

School