered electronically each lasting two days with examinees access to any material they choose. | One question written and presented by each committee member. Typically, exams include a question on research design and statistical methods, assessment and intervention, consultation, and professional practices and/or ethics. | All students after completing their thesis and the National Association of School Psychologists’ PRAXIS exam, typically their 3rd year. | Arranged individually by the student and his or her doctoral committee during the 2-week window for the written exam. |

After the completion of each question, the student sends an electronic copy to the committee member who asked the question and to their committee chair. After the last question is completed and submitted to the appropriate committee members, the committee chair confirms from each committee member that their question was sufficiently answered to warrant continuation to the oral defense of the written answers. The preliminary doctoral exam oral defense is scheduled through department’s graduate programs’ secretary (<https://psychology.chass.ncsu.edu/graduate/currentstudentdocs.php>).

## Dissertation Guidelines

This section is taken primarily from the Department’s Graduate Student Handbook.

There are two written documents written for the dissertation. The first document is the dissertation prospectus or proposal that is disseminated to the student’s doctoral committee with the approval of the student’s primary adviser approval two weeks prior to the defense of the proposed dissertation study.

## Dissertation Proposal Content

Regardless of format, all proposals should be typed, double-spaced, and produced in accord with the style directives presented in the APA *Publication Manual*. The Graduate School’s Guide to Theses and Dissertations (<https://www.ncsu.edu/grad/etd/docs/etd-guide.pdf>) should be followed.

The proposal should include the following:

* A cover page with a “signature block” below the title and author (see *The Graduate School’s Guide to Theses and Dissertations* (<https://www.ncsu.edu/grad/etd/docs/etd-guide.pdf>) for the format; reply “thesis or dissertation” with “proposal”).
* An abstract summarizes, usually in one paragraph of 300 words or less, the major aspects of the entire paper in a prescribed sequence that includes: 1) the overall purpose of the study and the research problem(s) you investigated; 2) the basic design of the study; 3) your proposed analysis; and, 4) a brief summary of your exected outocmes.
* An introduction/literature review which describes the background for the proposed work and why it is relevant and important, provides the conceptual justification for the research, and states any explicit hypotheses to be tested. This section should establish the novel contributions of the proposed work.
* A methods section that describes in detail the design, participants, equipment (including questionnaires or observational methodologies), and procedure (the participants’ experiences step by step; the data coding or reduction, etc.). The methods should also include a description of anticipated analyses. (Some advisors prefer to see this information included in a separate results section).
* A discussion section, with a perspective on the results to be obtained (e. g., what pattern would provide evidence for the hypotheses) may also be included.
* A list of references in APA format, including DOI numbers.
* Any relevant figures or graphs (e.g., figure with direction of hypothesized interactions; proposed model of variable relationships).

## Dissertation Document and Oral Defense

After the dissertation study is completed, it is written in the specific format described in the defended prospectus and again disseminated to the committee members two weeks prior to the oral defense, which is scheduled by the graduate student with the approval of their primary adviser. For more detail about the Graduate School’s required format follow the link below.

The Graduate School’s Guide to Theses and Dissertations (<https://www.ncsu.edu/grad/etd/docs/etd-guide.pdf>) should be followed.

The standard procedures regarding scheduling, constitution of the committee, involvement of the Graduate School Representative, and other administrative matters remain in effect. The ETD process of the Graduate School has to be followed. The final defense will proceed in the typical manner as specified by the Graduate School. The current standards for assessing the quality of the candidate’s research, and the decision-making options (i.e., unconditional approval, conditional approval, and fail) will apply. The extent to which committee members’ comments must be addressed to reach a final approved document will be determined during the defense meeting.

## T**he Importance of Thesis and Dissertation Progress and Student Matriculation**

The thesis and dissertation are the program requirements that are most likely to delay student progress. Most students understand and meet course-related demands; furthermore, they are also typically very strong in meeting demands of clinical and field practica. However, conceiving, executing, defending, and disseminating your thesis and dissertation is something most students are less prepared to do as they enter graduate school. For assistance as a guide to the steps involved in completing these research projects, please see Appendix A: Checklist for the Research Proposal. In addition, all students should purchase a copy of the *Publication Manual of the American Psychological Association* (7th ed.) because all course papers are expected to follow this format. All research products and course papers should be written in APA style, although ultimately the university’s ETD style requirements must be observed when formally submitting completed documents to the Graduate School.

## Expectations for Research Progress

It is up to you meet research expectations; it is up to the faculty to communicate expectations clearly and to provide supervision to help you meet those expectations. Feedback, such as that provided within the context of research teams, also can be valuable. Because the “timely completion” of research projects may be open to various interpretations, the Program faculty have advanced the following expectations for progress on pre-dissertation research and dissertation.

|  |  |  |
| --- | --- | --- |
| **Year** | **Semester** | **Project Completion** |
| Year 1 | Fall |  |
|  | Spring | Master’s thesis proposal defended |
| Year 2 | Fall |  |
|  | Spring | Successfully defend master’s thesis. Take PRAXIS exam in summer. |
| Year 3 | Fall | Submit thesis for publication. Take doctoral preliminary exam. |
|  | Spring | Defend dissertation proposal |
| Year 4 | Fall | Conduct dissertation study. *Propose dissertation by Nov. 15th in order to be eligible for internship next year* |
|  | Spring | Defend dissertation study |
| Year 5 | Fall | Internship |
|  | Spring | Internship |

Continued TA funding is predicated on successfully reaching department milestones. Some relevant departmental benchmarks for these expectations are taken from the Department Handbook and listed below.

## Department Milestones for Doctoral Students

|  |  |  |
| --- | --- | --- |
| ***Milestone*** | ***Target*** *Completion (General)+* | |
| *Entered w/out MS* | *Entered with MS* |
| Completion of Area-Specific Research Requirement | End of 4th semester |  |
| Formation of PhD Committee | 4th Semester | 3th Semester |
| Submission of Approved PhD Plan of Work (PoW) | 4th Semester | 3rd Semester |
| Completion of PhD Course Work | Year 4 | Year 3 |
| Completion of Written and Oral Preliminary Examination | Year 4 | Year 3 |
| Successful Defense of Dissertation Proposal | 9th Semester | 7th Semester |
| Successful Defense of Dissertation and Submission to the Graduate School | 10th Semester | 8th Semester |
| Required Internship (School only) | Year 6 | Year 5 |

*+ Target completion dates for milestones may vary somewhat across areas.*

% *School students will receive a conditional pass until they successfully complete the internship.*

Some additional benchmarks for these expectations are: (a) Program policy states the proposal must be defended prior to applying for an internship; (b) departmental policy states that a student has a 10-year limit to earn their PhD; and (c) APA’s Commission on Accreditation requires that, given any three-year cohort, the average number of years to degree completion for graduates of an APA-accredited program not exceed 7.5. In addition, a recent agreement in the spring of 2021 was reached between the Program and the Graduate School that allows a student the option of defending his/her dissertation before beginning internship. This greatly ensures degree completion given that many PhD students find writing on their dissertation during their internship to be quite difficult.

Failure to meet these research expectations may result in a marginal or unsatisfactory annual evaluation from the department’s DGP. At the discretion of the Program faculty, it may also result in requiring you to obtain your chair’s consent to enroll in practica and/or didactic course work. That is, progress on research is a prerequisite for permission to continue in the Program; failure to make progress implies a student is not ready to move forward. As noted above, if students have not successfully defended their thesis by the spring of their second year, they may not be allowed to enroll in further courses until they have successfully defended their thesis.

# Clinical Training – Practica for MS/CAS and PhD Students

All scientific-practitioner school psychology graduate programs require course work to learn foundational skills and discipline-specific knowledge and scientific applications based on research. What makes school, clinical, and counseling psychology programs different from other graduate psychology programs is that they also require extensive supervised field experiences with clients. These experiences include *practica*, in which students acquire and enhance their clinical skills under the close supervision of faculty and clinical supervisors, and *internships*, where students function more autonomously under the supervision of a licensed psychologist. It should be noted that because psychologists provide health services that it is mandatory that they carry liability insurance. While enrolled in any practica or internship, the University will assess you for an insurance fee that will cover you for any legal actions taken against you, if you are acting in a reasonable manner as a psychologist in training.

## Overview of Practica

The NC State School Psychology Program views the practicum as an opportunity to gain applied experience and to develop professional psychological skills in addition to required didactic course work. Practica allow you to participate in supervised experiences for the development of assessment, consultation, intervention, research, and professional school psychology expertise. In addition to direct service to children, parents, teachers, and administrators, practica provide you with an opportunity to observe and collaborate with a wide range of school and mental health personnel and gain an understanding of the educational system. The primary purpose of these experiences is to develop your applied skills under a close working relationship with your supervisor at the practicum site.

In general, practica range from one semester to two semesters in length and provide a minimum of 50 clock hours per credit. The distribution of hours across the semester will be individually determined, depending on your Practicum Agreement Form (p. 49). The arrangement for practica offered external to the Psychoeducational Clinic (e.g., the Initial School Practicum and the Teacher-Centered Services Practicum) typically is for one day per week (or its equivalent) on site.

After the next section describing professional conduct expectations for practicum students, the MS/CAS practica sequence and internship requirements are described followed by the additional PhD practica and internship requirements.

## Professional Conduct

Please refer to the PhD Practicum Evaluation Form and NASP Practicum Evaluation Form in the appendices to understand what types of professional performance and conduct that will be evaluated in practicum settings by your field-based supervisor. In addition, you must abide by ethical, legal, and professional standards promulgated by the American Psychological Association, the National Association of School Psychologists, and the North Carolina Psychology Practice Act. Failure to do so will result in possible failure of the practicum and expulsion from the Program.

Two expectations are important, and deserve special mention here: (a) You must refer to yourself as a “School Psychologist-in-Training” in all meetings with agency personnel and clients and on all reports and written correspondence, and (b) you must inform the University supervisor of all practicum activities in which you become engaged. All reports or official documents must be co-signed by the site supervisor. These are two important points covered in professional practice guides; however, it is your professional responsibility to acquire, understand, and act in accordance with all of the relevant ethical and professional practice guidelines, which are reviewed in the PSY 721 School Psychology Seminar course prior to beginning practicum.

## Psychoeducational Clinic Practicum for both MS/CAS and PhD Students

You must complete a practicum in the Psychoeducational Clinic, which includes completion of a minimum of two cases (for MS/CAS students) or the number of cases required to meet the Psycho-educational Clinic criteria of competence for PhD students. PSY 641.001 Clinic Practicum is taken only after you have completed both PSY 722 Individual Intelligence Assessment and PSY 710 Academic Assessment and Remediation. For doctoral students, the PSY 641.001 Clinic Practicum is distributed across five semesters at one-credit per semester. MS/CAS students complete two cases (PSY 641) in the spring semester of their first year. Additional information about professional and ethical expectations is included in a separate Psychoeducational Clinic Graduate Student Handbook that all students are required to read. The Director of the Psychoeducational Clinic will disseminate this Handbook through the secured Clinic data drive for all students prior to their working in the Clinic. Students must sign an attestation that they have read and understand the ethical and legal requirements of the work they do in the Clinic following these procedures.

#### **Integrated Psychological Assessment for MS/CAS Students**

MS/CAS students take a three credit course, PSY 641.002, Integrated Psychological Assessment in the summer after successfully completing PSY 641.001 Clinic Practicum in the spring of their first year. Integrated Psychological Assessment requires the practicum student to complete an integrated assessment for a school-aged student referred to the clinic for evaluation due to learning difficulties or behavioral difficulties that are impeding their academic progress in school. This course requires the practicum student to integrate their client’s developmental and educational history and data taken from the school’s multitiered systems of support (MTSS) files, clinic behavioral observations and the appropriate assessments given the referral question which is obtained while interviewing the referring parent prior to assessment. Practicum students are required to display a relatively high level of independence while conducting this assessment and to produce a relatively error free psychological report prior to being allowed to enter the next practicum in a school setting. Evaluation of the practicum student’s successful completion of this practicum is evaluated on their ability to conduct a valid administration of the assessments given and score and interpret the results in a traditional psychoeducational report format providing evidenced-based recommendations and minimizing written report errors. The administration and procedural requirements are evaluated by Clinic psychologists who are also working with the client. The evaluation of the psychological report and recommendations and discussion of potential learning and behavioral issues is evaluated by the licensed professor teaching the course.

## Initial School-based Practicum for MS/CAS and PhD Students

The initial school-based practicum (PSY 641.003) involves providing psychological services within a school with a field-based school psychologist who is licensed by the NC Department of Public Instruction (NC DPI) and has been working in this role for at least three years. This practicum occurs in the Wake County Public School System (WCPSS) which is currently the 15th largest school district in the US with 162,183 students. It is a diverse school district with 0.2% of the students being American Indian, 10% being of Asian descent, 22% of the students are Black, 18% are Latinx, 3.8% are multi-racial, and 45% are White. Seventy-eight percent of school-aged children speak English, 15% speak Spanish, 2% speak Indo-European languages, 1.6% speak Asian or Pacific Islander languages and 3.3% speak other languages. Nine percent of the students are considered Limited English Proficient, 12% have IEPs and 31% receive free- or reduced-price lunches. A University-based assignment for this class in to write a culturally responsive annotated psychological report.

The Initial School practicum emphasizes working within the school’s multi-tiered system of supports (MTSS) framework and providing assessment, consultation, and intervention using a data-based problem-solving model while receiving both supervision from a field-based school psychologist and from a school psychology faculty who is also licensed and provides supervision regarding ethics, legal requirements, and professional practices. Successful completion of the practicum requires completing 150 hours of specified activities shown in the Practicum Agreement Form on page 49 and receiving a “developing” rating on all the performance-based items assessed by the field-based supervisor. The items on the MS/CAS Practicum Evaluation Form align with the NASP Standards of professional practice. There is also a PhD Practicum Evaluation Form that aligns with the APA discipline-specific knowledge domains. In addition, the practicum students are required to complete an annotated psychological report with a Tier 3 intervention showing the need for further evaluation and consideration for special education eligibility. These cases are written-up and orally presented in class as a culminating practicum activity which are assessed both by fellow classmates and the professor supervising the practicum. Practicum students receive both quantitative and qualitative feedback that is aggregated and requires a rating of “adequate” on all the sections of the annotated psychological report. Not receiving “developing” MC/CAS Practicum Evaluation or “competent” PhD Practicum Evaluation on all of the items or “adequate” ratings on all sections of the annotated psychological report requires remediation in the next practicum setting.

## Teacher-Centered Services Practicum for MS/CAS and PhD Students

The Teacher-Centered Services Practicum is the second school-based practicum (PSY 841). Students take it in the spring semester of their second year in the program. It is an extension of the PSY 641.003 Initial School Practicum, where the practicum student continues with the same field-based supervisor and schools but the psychological services are broadened to include consultation, functional behavior assessment and school-wide assessment of services delivered. As with the Initial School Practicum, successful completion of the practicum requires completing 150 hours of specified activities shown on the newly written Practicum Agreement Form with more time allotted to consultation with teachers. Practicum students are required to receive “developing” or a “competent” rating on all the performance-based items assessed by the field-based supervisor. In addition, the practicum students are required to complete a consultation case write-up of the services provided to a teacher who is having difficulty with a student’s learning or behavior which follows the NASP Consultation Case Study Rubric. These cases are written-up and orally presented in class as a culminating practicum activity which are assessed both by fellow classmates and the professor supervising the practicum. Practicum students receive both quantitative and qualitative feedback that is accumulated and requires a rating of “adequate” on the consultation services report. The PSY 841 Teacher-Centered Services Practicum is intended to broaden practicum students’ role in schools beyond the initial level of school psychology skills and provide more in-depth training including teacher consultation for students experiencing academic or behavioral difficulty and build on their previous school-based fieldwork.

#### **Clinical Training - Internship for MS/CAS Students**

The Program regards your internship as the culminating applied psychology experience that builds on prior practica and course work, allowing you increased autonomy in providing comprehensive psychological services under supervision. There is an *MS/CAS Internship Handbook* that explicitly describes the MS/CAS internship process and portfolio assignments required of all interns in this prgrom. The internship is not merely "on-the-job training." It is an organized program of training designed to provide you with a sequence of experiences that will enhance professionalism, responsibility, communication skills, critical judgment, and technical skills. It is also important that school psychology interns have extensive internship training in schools that represent a wide range of human diversity. Interns are responsible for reviewing the NC School Psychology Association website to find potential internship sites <http://www.ncspaonline.com/employment-internships/>. All sites that you potentially want to do your internship with must provide a description of the diversity of their school population in order for you to be approved to go there. Each year that you are in the NC State University School Psychology Program you are required to complete a Student Progress Evaluation and Annual Review of Students’ Cultural Diversity Awareness, Knowledge and Skill (pp. 38 and 40, respectively) in which you are partially evaluated on your own personal statements on the progress you think you have made towards your understanding of cultural diversity. To become eligible for licensure by the NC Department of Public Instruction for MS/CAS level students the following policies and procedures must be followed for an MS/CAS-level internship.

The MS/CAS level internship is a collaboration between the students’s training program and the field site. Both must agree in writing on the responsibilities of the training program and internship site for providing supervision, support, and evaluation. The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes 3 credits of PSY 651 Internship for the fall and spring semester of your internship year. The internship is designed to provide a range of experiences that integrate the intern’s application of the domains of practice (NASP Standards 2.1 to 2.10) which are described on the MS/CAS Internship Agreement Form. There is a minimum of 1200 hours of internship (with at least 600 hours conducted in a school-setting) which is equivalent to a school-year (10 months) with activities that include assessment/data-based decisions, consultation/collaboration, intervention/prevention, administrative/supervision, and professional development which are detailed in the MS/CAS Internship Handbook, which is a separate document and found on the NC State University School Psychology Program website <https://psychology.chass.ncsu.edu/school/curr.php> The intern is required to keep an Excel Spreadsheet that documents these activities and the time you spent on them which are to be handed in at the end of the internship. Interns must receive an average of at least two hours of field-based supervision per week from a credentialed school psychologist who has a minimum of three years of full-time experience and two hours of group supervision with a licensed University faculty. The school system or internship agency must provide support for interns commensurate with that provided to professional school psychologists.

Portfolio products that are handed in during your internship show professional data-based decisions through submitted annotated psychological assessments that include MTSS data and Tier-3 interventions for students who are being assessed for special education eligibility with the criterion being “competent” on all sections of the NASP Internship Evaluation Form. A direct positive and measureable effect on students, family, and schools is shown through the NASP Consultation Case Study rubric for an academic and behavioral case where “effective” service delivery is demonstrated. Each semester the intern submits one these cases with the goal to have one semester’s case being for an academic problem and the other semester a case with a behavioral problem. Mental health services performance is shown through at least four counseling sessions with documentation of in session client subjective information, objective information and assessment of this combined information for planning towards the next counseling session. School-wide service delivery is assessed through the interns’ completion of a plan derived from the CDCs School Health Index (SHI) Module 6: Counseling, Psychological, and Social Service delivery with a plan for improving these services. For multicultural student services within the school, the CDC’s SHI Module 7: Social and Emotional Climate is given the first semester and a plan put in place to improve school climate or all students, and Module 10: Family Engagement which are intended to improve home-school collaboration services, which is evaluated the first semester of internship and progress on the plans is assessed in the second semester. The intern must document your professional content knowledge by passing the PRAXIS exam at the NASP level of 147.

#### **Supervisor Responsibilities for MS/CAS and PhD Students**

You will be supervised by a site supervisor and a university supervisor. At least one of the supervisors must have a doctorate in psychology or be licensed by NC Department of Public Instruction and possess an appropriate credential for the practice of psychology in the specific practicum setting. In some circumstances, the university supervisor will also serve as the site supervisor.

*University supervisor.* The university supervisor (i.e., the instructor of record for your PSY 641/841 practica) is to provide ongoing supervision and coordination with the practicum site. It is the supervisor’s responsibility to ensure that your role is reasonable given your level of experience and to assist you in integrating the applied experiences with course work and empirical evidence for the practices used in the settings and also to ensure ethical practices are followed in the applied settings. In addition, faculty supervisors are licensed by the NC Psychology Board and provide supervision to ensure ethical and legal professional behavior is used by your supervisor and you. During University-based supervision, initial practica PSY 641 (001, 002, and 003), your supervisor will use a developmental supervision style that is more directive to ensure compliance with rudimentary professional-skill development. During the more advanced practica (PSY 841), your faculty supervisor will provide less direct supervision expecting that you have developed more professional skills and utilize an ecological problem-solving model or other models depending on the context of the setting. Faculty supervisors will be in contact with your field-based supervisors at the beginning and end of your practicum to gain qualitative insight and feedback about your performance not captured in the Practicum Evaluation Form and for feedback about content or skills that the program might better prepare you with before you enter their setting.

*Site supervisor.* The site supervisor is to provide weekly face-to-face supervision for a minimum of one hour per week (internship 2 hours). He or she will ensure that the contract is carried out as planned. The site supervisor will complete a written evaluation of your performance at the completion of the practicum (see Appendix B), which must be submitted in order to assign the student a grade. A mid-semester evaluation may also be used to provide formative feedback. All site or field-based supervisors in school settings must have three years of experience and be appropriately licensed in order for them to have an assumed adequate professional skill base to supervise you.

#### **Additional Practica for PhD Students**

PhD students take three additional practica in preparation for profession-wide competencies in delivering individual counseling with clients who are having difficulty with academic functioning due to affect, cognitive organization, or family difficulty (PSY 641.004 Academic Counseling for Education Success, or ACES) and family assessment and intervention (PSY 841 Families Practicum). In addition, a new practicum course in supervision (PSY 841 Supervision) has been added to ensure that doctoral students acquire the opportunity to supervise first-year graduate student school psychologists’ assessment school-age children that are referred to the Psychoeducational Clinic.

In addition, most doctoral students gain additional field experience beyond that required by the Program, you should consult your advisor about additional Advanced Practica (i.e., PSY 841) opportunities. Like any other practicum, extra practica entail the development of a Practicum Agreement Form signed by the site supervisor, university supervisor, and yourself. Your enrollment in other advanced practica should be discussed with your adviser. There is a list of potential sites kept by the school psychology students on Google drive that students will readily share, and it is also kept by the Program Director. You need to keep track of the hours accrued and the type of experiences provided by the practicum site and obtain an end of semester evaluation by the site supervisor. Many students use the Time2Track application to maintain a record of their time <https://time2track.com/> which has a low cost to the student or students can use a formatted Excel spreadsheet which can be obtained from the Director of the Program. See Appendix C: Documenting Practicum/Internship Activities.

## Cognitive-Behavioral Intervention Practicum for PhD Students

In the third year of the doctoral program, students gain experience in cognitive-behavioral assessment and treatment with children and parents through this clinic-based practicum (PSY 641.004). This clinical practicum is referred to as the Academic Counseling for Education Success (ACES). School-aged clients referred to the Psychoeducational Clinic for academic learning issues that often overlap with meta-cognition, social-emotional, and family issues are provided weekly counseling sessions conducted under supervision in the Clinic. The culminating activity in this practicum is a counseling summary report that is reviewed and given to the student and parent(s) or guardian that reviews treatment goals, a session-by-session review of the progress made towards achieving these goals with data displayed on a graph to show improvement with objective data that shows the progress. In addition, the report provides recommendations for the continued progress or additional supports that might be helpful.

## Family Intervention Practicum for PhD Students

Doctoral students take the family intervention practicum (PSY 841) in the spring of their third year. The focus in this practicum is on the development of skills in implementing system and multi-system focused interventions with high-risk families whose problems bring them into contact with multiple agencies. Students are expected to develop family-focused interventions and to coordinate their interventions with the services provided to families by schools and other social service and mental health agencies.

## Advanced Practica for PhD Students

To be more competitive for APPIC-listed and APA-accredited internships, most doctoral students take additional advanced practica (PSY 841) in their third and fourth years of the program. These practica require more independence and responsibility than prior practica. Examples of placements include hospital psychiatric clinics, closed treatment units for children and adolescents, private practice psychological centers, developmental disabilities centers, autism assessment and treatment centers, outpatient medical clinics providing psychological services. Responsibilities may include development and evaluation of mental health policies and programs, liaison with community agencies, administrative duties, and counseling with complex cases involving multiple problems.

## Student Responsibilities for PhD Students

*Setting up the placement*. During the semester prior to the proposed start of a practicum, you should inform the Program Director (Dr. Stage) of your intention to enroll in the particular practicum. As noted above, there is a list of potential sites kept by the school psychology students on Google drive that students will readily share, and it is also kept by the Program Director. This advance notice will allow sufficient time for you and the coordinator to make the necessary arrangements. For the required practica, the Director generally arranges the placement for you. If you wish to pursue additional practica, you should also contact the Director, but you are expected to take a more active role in pursuing and designing the placement. The Director must approve all placements and may consult with program faculty before doing so for sites that have not been used before. Following approval of your practicum placement, you must register for the appropriate number of hours of PSY 841.

*Documentation*. There are two basic types of documentation for field experiences—the placement agreement and the log of actual experiences. First, with the assistance of site and university supervisors, you will develop a Practicum Agreement Form (p. 49). All three parties should sign the agreement, which you will then submit within the first two weeks of the semester to the university supervisor. The agreement typically includes: names of supervisors, contact information, a list of responsibilities and the percentage of time dedicated to each, a schedule for supervision, and starting and ending dates.

Second, while participating in practica, you should record hours and activities using a designated timesheet or electronic format. Because this level of record keeping is critical to documenting all field experiences while in the Program, more information is contained in the next section, Tracking Practicum and Internship Hours. Again, many students use the Time2Track application to maintain a record of their time <https://time2track.com/> which has a low cost for students. The following link provides a blog posted on the Time2Track website that describes explicit examples of the categories of psychological services that count for Association of Psychology Postdoctoral and Internship Centers (APPIC) applications (See <https://blog.time2track.com/what-counts-tracking-hours>).

However, an important disclaimer for all students is that the website referenced above is suggested as a resource to find the information cited at the time of this publication, although the Program is not liable for the content of the published material if it is inaccurate as Time2Track may change its content over time.

## Tracking Field Placement Hours for PhD Students

It is important for students and Program faculty to have accurate records of practicum and internship hours. You can expect to be asked to provide this information about your training at any number of points in your professional career. For instance, the APPIC internship application asks for extensive information about your prior training. Likewise, when you apply for licensure, many states’ applications require a precise accounting of your practicum and internship training hours in specific areas.

For this reason, you are expected to track your hours in training experiences throughout your tenure in the Program. *Practicum hours include all cases and activities in the Psychoeducational Clinic, as well as all required and elective practica in the schools and other sites*. Your practicum or internship supervisor should sign your final count of hours at the close of a training experience. You should also keep a copy for your records.

## Applying for a License to the NC Psychology Board

For students preparing for licensure in North Carolina as a Health Service Provider-Psychologist, the primary document that explicitly details the steps and procedures is described in the Rules of the North Carolina Psychology Board, which is found at <https://www.ncpsychologyboard.org/>.

The Psychology Degree 411 website (<https://www.psychologydegree411.com/>) provides information about the field of psychology. By searching for “How do I become a licensed psychologist in [name of the state]?” on this site, it will show the general information and links to that State’s regulations regarding psychology licensure.

However, an important disclaimer for all students is that the website referenced above is suggested as a resource to find the information cited at the time of this publication, although the Program is not liable for the content of the published material if it is inaccurate as each state board of psychology may change its content over time.

## Field Placements that Occur During the Summer for PhD Students

Field placements in the School Psychology Program follow the nine-month academic calendar that runs from August 15 through May 15. Therefore, if you are participating in a practicum or internship during the fall or spring semester, it is assumed that you are concurrently registered for PSY 841 or 851 credit hours appropriate to the nature of the field experience. Failure to register for academic credit and receive appropriate supervision from an appropriately credentialed supervisor while on practicum or internship is interpreted by psychology licensing boards as “practicing psychology without a license,” which is unacceptable professional behavior and will result in expulsion from the Program.

Although the Department of Psychology requires all graduate students to maintain continuous registration, this policy applies only to fall and spring semesters and not to summer sessions. Recognizing the financial hardship that summer registration would bring to many students, the School Psychology Program does not require you to register for courses during the summer. However, to satisfy state-level psychology licensing boards’ (including the NC Psychology Board’s) need to document students’ activities as training experiences, the Program has established an important procedure. Specifically, if you are involved in *any* field experience between May 16 and August 14, you must complete a *Summer Practicum/Internship Experience Form* concerning the field experiences you plan to engage in during the summer (see Appendix F), which requires a licensed psychologist state their commitment to supervising you. You must request, complete, and submit the form, with all appropriate signatures, at least one week before the end of the Spring Semester prior to the period where you seek to earn hours. For this to be considered part of your graduate work, the Program Director will indicate on the form that these experiences are an important part of graduate training. A copy of this form then will be placed in your file and a copy will be given to you. You must take personal responsibility to insure that your summer practicum or internship placement has been approved. Without administrative approval, you may be found in violation of the NC Psychology Practice Act.

Please recognize that this is a serious issue that is critical to ensuring professional integrity and responsibility. You should keep the copy of your approval statement for future applications to licensing boards. Psychology licensing boards are likely to ask you for applied experiences you have had during graduate school. If you list summer experiences and did not register for them as a course, a licensing board may be concerned that you have been practicing psychology without a license.

## Professional Liability Insurance Coverage

It is essential that students and faculty who provide psychological services to children, youth, and families have professional liability insurance coverage. Thus, all students in the NC State School Psychology Program who are enrolled in practica or internship placements are required to pay a fee that the University automatically bills you for in your University fees statement. For summer externships you will be required to gain your own insurance and have documentation of it prior to being allowed to provide any psychological services.

## Professional Services for Pay by Students

The NC State School Psychology Program is committed to providing extensive supervised practicum experience covering a broad range of educational settings and exceptional populations. These experiences are carefully designed and supervised. Students who provide professional services for pay outside of these experiences may risk violating ethical standards and current professional practice laws. The APA Code of Ethics and the North Carolina Psychology Practice Act explicitly instructs psychologists to perform work for which they are qualified, and prohibit practice outside of training experiences for anybody not licensed. We also note that professional work outside the Program reduces your ability to complete course work, field placement, and research requirements in a timely manner. However, we also appreciate that professional services for pay also provide much-needed funds and opportunities to hone professional skills. Recognizing that you may find yourself in a position to be offered opportunities to earn money for psychological services outside the jurisdiction of the Program, we have formulated the following policy to ensure that any such work be done under circumstances that are ethically appropriate, they are in compliance with the North Carolina Psychology Practice Act, and they do not jeopardize your completion of degree requirements. However, students may earn pay for professional services that are a part of Program-sanctioned practica and internships. These services must be supervised by Program faculty or a vetted licensed psychologist who provides a signed agreement, such as a summer practicum (See Appendix D).

These are the only two situations in which Program students may earn fees for the provision of psychological services. In addition, the Program provides the following guidelines regarding such activities.

1. You may not use Program materials for any outside work.
2. You must provide evidence of an individual professional liability insurance policy (e.g., NASP- or APA-sponsored) that covers your activities. Please note that the liability insurance required by the Program does *not* cover the delivery of psychological services outside the jurisdiction of the Program.
3. As practicing professionals and as academic mentors, faculty are obligated to prohibit activities for which we believe you to be unqualified, that involve inappropriate use of test procedures, that interfere with your ability to complete degree requirements, or that, in our judgment, impair your ability to perform other academic, research, or practicum duties.

# Clinical Training - Internship for PhD Students

The Program regards your internship as the culminating applied psychology experience that builds on prior practica and course work, allowing you increased autonomy in providing comprehensive psychological services under supervision. The internship is not merely "on-the-job training." It is an organized program of training designed to provide you with a sequence of experiences that will enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills. Philosophically, the Program faculty believes that all students should be presented with internship training opportunities that will make them eligible for licensure by the NC Department of Public Instruction and as health service provider psychologists for PhD level students. The following are the Program's specific policies and procedures regarding internship and the predoctoral internship.

## Expectations and Planning for the Internship Experience

The internship will occur after the completion of all PhD-level requirements except perhaps the defense of the dissertation. This means that you will not be allowed to begin an internship until you have successfully defended your dissertation prospectus, and passed the School Psychology PRAXIS Exam with a 147.

This means that PhD-level students they must pass their preliminary doctoral exam, complete all course work, and defend their dissertation proposal. Note that the Program is structured so that you may complete your dissertation research and writing during your fourth year so that you may not need to juggle internship and dissertation work concurrently. In other words, you may defend your completed dissertation before starting internship, although it is only "a partial fulfillment of the requirements for the degree of PhD In pyshcology." Completion of the program requires both a successfully defended dissertation and a APPIC/APA internship.

Because applying to APPIC (Association of Psychology Postdoctoral and Internship Centers) and APA-accredited internship sites involves meeting November deadlines, you must have a signed, approved dissertation proposal on file by **November 15** of the year prior to the start of the internship. The reason for specifying this date is to allow faculty to write the strongest, most favorable letters of recommendation, a scenario made possible only if faculty can unequivocally state that a student will have his or her proposal approved before beginning internship. See the APPIC (http://www.appic.org) and APA (www.apa.org) for more details about internship standards, the application process, and accredited sites. On an APPIC or APA Internship, you need only enroll in 1 credit of PSY 851 Internship each semester for a total of 2 credits of PSY 851 because you are being completely supervised by the Internship sites' clinical supervisors. However, the Graduate School requires that you maintain NC State University course credit during your internship.

# Program Procedures and Processes

The following information is intended to provide you with the details of how the NC State School Psychology Program provides procedures and university agencies to help facilitate your completion of the Program. These are intended to help you achieve your goals, including Program organizational structures like the School Psychology Social Justice Task Forces, and other agencies, Program communication, organizational principles and processes, and academic advising. Please read these carefully; knowing how the Program works increases your training opportunities as school psychologists.

## School Psychology Social Justice Task Force

The School Psychology Social Justice Task Force aims to promote diversity, equity, and inclusion for all students within the School Psychology program by providing an environment conducive to the wellbeing and belongingness of students of diverse backgrounds. Nomination for membership in the task force is open to all School Psychology students. Students are elected to the Task Force board by way of a vote by current board members and based on their demonstrated commitment to the Task Force agenda. The Task Force governance includes co-chairs, a faculty partner, a secretary, a timekeeper, a student liaison, and the School Psychology student representative. Please refer to the School Psychology Social Justice Task Force constitution regarding details about these board positions.

The School Psychology Social Justice Task force holds meetings that are open to all School Psychology students, faculty, and staff. In these meetings, participants discuss racism and other forms of prejudice and are encouraged to reflect on their identities and positionality and to consider 1) how these identities affect the climate of the program and 2) how all persons in the school psychology program can leverage their identities and positionality to create a positive climate for all students, staff, and faculty.

As school psychologists, we have a duty to advocate for our communities--including learners from birth to higher education, their families, ourselves, and our colleagues--as described in the American Psychological Association Ethical Principles of Psychologists (2017): Principle E: Respect for People’s Rights and Dignity, 2.01 Boundaries of Competence, 3.01 Unfair Discrimination and 9.06 Interpreting Assessment Results. In addition, the Principles for Professional Ethics provided by the National Association of School Psychologists (2010): I. Respecting the Dignity and Rights of All Persons, Principle I.3. Fairness and Justice, and IV. Responsibility to Schools, Families, Communities, the Profession, and Society are incorporated in the Task Forces’ mission.

Thus, the Task Force’s aim is to ensure the NC State School Psychology training program achieves the following goals for the benefit of our program’s social and academic climate for current and future students.

Goal 1: Increase diversity in the field of school psychology for adequate representation of individuals from historically underrepresented and minoritized groups.

Goal 2: Promote program faculty members’, staff members’, and students’ cultural humility, awareness of implicit bias, and ability to engage in culturally responsive and socially just practices.

Goal 3: Through coursework and practica, promote equitable educational experiences and outcomes for birth to higher education students from historically underrepresented and minoritized groups, including empowerment of families and communities.

Goal 4: Use our knowledge and skills to actively promote anti-racist policies and practices in our immediate and broader community.

The School Psychology Social Justice Task Force regularly engages in the collection of data to monitor progress toward stated goals. Through the action of the School Psychology Social Justice Task Force and through all our collective action, the program will provide a welcoming, equitable, and inclusive space for all students as we all work towards achieving these goals.

## Program Communications

Routine correspondence to all Program students will be sent via email and/or the Program listserv. Unless you have a specific need, and you have alerted the Program Director of your needs, the Program will not use paper memos, letters, or other methods for communication. You must inform the Program Director of your current/preferred email address for inclusion on the Program listserv. You also must notify the Director of any changes to that address, or otherwise ensure that you receive Program messages in a timely fashion. This policy also means that you need to develop the habit of checking your email regularly. Please respond within 48 hours after receiving an email message, if possible.

Program documents such as the School Psychology Student Handbook is on the Program’s webstie <https://psychology.chass.ncsu.edu/school/curr.php> and other forms for courses and research milestones are on the Department website <https://psychology.chass.ncsu.edu/graduate/currentstudentdocs>.

Communication is a two-way street. Although Program faculty will use the listserv to distribute important announcements relating to Program procedures, policies, deadlines, and the like, we also encourage postings from you regarding items of general professional interest. Although there are no formal restrictions on using the listserv, we recommend that people consider posting items that are both of general and professional interest (e.g., upcoming seminars, meetings, current news items, professional resources), although we also encourage occasional personal use (e.g., seeking others to share travel/hotel arrangements for professional meetings, social activities of potential interest to Program members). However, you should know that the school psychology listserv uses the Director as the monitor of information and might require his approval before you can post message on [spsa@lists.ncsu.edu](mailto:spsa@lists.ncsu.edu).

We also strongly encourage regular personal contact with your advisor. You should plan ahead when there are specific issues to discuss (e.g., research progress, or arranging clinical training experiences), but we also welcome informal contact such as stopping by the office. When you want information to be shared (e.g., summer contact/address information, change of phone or email), we appreciate receiving notification via email, as it allows us to forward the information to interested parties. Because this is a graduate program, it is your responsibility to take the initiative to keep your advisor informed of your progress and any concerns that might influence your progress in courses, research, or clinical training. Your advisor acts as your advocate within the Program and the Department during annual evaluations and any other occasion where your status and progress may be a focus of discussion, so keeping your advisor well informed is to your advantage. Virtually every formal Program decision (e.g., accepting credits for prior study, arranging placements, annual student progress reviews, internship arrangements) requires that you first discuss your plans with your advisor. Therefore, get in the habit of meeting regularly with your advisor to discuss your plans and objectives.

## Student Progress Evaluation

Every April, the Program faculty meets to review the progress of each student in the Program. Prior to that meeting, the Department’s Director of Graduate Programs (DGP) will notify all graduate students via email, provide them with an evaluation form, and specify the date by which the completed form must be submitted electronically through Docusign. The kinds of information requested include updates on research progress, performance in courses and clinical training experiences, professional activities (e.g., organizational memberships, presentations, publications), and any other evidence relevant to a student’s professional development including individual and cultural diversity awareness, knowledge, and skills. The evaluation form also contains questions pertaining to the Program’s APA accreditation annual report and towards NASP-Program communications.

The Program meetings at which student annual progress is discussed are typically closed to protect student confidentiality. Although practices vary, most advisors meet face-to-face with their students in individual meetings following the Program meeting.

The Program uses the Department’s annual progress review procedures, which require faculty to recommend a rating for each student’s annual progress from “Unsatisfactory” to “On-track to earn degree.” Although ratings are not precisely defined, Program faculty have tended to assign ratings in the Department’s Annual Review document according to the criteria below.

|  |  |  |  |
| --- | --- | --- | --- |
| Progress Domain | Meets or Exceeds Expectation | Limited Progress | |
| Progress towards degree | Progress on domain specific knowledge as evaluated by the student’s timely successful completion of courses (i.e., grades at or above a ‘B’) that are in the structured course sequence as well as successfully completing research milestones. | Receiving a course grade below a ‘B’ or receiving an ‘incomplete’ are evaluated as limited progress. Not meeting the research milestone expectation at the given timeframe is also evaluated as ‘limited progress.’ | |
| Professional development | Progress on profession-wide competencies as evaluated by successful completion of the practica or internship experiences. In off-campus settings, the student achieves supervisor ratings of being ‘competent.’ In addition, the student performs other professional expectations to a competent degree, such as teaching, working in the clinic, the advising office or other professional assignments. | Not completing an initial practicum with a ‘satisfactory’ grade or receiving a ‘marginal’ supervisor rating on any profession-wide competency. Receiving a complaint of unprofessional or ethical behavior, or engaging in insensitive cultural behavior or faculty documented micro-aggressions towards others are evaluated as ‘limited progress.’ | |
| Overall Assessment | On-track to earn degree | Concerns noted | Unsatisfactory |
|  | Both domains ‘progress towards degree’ and ‘professional development’ are evaluated as ‘meets’ or ‘exceeds expectations.’ | Any of the situations noted in the ‘limited progress’ descriptions would result in an evaluation of ‘concerns noted’ and a written statement from the student’s advisor (vetted by the Program faculty) as to what steps for remediation should be taken and the action and date when the concern should be remediated. | If the ‘noted concern’ was not resolved in accordance with the written plan provided on the previous year’s Annual Review, there would be discussion of dismissal or other extenuating circumstances. A student could ostensibly receive an ‘unsatisfactory’ Annual Review for egregious ethical or conduct transgressions, depending on the severity of the situation, and be asked to leave the Program |

Following the annual review of progress, your advisor/chair will complete a summary of your progress and a recommendation regarding your status for the Psychology Department’s DGP. In some instances, your advisor may solicit additional information from you prior to making a final report and recommendation. The report your advisor submits is the primary basis for the Department’s annual review. In most cases, it will be clear to you and all other parties that you are making satisfactory progress in the Program. However, in some cases, students are not making satisfactory progress. Depending on the cause of that judgment, a number of decisions are possible:

1. Your status is recorded and considered in future evaluations. In general, an unusual pattern of unsatisfactory performance, or two consecutive unsatisfactory judgments, will be grounds for dismissal.
2. Immediate dismissal from the Program. This option is invoked when there is evidence of professional misconduct that is severe and/or persistent, or when there is a major and apparently irreversible change in a student’s status relative to the Program (e.g., the student is no longer enrolled, or fails to communicate with the Program).
3. All recommendations of your advisor, in consultation with Program faculty, and the Department’s DGP may be appealed under guidelines specified by the Department of Psychology and the NC State University. Please consult appropriate guidelines for more information.

There are very few unsatisfactory evaluations, and in nearly all of those cases, all parties (including the student) are aware of the issues and have put plans in place to correct the barriers to appropriate progress. In situations where students may face an unsatisfactory evaluation, they should consult with their advisor early and often. Being proactive will save you from most difficulties and will demonstrate your professional integrity and commitment.

#### **Annual Review of Students’ Multicultural Awareness, Knowledge, and Skill**

Students’ development of multicultural awareness, knowledge, and skill is considered a part of the Annual Review process. There is an open-ended statement on the Annual Review that asks students to describe their professional development in individual and multicultural awareness, knowledge, and skill. There are three multicultural awareness domains assessed during the Annual Review process. First, students’ cultural self-awareness is assessed by written and/or oral statements that demonstrate insight related to the students’ own ethnic heritage, cultural upbringing and community exposure to various experiences, policies, and imagery that shape their worldview. Self-awareness could be observed in practica supervision or other courses where students describe their own cultural perspective and how it may or may not reflect others’ perspectives. Second, students’ knowledge of cultural diversity is assessed in written and oral statements that suggests their understanding of diverse cultures’ common beliefs and values, traditions, and strengths. Students’ knowledge of cultural diversity is inferred with written and oral communication about explicit descriptions of interpersonal interactions with clients from different cultural origins or races that takes into consideration information that their client has divulged in relationship to the conceptualization of their diversity. Again, this would be observed during supervision in practica or internship. In terms of skill, it is expected that students will be able to formulate assessment, intervention, or consultation approaches with clients from other cultures than their own as assessed through their performance in courses, practica, and internship. In addition to student statements regarding affirmation of multicultural self-awareness, knowledge of other cultures, and psychological services implicit with understanding of culture, students are expected not to engage in negative formulations of others based on their culture or race; rather, students should amplify the ways in which clients’ identities can bring value and asset to their mental health, educational attainment, and overall well-being. The description of the three levels of cultural education were taken from A. M. Pomerantz, (2017). Chapter 4: Cultural issues in clinical psychology. *Clinical psychology science, practice, and culture* (4th ed., pp. 69-93). Sage.

One place where students have an opportunity to demonstrate growth in awareness, knowledge, and skill related to inclusion and diversity is during mandatory attendance to at least 75% of the School Psychology Social Justice Task Force-sponsored meetings. Involvement in social justice action (e.g., promotion of policies that ensure equity) would be a clear demonstration of awareness, knowledge, and skill. Formal evaluations of these domains occur in PSY 710 Supporting the Success of Diverse Students for School Psychologists, PSY 641 Initial School Psychology Practicum, PSY 841 Consultation Practicum, PSY 841 Families Practicum, other PSY 841 Advanced Practica, and PSY 851 Internship. The School Psychology Social Justice Task Force encourages meaningful integration and assessment of issues related to multicultural awareness within School Psychology course content. The Task Force Committee for Course Content Review is available to review syllabi and collaborate with faculty and staff to meet this goal.

## Student University Support

The are many resources to help NC State students as described by the Division of Academic and Student Affairs <https://dasa.ncsu.edu/facultystaff/resources-for-students/>

## Counseling Center

The Counseling Center provides counseling for NC State students experiencing personal, academic or vocational concerns. They offer psychological assessment and psychiatric consultation. Most services are free to currently enrolled students of North Carolina State University. The Counseling Center offers a number of group counseling experiences on issues related to students’ needs (all of which are also free and without limits on participation), in addition to time-limited individual counseling. The center also provides workshops on a variety of topics related to Stress Management, Healthy Relationships, Anger Management, Sexual Assault Awareness, Self-Esteem, Time Management, and many more. The expense of counseling, whether it is individual, group or drop-in is covered by student fees. That means there is no cost to students directly. <https://counseling.dasa.ncsu.edu/about-us/costs-and-insurance/>

## Disability Support Office

The Disability Support Office (DSO) collaborates with students to determine reasonable accommodations to ensure equal opportunity. The DSO works with departments throughout the University to assure that the programs and facilities are accessible to every student at NC State in a way that is fair to everyone while still maintaining academic standards. <https://dro.dasa.ncsu.edu/>

## GLBT Center

The GLBT Center serves students of all sexual orientations, gender identities and gender expressions, including gay, lesbian, bisexual, pansexual, asexual, queer, transgender, genderqueer, gender fluid, gender non-conforming, non-binary, agender, intersex and questioning students and their allies. It strives to increase the NC State campus community’s understanding of diversity by working collaboratively to raise awareness, promote respect, and create a culture of equity, inclusion and social justice. <https://diversity.ncsu.edu/glbt/>

## Multicultural Student Affairs

Multicultural Student Affairs (MSA) researches, designs and implements unique programs that promote the pursuit of academic success, retention, and graduation of students, with an emphasis on African American, Native American and Hispanic/Latino students. These programs and services expand students’ cultural horizons while honoring their respective cultural experiences. Multicultural Student Affairs works to bring academic enhancement opportunities, cultural awareness activities and student leadership development to all students on campus. <https://diversity.ncsu.edu/msa/>

## Office of International Services

The Office of International Services (OIS) provides educational programs, advising, immigration processing, research and employment support, cross-cultural experiences, and community extension activities for students, faculty, and staff. Their programs and services enable the international student and scholar community, faculty and students, and the broader community to achieve intercultural success and excellence on and off campus. <https://internationalservices.ncsu.edu/>

## Tutorial Services

The University Tutorial Center provides undergraduate students with free drop-in, appointment, and web-based tutoring for many subjects, as well as one-on-one writing and speaking support. For courses which have historically proven to be difficult for students, Supplemental Instruction is available. <https://tutorial.dasa.ncsu.edu/>

## Women’s Center

The mission of the Women’s Center is to be a catalyst and resource advancing gender equity on campus. Through education, advocacy and leadership development, the Center provides programming, leadership opportunities and support services to members of the campus community. <https://diversity.ncsu.edu/womens-center/>

## Health Center

NC State Student Health Services is designed to meet the health needs of NC State students. Highly qualified professionals provide top quality care and can assist with referrals to on and off campus resources. As a part of tuition and fees, the health fee at NC State covers routine visits to providers (physicians, physician assistants, and nurse practitioners).

Student Health Services <https://healthypack.dasa.ncsu.edu/care-provided> offers confidential, professional health care ranging from general medical care to specialized treatments—all conveniently located on campus. This includes allergy injections, immunizations, travel medicine advice, laceration repair, and X‐rays.

Student Health physicians, nurse practitioners, physician assistants, dietitians, physical therapists, and pharmacists treat students with common acute and chronic care problems. They provide care for a wide range of issues including injury management, diabetes, hypertension, hypercholesterolemia, ADHD, anxiety and depression.

## Financial Student Support

Paying for college is a major commitment that requires careful planning and attention to detail once you’ve enrolled. You can start by getting a good overview of costs at NC State, then reviewing the funding options available through the Office of Scholarships & Financial Aid (OSFA). OSFA offers financial aid counseling and will answer questions about scholarships, grants, loans and campus employment — including whether you qualify for one of our many NC State-specific scholarships. <https://www.ncsu.edu/students/financial-services/>

## Student Ombuds Services

The Student Ombuds has three primary roles:

1. to be a confidential resource, a sounding board that provides information, discusses university policies and procedures, and helps students resolve situations - ideally before they escalate,
2. to serve as a listening post for systemic concerns and to bring these to the attention of the university, and
3. to be an outreach educator; that is, someone who is available to present to campus groups on issues related to conflict, controversy, and communication. That includes diversity and inclusion, and how to be effective in difficult dialogues.

Students who are experiencing food or housing challenges should continue to submit a PACK ESSENTIALS APPLICATION. Students experiencing food, housing or financial insecurity can submit this application in order to see which programs and services (Student Emergency Fund, PACK Meal Share, PACK Meal Scholarships, etc.) you may qualify for to assist you as you continue to work towards attaining your degree.<https://ombuds.dasa.ncsu.edu/>

## Student Appeals and Grievance Process

Students have the right to request exceptions to Program policies and appeal Program decisions. Procedures for each of these actions are described in the following sections.

*Requests for exceptions*. Students who want to request exceptions to Program policies must follow the steps below. The most common reason for a request is that a student may want to proceed in the Program but has not met the requirements to do so.

The steps students should follow are:

1. Meet with your advisor to discuss your plans, the reasons why an exception would be justified, the circumstances surrounding your request, and what conditions you will propose. You and your chair should negotiate a plan, and clarify what information the chair may share with faculty to justify the request.
2. Submit a written request to the Program Director for consideration at the next Program meeting (*note*: all such requests are discussed in closed session to protect privacy). The request should be detailed with respect to the terms and conditions of the request. For example, if you are requesting permission to take advanced courses, you must provide a date by which you will complete the Program requirements you are asking to waive. The purpose of these details is to describe objective, tangible evidence by which you, your chair, and the Program will know whether you have completed the terms in your request.
3. Program faculty will discuss your request and render a decision. You may ask to be present for part of that discussion to answer questions or provide information, but the faculty will discuss and render the decision in closed session. The decision could be to honor your request, propose modifications to it, or deny it.
4. The Program Director and your chair will co-write a letter to you outlining the terms of the Program’s decision on your request. The consequences for failing to comply with the conditions will also be explained. In most cases, a student will also choose to schedule a meeting with his/her chair to discuss the outcome, particularly if the request is modified or denied. If your request is approved, or modified in a way that is acceptable to you, you must respond in writing that you accept the terms of the agreement. If you do not accept the terms, you may revise and submit another request or you may appeal the decision.
5. Note that adherence to the conditions of the request are binding. You will be expected to complete any actions by the times outlined in the letter from your chair. Failure to do so will invoke the consequences described in the letter, and will also be considered in annual reviews of student progress. If you realize that you will be unable to complete the terms specified in the letter, you must initiate a new request. Note that you must be proactive in informing your chair and the Program of any such changes. Although Program faculty appreciate that there are sometimes circumstances beyond a student’s control that may prevent meeting a requirement (e.g., committee members cannot provide a date prior to a deadline for a defense), the obligation is on the student to either find a way to meet the requirements or communicate proactively and professionally to renegotiate the requirements. Appeals following a failure to meet requirements will be denied in the absence of proactive efforts on the part of the student to either resolve problems or bring them to the attention of the chair and the Program in a timely way.

*Student grievance procedures*. When students have problems, the Program policy encourages students to resolve the matter informally if possible. APA ethics would suggest talking directly to the person you are having the difficulty with in terms of misunderstandings or potential ethical violations (i.e., if they do not involve harm to others or sexual misconduct). However, the Program also recognizes that any student has the right to invoke formal grievance procedures if they wish. Therefore, both informal and formal grievance procedures are described below.

* Informal procedures. Students who have concerns about other individuals should first attempt to resolve their concern with that individual. If that effort fails, or if the student decides that such an action would be inappropriate, the student may seek advice and assistance from appropriate individuals (e.g., your advisor and then the Program Director) to resolve the problem. Should those efforts fail, or if the student deems those actions inappropriate, the student should consult the Department of Psychology’s DGP. Students who want to appeal a Program decision with respect to enforcing a policy are encouraged to request a meeting with the Department’s DGP if they have already exhausted the appeals process (described earlier in this document). Students are encouraged, but not required, to seek resolution using informal means to resolve conflicts.
* Formal procedures. The university’s formal procedure for student complaints is found here: <https://provost.ncsu.edu/institutional-quality/accreditation/written-student-complaints/>

## Obtaining North Carolina Residency for Tuition Purposes

If you are not a North Carolina resident when you enter the Program, you (or the source that supports you) will pay much more for tuition than in-state residents. However, North Carolina allows you to earn residency while you are a full time student. Therefore, nonresident students are urged to take steps during their first year to obtain residency. "To be eligible for classification as a resident for tuition purposes [in-state tuition], a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." (Also, see the following URL for other residency information: <http://www.ncsu.edu/grad/tuition-residency>

. Obtaining a North Carolina driver's license, registering to vote in NC, and obtaining an official residence (e.g., signing a rental agreement) are all evidence of residency. Therefore, you should take these steps as soon as possible, ideally before the beginning of your first semester. Note that part of establishing residency involves continuous residency for the first year, so you should consider this requirement when making summer plans. Leaving the state during the summer may impair your ability to obtain “in-state” residency status.

## Student Representation at Program Meetings

Program meetings typically are held on selected Fridays during fall and spring semesters from 10:30 am - 11:30 in Poe 634. The Program Director distributes the list of meeting dates at the start of each semester on the Program listserv. The faculty believes that student representation is important and, for this reason, asks students each fall to nominate a representative for the student body to attend each meeting during that academic year. The main activities for the representatives are to participate in Program meetings; offer student views on issues; vote on action items; and provide feedback to faculty and fellow students before, during, and after meetings about Program issues and concerns. During the spring semester, the student representative also plays a key role in the planning and execution of Visiting Day where potential new students who have applied to enter the Program are provided important information about the day. Student representatives will be fully involved and engaged as members of the committee except when Program faculty must discuss personnel matters, as inclusion in those discussions would violate ethical responsibilities for confidentiality and, in some cases, NC State personnel policies.

# 

# Closing Comments

The School Psychology Program at NC State is a community united around the pursuit and dissemination of knowledge, professional training, and service to all learners. We recognize that these goals sometimes conflict and that we cannot anticipate all possible situations and circumstances. We have developed Program policies and procedures to help you achieve attaining your graduate degree. However, we welcome constructive feedback on how we can enhance and improve the quality of life for everybody in the Program. Please let us know how we can enhance your professional and personal success.

# Appendix A: Checklist for the Research Proposal

The well-written and well-designed research proposal should produce a *yes* for each query. Use the following checklist to evaluate your proposal.

Abstract (separate page; center this heading)

\_\_ 1. Is the purpose of the study clearly stated?

\_\_ 2. Are all the experimental variables named in the research problem statement?

\_\_ 3. Is the research design clearly presented?

\_\_ 4. Are the procedures concisely described?

\_\_ 5. Is the statistical test or analysis identified?

Introduction (start on a new page; title of the proposal appears as a centered heading)

\_\_ 6. Are both the problem and the context of the problem briefly (2 or 3 pages) but adequately described?

Review of Literature

\_\_ 7. Are the major references empirically based?

\_\_ 8. Is a clear distinction made between *empirical* and *theoretical* support in both your thinking and in your citations?

\_\_ 9. Are the findings of relevant studies presented in an *integrated* fashion, so that they lend support to *your own* framework for organizing the area (rather than presenting each study individually, e.g., one per paragraph in a nonintegrated "list" fashion)?

\_\_10. Are all of the cited studies directly relevant to the variables or issues you will address in your proposed study?

\_\_11. Are the most important research studies described in a reasonable amount of detail?

\_\_12. Are the references organized in a way that helps to make major points clear?

\_\_13. Are all direct quotations salient and absolutely necessary?

\_\_14. In situations where more than one body of literature is reviewed, is it made clear to the reader *why* each is discussed, *when* a new area has been introduced, and how the various bodies are integrated for the purposes of the present study?

\_\_15. Have you specified general conclusions and limitations of the reviewed literature?

Statement of the Problem

\_\_16. Does the statement inquire about a relationship between/among variables?

\_\_17. Has the specific proposed study been justified satisfactorily by the presentation in the review of the literature?

\_\_18. Have you adequately answered *why* your research question is an important one to ask?

\_\_19. Is this rationale (referred to in 18) firmly rooted in a theoretical base?

Hypotheses

\_\_20. Are the major hypotheses for the proposed study clearly stated?

\_\_21. Are all hypotheses directional? (Be sure you are not predicting support for the null hypothesis.)

\_\_22. Do the hypotheses proposed flow logically from the literature reviewed (or have some logical steps been "jumped")? That is, is there a theoretical and/or empirical basis for your predictions?

Method

*Participants*

\_\_23. Is the proposed subject sample described in detail?

\_\_24. Is random and independent sampling used where appropriate and practical?

*Instrumentation*/*Measures*

\_\_25. Are all the measures named and described in detail?

\_\_26. If reliability and validity estimates are available, are they provided?

\_\_27. If the instruments have been used in other, similar research, is such use documented here or in the review of literature?

\_\_28. If the instrument has been designed by the researcher, are the procedures for estimating reliability and validity described?

\_\_29. Are sample items from each instrument provided?

\_\_30. Are scoring procedures described?

Materials (optional; use only if materials are elaborate and serve as the experimental treatment)

\_\_31. Have the materials to be used in the experimental treatment(s) been described?

*Procedures*

\_\_32. Are all the experimental manipulations and controls carefully described?

\_\_33. Is random assignment of subjects and conditions used where appropriate?

\_\_34. Is the research design clearly described?

\_\_35. Have operational definitions of all the variables named in the problem statement been provided by this point?

\_\_36. Are the procedures free of serious threats to internal validity?

\_\_37. Has a balance been achieved between ideal strength of design and practical constraints (e.g., how many children you can locate from your population)?

Results

\_\_38. Are the procedures for generating the raw data described in detail?

\_\_39. Are the procedures for transforming the raw data into a form suitable for statistical analysis described?

\_\_40. Are the statistical tests and analyses identified?

\_\_41. Are the statistical tests and analyses appropriate for the data generated?

References (see APA *Publication Manual* for details on the form of reporting)

Stylistics and Mechanics

\_\_42. Is the APA (7th ed.) writing and citation style used?

\_\_43. Are references listed according to APA (7th ed.) requirements?

\_\_44. Is the verb tense appropriate? (*Past* for already completed events such as "James (2001) found ..."; *present* for current events or general statements such as, "The program is presently being conducted .." or "Memory retrieval processes require real time to ..."; and *future* for anticipated events such as, "Another study will be conducted ..."). Use *present* when referring to the discussion or interpretation of data in a research report or article. The article continues to describe or report specific findings, e.g., Sherman (1992) "interprets the results." Only switch to the past if the interpretation is changed in subsequent articles.

\_\_45. Are sentences complete and free of ambiguity?

\_\_46. Are paragraphs well-constructed? (Unified in content, longer than one sentence, smoothly written, etc.)?

\_\_47. Is writing clear and concise?

\_\_48. Is the paper written from the viewpoint of a reader (i.e., someone who doesn't know as much about topic as you do, and often can't remember terms, and can't read your mind so he/she needs to know *why* you're saying what you're saying)?

# Practicum Agreement Form

North Carolina State University

School Psychology Program

Practicum Agreement Form

BASIC INFORMATION

Student:

Semester:

Site:

Site-based Supervisor:

Telephone number:

NCSU Faculty Supervisor: Scott Stage

Telephone number: (919) 515-0318

Dates of Placement:

Number of Hours: 150

DESCRIPTION OF ACTIVITIES

The overall goal of this practicum is to gain a better understanding of the role of the school psychologist as it is implemented in the public schools, gain practice applying assessment, intervention, and consultation skills in a school setting, and develop new skills in these same areas.

ASSESSMENT (20%)

• Complete a minimum of two psychoeducational evaluations to include (as needed) school data such as CBM assessment, classroom observation, parent, teacher, and/or child interviewing, record review, report writing, and presentation of results at multidisciplinary team meetings

• Assist in the collection and interpretation of MTSS school-based data

INTERVENTION (20%)

• Participate in writing IEPs

• Assist teachers with developing behavior contracts (as needed)

• Assist the counselor in conducting a social skills group

• Assist in the collection and implementation of MTSS Tier2 or Tier3 interventions

CONSULTATION/PREVENTION (20%)

• Attend SST meetings

• Complete classroom observations and participate in instructional consultation sessions with the school psychologist and teachers

• Discuss and problem-solve MTSS issues for progress monitoring

ADMINISTRATION/SUPERVISION (20%)

• Complete paperwork associated with evaluations

• Complete MTSS data review decisions with supervising psychologist

• Weekly site-based (1 hour/week) and NCSU-based (1 hour/week) supervision

PROFESSIONAL DEVELOPMENT (of trainee) (20%)

• Observe in a range of classrooms to improve understanding of school services and populations

• Learn new assessment measures as needed for evaluations.

• Learn about MTSS tools and analysis of tools within the school district

• Attend, when appropriate and possible, school district staff development activities and meetings.

SUPERVISION AGREEMENT:

Supervisor, School Psychologist, will provide supervision one hour weekly. She/he will work with the university supervisor to ensure that the contract is carried out as planned, and provide an evaluation of the practicum student’s performance at the completion of the practicum (which must be submitted in order to assign a grade). A mid-semester evaluation may be used in order to provide formative feedback.

Scott Stage, Faculty Supervisor, will provide an average of one hour of face-to-face supervision per week at NCSU. He will provide overall coordination of the experience and assist in integrating the applied experience with the School Psychology curriculum.

SIGNATURES

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Site Supervisor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Supervisor

Site Supervisor credentials (please circle all that apply)

Degree : MA MS Specialist Degree PhD EdD Other (indicate)

License: Psych Associate Psych License

School Psych Level II License School Psych Level III License

# Appendix B: Practicum Evaluation Form

**NC STATE SCHOOL PSYCHOLOGY**

**PRACTICUM**

**EVALUATION FORM**

Attached is a list of competencies for students in the NC State University School Psychology Program. Unless otherwise negotiated as a part of the practicum contract, it is expected that supervisees will have had an opportunity to demonstrate competence on each of these items in their placement (with the exception of item 14 regarding supervision).

Your rating is one part of evaluating this supervisee’s clinical competence. It is important that you return this form promptly as your evaluation must be provided in order to evaluate the supervisee’s performance and award a grade. Thank you for your willingness to serve as a clinical supervisor. Your input is very important to the supervisee and to the faculty.

After you complete your evaluation, please share your ratings with your supervisee and then send the original completed form to:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department of Psychology, 640 Poe Hall, Box 7650

NC State University

Raleigh NC 27695-7650

Supervisee Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester & Year:\_\_\_\_\_\_\_\_\_\_\_

Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Highest Degree (Circle one)

MA MS EdS EdD PsyD PhD

Supervisor Licensure (Circle all that apply)

Licensed Psychologist Licensed School Psychologist Level II

Licensed School Psychologist Level III

# Practicum Evaluation

Please use the following scale to rate your supervisee’s performance on each competency that was addressed during this rating period. The typical rating for a supervisee who is performing well and meeting expectations should be a 3. A rating of 1 indicates a need for remedial work in this area before proceeding. A rating of 2 indicates an area that should be a focus of ongoing professional development in order to reach competency. Ratings of 4 and 5 should be reserved for a supervisee whose performance consistently exceeds expectations. Completion of this form indicates that you have directly assessed these activities.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **NA** |
| **Below standard** | **Marginal** | **Competent** | **Advanced** | **Superior** | **Not Applicable** |
| Functioning below level expected  for  training | Functioning at minimum threshold expected for level of training | Functioning on level expected for training | Functioning beyond level expected for training | Functioning far beyond level expected for training | Objective not addressed or no opportunity to observe |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Assessment** |  |  |  |  |  |  |
| 1. | Formulates and conducts assessments of client cognitive and academic functioning and its determinants that are technically adequate and relevant to referral problem | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Formulates and conducts assessments of client social, emotional, and behavioral functioning and its determinants that are technically adequate and relevant to referral problem | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Integrates assessment information from a variety of sources to formulate plausible working hypotheses concerning the cognitive, affective, social, and ecological factors contributing to problem situations | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Accurately diagnoses psychological and educational disorders within the DSM and/or special education classification systems | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Clearly and accurately communicates assessment findings in written reports | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Clearly and accurately communicates assessment findings in meetings | 1 | 2 | 3 | 4 | 5 | NA |
|  | **Intervention** |  |  |  |  |  |  |
| 7. | Demonstrates knowledge of the major childhood psychological and learning disorders and evidence-based treatments for these disorders | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Generates intervention plans or treatment recommendations that are consistent with client assessment results, clinical hypotheses, and empirical literature | 1 | 2 | 3 | 4 | 5 | NA |
| 9. | Implements or assists in implementing behavioral or cognitive-behavioral interventions to improve clients’ academic or social functioning | 1 | 2 | 3 | 4 | 5 | NA |
| 10. | Demonstrates knowledge of school system crisis procedures and employs them (if opportunity arises) | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **NA** |
| **Below standard** | **Marginal** | **Competent** | **Advanced** | **Superior** | **Not Applicable** |
| Functioning below level expected  for  training | Functioning at minimum threshold expected for level of training | Functioning on level expected for training | Functioning beyond level expected for training | Functioning far beyond level expected for training | Objective not addressed or no opportunity to observe |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Consultation/Supervision** |  |  |  |  |  |  |
| 11. | Provides useful guidance, advice, and technical assistance to teachers, administrators, or parents when functioning as a consultant | 1 | 2 | 3 | 4 | 5 | NA |
| 12. | Works effectively with parents and families to address children’s educational and psychological needs | 1 | 2 | 3 | 4 | 5 | NA |
| 13. | Demonstrates knowledge of primary, secondary, and tertiary prevention concepts and their application in schools | 1 | 2 | 3 | 4 | 5 | NA |
| 14. | Provides clinical supervision in a way that ensures client welfare and enhances supervisee functioning | 1 | 2 | 3 | 4 | 5 | NA |
|  | **Scientist/Practitioner** |  |  |  |  |  |  |
| 15. | Consistently uses logic, science, or accepted practice to guide professional decisions and actions | 1 | 2 | 3 | 4 | 5 | NA |
| 16. | Conceptualizes problems and acts in ways that reflect knowledge of psychological and educational principles and research | 1 | 2 | 3 | 4 | 5 | NA |
| 17. | Uses data to guide decision making in evaluating the quality of own and unit services | 1 | 2 | 3 | 4 | 5 | NA |
|  | **Professional Functioning** |  |  |  |  |  |  |
| 18. | Establishes and maintains effective working relationships with school personnel, parents, and children | 1 | 2 | 3 | 4 | 5 | NA |
| 19. | Applies assessment, intervention, and consultation skills in a culturally sensitive manner | 1 | 2 | 3 | 4 | 5 | NA |
| 20. | Communicates effectively in writing across range of work situations (e.g., email, reports, and letters to agencies and parents) | 1 | 2 | 3 | 4 | 5 | NA |
| 21. | Communicates effectively orally across a range of work situations (e.g., parent conferences, IEP meetings, working groups) | 1 | 2 | 3 | 4 | 5 | NA |
| 22. | Makes practice decisions that are consistent with legal and ethical standards | 1 | 2 | 3 | 4 | 5 | NA |
| 23. | Anticipates legal and ethical dilemmas and acts proactively | 1 | 2 | 3 | 4 | 5 | NA |
| 24. | Consistently and accurately monitors own work for errors and overall quality | 1 | 2 | 3 | 4 | 5 | NA |
| 25. | Recognizes limits of own expertise and seeks assistance when appropriate | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **NA** |
| **Below standard** | **Marginal** | **Competent** | **Advanced** | **Superior** | **Not Applicable** |
| Functioning below level expected  for  training | Functioning at minimum threshold expected for level of training | Functioning on level expected for training | Functioning beyond level expected for training | Functioning far beyond level expected for training | Objective not addressed or no opportunity to observe |

**Professional Functioning (cont.)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 26. | Assumes responsibility for own actions and professional development | 1 | 2 | 3 | 4 | 5 | NA |
| 27. | Follows through on assigned responsibilities | 1 | 2 | 3 | 4 | 5 | NA |
| 28. | Meets timelines and due dates | 1 | 2 | 3 | 4 | 5 | NA |
| 29. | Conforms to documentation and recordkeeping requirements | 1 | 2 | 3 | 4 | 5 | NA |
| 30. | Takes initiative to gain new skills/responsibilities | 1 | 2 | 3 | 4 | 5 | NA |
| 31. | Actively participates in clinical supervision | 1 | 2 | 3 | 4 | 5 | NA |
| 32. | Manages time effectively | 1 | 2 | 3 | 4 | 5 | NA |
| 33. | Manages feelings and personal/professional conflicts responsibly | 1 | 2 | 3 | 4 | 5 | NA |
| 34. | Please provide your overall rating of the supervisee’s functioning at the time of this evaluation | 1 | 2 | 3 | 4 | 5 | NA |

Additional competency items or supervisor narrative comments can be added here or on an additional page.

Supervisor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_

Supervisee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_

The supervisee’s signature indicates only that the supervisee is aware of and has discussed the evaluation with the supervisor; agreement with the ratings is not implied by the supervisee’s signature.

# MS/CAS NC State School Psychlogy Practicum Evaluation Form

Attached is a list of competencies for students in the Master of Science/Certificate of Advanced Studies NC State University School Psychology Program. The form is comprehensive and it is unlikely that the student will have addressed all competencies in a practicum placement. Expectations are that specific competencies are at the “developing” level or above. Competencies assessed as “limited” require remediation that is determined by discussing the competencies with the supervisor and practicum faculty to determine the appropriate remedial activities to increase the practicum student’s competency. Completion of this form indicates that you have directly assessed these activities. Mark “NO” for competencies not observed.

Your rating is one part of evaluating this supervisee’s clinical competence. It is important that you return this form promptly as your evaluation is required in order to evaluate the supervisee’s performance and award a grade. Thank you for your willingness to serve as a clinical supervisor. Your input is very important to the student and to the faculty.

After you complete your evaluation, please share your ratings with your supervisee and then send the original completed form to Scott Stage [sastage@ncsu.edu](mailto:sastage@ncsu.edu)

Supervisee Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester & Year:\_\_\_\_\_\_\_\_\_\_\_

Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Supervisor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Highest Degree (Circle one)

MA MS EdS EdD PsyD PhD

Supervisor Licensure (Circle all that apply)

Licensed Psychologist Licensed School Psychologist Level II

Licensed School Psychologist Level III

**NC State School Psychology Practicum Evaluation Form**

|  |  |  |
| --- | --- | --- |
| 1 | Limited | Skill implementation is limited at a beginning practitioner level. |
| 2 | Developing | Skill implementation is inconsistent at a beginning practitioner level. |
| 3 | Competent | Competent on this skill as a beginning practitioner. |
| 4 | Proficient | Can consistently provide this skill without coaching. |
| NO | Not observed | For competencies not observed by the supervisor. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Domain 1: Data-Based Decision Making and Accountability- | Supervisor | | | |  |
| 1.Systematically collects data from multiple sources including ecological factors as the context for all assessment and intervention decisions | 1 | 2 | 3 | 4 | NO |
| 2. Uses assessment data to understand students’ problems and to implement evidence-based instructional, mental, and behavioral health services | 1 | 2 | 3 | 4 | NO |
| 3. Uses data to analyze progress toward meeting academic and behavioral goals. | 1 | 2 | 3 | 4 | NO |
| 4 .Evaluates the effectiveness and/or need for modifications to school-based interventions or programs | 1 | 2 | 3 | 4 | NO |
| 5. Conducts valid and reliable assessments for the purpose of identifying student’s eligibility for special education services. | 1 | 2 | 3 | 4 | NO |
| Domain 2: Consultation and Collaboration | Supervisor | | | |  |
| 6. Uses a consultative problem-solving process for planning, implementing, and evaluating all instructional, and mental and behavioral health services. | 1 | 2 | 3 | 4 | NO |
| 7. Facilitates effective communication and collaboration among families, teachers, community providers, and others. | 1 | 2 | 3 | 4 | NO |
| 8. Uses consultation and collaboration when working at the individual, classroom, school, or systems levels. | 1 | 2 | 3 | 4 | NO |
| 9. Advocates for needed change at the individual student, classroom, building, district, state, or national levels. | 1 | 2 | 3 | 4 | NO |
| Domain 3: Interventions and Instructional Support to Develop Academic Skills | Supervisor | | | |  |
| 10. Implements evidence-based interventions to improve student engagement and learning. | 1 | 2 | 3 | 4 | NO |
| 11. Uses assessment data to develop and implement evidence-based instructional strategies that will improve student performance. | 1 | 2 | 3 | 4 | NO |
| 12. Works with other school personnel to ensure attainment of state and local benchmarks for all students. | 1 | 2 | 3 | 4 | NO |
| 13. Sharing information about research in curriculum and instructional strategies. | 1 | 2 | 3 | 4 | NO |
| 14. Promotes the use of instructional strategies for diverse learners and to meet individual learning needs. | 1 | 2 | 3 | 4 | NO |
| Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills | Supervisor | | | |  |
| 15. Integrates behavioral supports and mental health services with academic and learning goals for students. | 1 | 2 | 3 | 4 | NO |
| 16. Facilitates the design and delivery of curricula to help students develop effective skills, such as self-regulation, planning, organization, empathy, social skills, and decision making. | 1 | 2 | 3 | 4 | NO |
| 17. Uses systematic decision-making to consider the antecedents, consequences, functions, and causes of behavioral difficulties. | 1 | 2 | 3 | 4 | NO |
| 18. Develops and implementing behavior change programs at individual, group, classroom, and school-wide levels. | 1 | 2 | 3 | 4 | NO |
| 19, Evaluates evidence-based interventions to improve individual student social, emotional, or behavioral wellness. | 1 | 2 | 3 | 4 | NO |
| Domain 5: School-Wide Practices to Promote Learning | Supervisor | | | |  |
| 20. Uses knowledge of universal screening programs to identify students in need of instructional and behavioral support services. | 1 | 2 | 3 | 4 | NO |
| 21. Promotes policies and practices that support effective discipline, instructional support, grading, home–school partnerships, student transitions, and more. | 1 | 2 | 3 | 4 | NO |
| 22. Collaborates with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students. | 1 | 2 | 3 | 4 | NO |
| 23. Advocates for policies and practices that promote positive school environments. | 1 | 2 | 3 | 4 | NO |
| Domain 6: Preventive and Responsive Services | Supervisor | | | |  |
| 24. Uses knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence. | 1 | 2 | 3 | 4 | NO |
| 25. Develops, implementing, and evaluating prevention and intervention programs that address precursors to severe learning and behavioral problems. | 1 | 2 | 3 | 4 | NO |
| 26. Participates in school crisis prevention and response teams. | 1 | 2 | 3 | 4 | NO |
| 27. Participates and evaluates programs that promote safe and violence-free schools and communities. | 1 | 2 | 3 | 4 | NO |
| Domain 7: Family–School Collaboration Services | Supervisor | | | |  |
| 28. Collaborates with and engaging parents in decision making about their children. | 1 | 2 | 3 | 4 | NO |
| 29. Promotes respect and appropriate services for cultural and linguistic differences. | 1 | 2 | 3 | 4 | NO |
| 30.Promotes strategies for safe, nurturing, and dependable parenting and home interventions | 1 | 2 | 3 | 4 | NO |
| 31. Creates links among schools, families, and community providers. | 1 | 2 | 3 | 4 | NO |
| Domain 8: Diversity in Development and Learning | Supervisor | | | |  |
| 32. Addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services | 1 | 2 | 3 | 4 | NO |
| 33. Uses a problem-solving framework for addressing the needs of English language learners. | 1 | 2 | 3 | 4 | NO |
| 34. Promotes fairness and social justice in school policies and programs. | 1 | 2 | 3 | 4 | NO |
| Domain 9: Research and Program Evaluation | Supervisor | | | |  |
| 35. Uses research findings as the foundation for effective service delivery. | 1 | 2 | 3 | 4 | NO |
| 36. Uses techniques of data collection to evaluate services at the individual, group, and systems levels. | 1 | 2 | 3 | 4 | NO |
| 37. Assists teachers in collecting meaningful student data. | 1 | 2 | 3 | 4 | NO |
| 38. Applies knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans. | 1 | 2 | 3 | 4 | NO |
| Domain 10: Legal, Ethical, and Professional Practice | Supervisor | | | |  |
| 39. Remains knowledgeable about ethical and professional standards, and legal regulations. | 1 | 2 | 3 | 4 | NO |
| 40. Assists administrators, other school personnel, and parents in understanding regulations relevant to general and special education. | 1 | 2 | 3 | 4 | NO |
| 41. Engages in professional development and life-long learning. | 1 | 2 | 3 | 4 | NO |
| 42. Uses supervision and mentoring for effective practices. | 1 | 2 | 3 | 4 | NO |

Additional competency items or supervisor narrative comments can be added here or on an additional page.

Supervisor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_

Supervisee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_

The supervisee’s signature indicates only that the student is aware of and has discussed the evaluation with the supervisor; agreement with the ratings is not implied by the supervisee’s signature.

# 

# Appendix C: Summer Practicum/Internship Experience Form

Your name:

Your phone:

Field experience setting:

Site supervisor:

Site supervisor’s phone number:

Type of field experience involvement:

Dates of field experience: from \_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Until you have received notification from the School Psychology Program Director acknowledging the appropriateness of this field experience, you should not engage in practicum or internship activities this summer. Note that this form covers activities occurring between May 16 and August 14.

Approval by Program Director:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

# Appendix D: Internship Evaluation Form

**NC STATE SCHOOL PSYCHOLOGY**

**INTERNSHIP**

**EVALUATION FORM**

Attached is a list of competencies for students in the NC State University School Psychology Program. Unless otherwise negotiated as a part of the internship contract, it is expected that supervisees will have had an opportunity to demonstrate competence on each of these items in their placement (with the exception of item 14 regarding supervision).

Your rating is one part of evaluating this supervisee’s clinical competence. It is important that you return this form promptly as your evaluation must be provided in order to evaluate the supervisee’s performance and award a grade. Thank you for your willingness to serve as a clinical supervisor. Your input is very important to the supervisee and to the faculty.

After you complete your evaluation, please share your ratings with your supervisee and then send the original completed form to:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department of Psychology, 640 Poe Hall, Box 7650

NC State University

Raleigh NC 27695-7650

Supervisee Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester & Year:\_\_\_\_\_\_\_\_\_\_\_

Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Highest Degree (Circle one)

MA MS EdS EdD PsyD PhD

Supervisor Licensure (Circle all that apply)

Licensed Psychologist Licensed School Psychologist Level II

Licensed School Psychologist Level III

**Internship Evaluation**

Please use the following scale to rate your supervisee’s performance on each competency that was addressed during this rating period. The typical rating for a supervisee who is performing well and meeting expectations should be a 3. A rating of 1 indicates a need for remedial work in this area before proceeding. A rating of 2 indicates an area that should be a focus of ongoing professional development in order to reach competency. Ratings of 4 and 5 should be reserved for a supervisee whose performance consistently exceeds expectations.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **NA** |
| **Below standard** | **Marginal** | **Competent** | **Advanced** | **Superior** | **Not Applicable** |
| Functioning below level expected  for  training | Functioning at minimum threshold expected for level of training | Functioning on level expected for training | Functioning beyond level expected for training | Functioning far beyond level expected for training | Objective not addressed or no opportunity to observe |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Assessment** |  |  |  |  |  |  |
| 1. | Formulates and conducts assessments of client cognitive and academic functioning and its determinants that are technically adequate and relevant to referral problem | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Formulates and conducts assessments of client social, emotional, and behavioral functioning and its determinants that are technically adequate and relevant to referral problem | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Integrates assessment information from a variety of sources to formulate plausible working hypotheses concerning the cognitive, affective, social, and ecological factors contributing to problem situations | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Accurately diagnoses psychological and educational disorders within the DSM and/or special education classification systems | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Clearly and accurately communicates assessment findings in written reports | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Clearly and accurately communicates assessment findings in meetings | 1 | 2 | 3 | 4 | 5 | NA |
|  | **Intervention** |  |  |  |  |  |  |
| 7. | Demonstrates knowledge of the major childhood psychological and learning disorders and evidence-based treatments for these disorders | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Generates intervention plans or treatment recommendations that are consistent with client assessment results, clinical hypotheses, and empirical literature | 1 | 2 | 3 | 4 | 5 | NA |
| 9. | Implements or assists in implementing behavioral or cognitive-behavioral interventions to improve clients’ academic or social functioning | 1 | 2 | 3 | 4 | 5 | NA |
| 10. | Demonstrates knowledge of school system crisis procedures and employs them (if opportunity arises) | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **NA** |
| **Below standard** | **Marginal** | **Competent** | **Advanced** | **Superior** | **Not Applicable** |
| Functioning below level expected  for  training | Functioning at minimum threshold expected for level of training | Functioning on level expected for training | Functioning beyond level expected for training | Functioning far beyond level expected for training | Objective not addressed or no opportunity to observe |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Consultation/Supervision** |  |  |  |  |  |  |
| 11. | Provides useful guidance, advice, and technical assistance to teachers, administrators, or parents when functioning as a consultant | 1 | 2 | 3 | 4 | 5 | NA |
| 12. | Works effectively with parents and families to address children’s educational and psychological needs | 1 | 2 | 3 | 4 | 5 | NA |
| 13. | Demonstrates knowledge of primary, secondary, and tertiary prevention concepts and their application in schools | 1 | 2 | 3 | 4 | 5 | NA |
| 14. | Provides clinical supervision in a way that ensures client welfare and enhances supervisee functioning | 1 | 2 | 3 | 4 | 5 | NA |
|  | **Scientist/Practitioner** |  |  |  |  |  |  |
| 15. | Consistently uses logic, science, or accepted practice to guide professional decisions and actions | 1 | 2 | 3 | 4 | 5 | NA |
| 16. | Conceptualizes problems and acts in ways that reflect knowledge of psychological and educational principles and research | 1 | 2 | 3 | 4 | 5 | NA |
| 17. | Uses data to guide decision making in evaluating the quality of own and unit services | 1 | 2 | 3 | 4 | 5 | NA |
|  | **Professional Functioning** |  |  |  |  |  |  |
| 18. | Establishes and maintains effective working relationships with school personnel, parents, and children | 1 | 2 | 3 | 4 | 5 | NA |
| 19. | Applies assessment, intervention, and consultation skills in a culturally sensitive manner | 1 | 2 | 3 | 4 | 5 | NA |
| 20. | Communicates effectively in writing across range of work situations (e.g., email, reports, and letters to agencies and parents) | 1 | 2 | 3 | 4 | 5 | NA |
| 21. | Communicates effectively orally across a range of work situations (e.g., parent conferences, IEP meetings, working groups) | 1 | 2 | 3 | 4 | 5 | NA |
| 22. | Makes practice decisions that are consistent with legal and ethical standards | 1 | 2 | 3 | 4 | 5 | NA |
| 23. | Anticipates legal and ethical dilemmas and acts proactively | 1 | 2 | 3 | 4 | 5 | NA |
| 24. | Consistently and accurately monitors own work for errors and overall quality | 1 | 2 | 3 | 4 | 5 | NA |
| 25. | Recognizes limits of own expertise and seeks assistance when appropriate | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **NA** |
| **Below standard** | **Marginal** | **Competent** | **Advanced** | **Superior** | **Not Applicable** |
| Functioning below level expected  for  training | Functioning at minimum threshold expected for level of training | Functioning on level expected for training | Functioning beyond level expected for training | Functioning far beyond level expected for training | Objective not addressed or no opportunity to observe |

**Professional Functioning (cont.)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 26. | Assumes responsibility for own actions and professional development | 1 | 2 | 3 | 4 | 5 | NA |
| 27. | Follows through on assigned responsibilities | 1 | 2 | 3 | 4 | 5 | NA |
| 28. | Meets timelines and due dates | 1 | 2 | 3 | 4 | 5 | NA |
| 29. | Conforms to documentation and recordkeeping requirements | 1 | 2 | 3 | 4 | 5 | NA |
| 30. | Takes initiative to gain new skills/responsibilities | 1 | 2 | 3 | 4 | 5 | NA |
| 31. | Actively participates in clinical supervision | 1 | 2 | 3 | 4 | 5 | NA |
| 32. | Manages time effectively | 1 | 2 | 3 | 4 | 5 | NA |
| 33. | Manages feelings and personal/professional conflicts responsibly | 1 | 2 | 3 | 4 | 5 | NA |
| 34. | Please provide your overall rating of the supervisee’s functioning at the time of this evaluation | 1 | 2 | 3 | 4 | 5 | NA |

Additional competency items or supervisor narrative comments can be added here or on an additional page.

Supervisor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_

Supervisee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_

The supervisee’s signature indicates only that the supervisee is aware of and has discussed the evaluation with the supervisor; agreement with the ratings is not implied by the supervisee’s signature.

#### **Appendix E: MS/CAS Practicum Agreement Form**

#### **North Carolina State University**

**School Psychology Program**

**BASIC INFORMATION**

Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates of placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site-based contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NC State Faculty

Supervisor: Scott A. Stage, PhD, HSP-P, #3808

(919) 515-0318

sastage@ncsu.edu

**NASP’s Best Practice Guidelines for School Psychology Internships are expected:**

* The internship supervisor, school psychology faculty, and intern adhere to NASP Principles for Professional Ethics (2010b).
* The internship for specialist-level interns includes at least 1,200 hours.
* The internship site provides opportunities for a range of school psychological services consistent with the NASP Standards for graduate preparation of school psychologists (2010c) and NASP Model for comprehensive and integrated school psychological services (2010a) [Generally, the sixth types of activities that are more specifically described below.]
* The internship site provides the intern with the opportunities and supervision needed to integrate domains of knowledge and apply professional skills in school psychology in delivering a comprehensive range of services evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.
* Most of the intern’s time is spent providing direct and indirect psychological services to children, youth, and/or families. In order to ensure breadth of training, activities in no single major function predominates the intern’s time.
* The intern field supervisor has at least 3 years of full-time experience as a credentialed school psychologist or psychologist and is employed as a regular employee or consultant by the district or agency.
* The internship includes an average of at least 2 hours of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern’s competencies.
* Interns have the opportunity to develop an affiliation with colleagues and the field\* through regularly scheduled training activities with (a) other interns at the site, (b) interns at other sites in the immediate area, and/or (c) school psychologists at the site and/or in the immediate area
* NC State University appropriately licensed school psychology faculty will provide weekly supervision from an organizational systematic perspective with group supervision of interns from other internship sites.

- Field supervisor(s) shall complete and submit an NC State evaluation form prior to the end of each semester so that the intern may be awarded a grade for the internship course.

Other specific arrangements:

- Intern shall receive a written statement from the site that includes, but is not limited to, salary, benefits, reimbursable travel, holidays, and other relevant data.

- Intern shall receive a copy of due process procedures in effect at the site.

**DESCRIPTION OF ACTIVITIES**

Briefly describe activities in the following areas. If one area is not part of the agreement, mark N/A.

**ASSESSMENT/DATA-BASED DECISIONS** (20%)

(Includes psychological and psychoeducational assessment and report writing, behavioral assessment, parent and child interview. This also includes MTSS benchmarking, curriculum-based measurement and behavioral assessment)

**INTERVENTION/TREATMENT** (20%)

(Includes individual and group counseling, crisis intervention, behavioral and cognitive interventions, academic interventions both Tier 2 and Tier 3)

**CONSULTATION/PREVENTION** (20%)

(Includes dyadic consultation with teachers or parents, school-wide programmatic prevention staff development presentations or consultation, liaisons with other agencies)

**ADMINISTRATION/SUPERVISION** (20%)

(Includes trainee’s supervision of other staff members, completion of paperwork, staff meetings)

**INTERNSHIP PERFORMANCE-BASED PRODUCTS** (10%)

(Includes data collection, data coding, statistical analyses, write-up of project: See Psychology 651 syllabus)

- NASP Rubric Behavioral Intervention Case Study

- NASP Rubric Academic Intervention Case Study

- Conduct CDC’s School Health Index Module 6: School Counseling, Psychological,

and Social Services

* Provide case notes on one Counseling Case on Moodle site using SOAP notes
* Two annotated psychological reports following the MTSS school framework

**PROFESSIONAL DEVELOPMENT/CONTINUING EDUCATION** (10%)

(Includes orientation to organization, participation in training and professional development)

- Minimum 2 hour/week of individual supervision will be provided on site.

- An additional 2 hours/week of scheduled learning activities will be provided.

**SUPERVISION AGREEMENT**

Primary site supervisor’s name, degree, professional certification/licensure, & title

- Licensed NC – Department of Public Instruction School Psychologist

NC State Faculty supervisor’s name, degree, professional certification/licensure, & title

- Scott A. Stage, PhD, Health Services Provider Licensed Psychologist (NC); Professor of Psychology

**SIGNATURES**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Intern Site Supervisor

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Scott A. Stage, PhD, HSP-P #3808

Director of School Psychology

Department of Psychology

NC State University

# Appendix F: Internship Placement Template (Non-APPIC/APA sites)

**North Carolina State University**

**School Psychology Program**

**Internship Agreement Form**

**BASIC INFORMATION**

Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates of placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site-based contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NC State Faculty

Supervisor:

Additional specifics of arrangements:

- The internship shall be structured to include 1500 minimum clock hours; 375 minimum hours in direct client contact; and up to 375 hours in research activity.

- There shall be at least two hours per week of individual, face-to-face supervision, and an average of two hours per week of additional scheduled learning experiences (e.g., case conferences, seminars).

- Field supervisor(s) shall complete and submit an NC State evaluation form prior to the end of each semester so that the intern may be awarded a grade for the internship course.

- Intern shall receive a written statement from the site that includes, but is not limited to, salary, benefits, reimbursable travel, holidays, and other relevant data.

- Intern shall receive a copy of due process procedures in effect at the site.

**DESCRIPTION OF ACTIVITIES**

Briefly describe activities in the following areas. If one area is not part of the agreement, mark N/A.

**ASSESSMENT** (\_\_\_%)

(Includes psychological and psychoeducational assessment and report writing, behavioral assessment, parent and child interviews)

-

**INTERVENTION/TREATMENT** (\_\_\_%)

(Includes individual and group counseling, crisis intervention, behavioral and cognitive interventions)

-

**CONSULTATION/PREVENTION** (\_\_\_%)

(Includes dyadic consultation with teachers or parents, staff development presentations, liaisons with other agencies)

-

**ADMINISTRATION/SUPERVISION** (\_\_\_%)

(Includes trainee’s supervision of other staff members, completion of paperwork, staff meetings)

-

**RESEARCH** (\_\_\_%)

(Includes data collection, data coding, statistical analyses, write-up of project)

-

**PROFESSIONAL DEVELOPMENT/CONTINUING EDUCATION** (\_\_\_%)

(Includes orientation to organization, participation in training, receiving supervision)

- Minimum 2 hour/week of individual supervision will be provided on site.

- An additional 2 hours/week of scheduled learning activities will be provided.

**LEARNING OBJECTIVES FOR INTERNSHIP PLACEMENT**

-

-

-

-

-

-

**SUPERVISION AGREEMENT**

Primary site supervisor’s name, degree, professional certification/licensure, & title

- Health Services Provider Licensed Psychologist (NC)

Secondary site supervisor’s name, degree, professional certification/licensure, & title

- Health Services Provider Licensed Psychologist (NC)

NC State Faculty supervisor’s name, degree, professional certification/licensure, & title

- Health Services Provider Licensed Psychologist (NC)

**SIGNATURES**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Intern Site Supervisor 1

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

University Supervisor Site Supervisor 2

1. Dr. Begeny left the School Psychology Program in the spring of 2021 and joined the Applied Social and Community Program in the Psychology Department at NC State. [↑](#footnote-ref-1)
2. Dr. Braden left the School Psychology Program to become the Dean of the College of Humanities and Social Sciences in the fall of 2008 and returned to the faculty in fall of 2021. [↑](#footnote-ref-2)
3. While you are on an APPIC/APA accredited internship, you only need to take 1 credit because the Graduate School requires your continued enrollment. [↑](#footnote-ref-3)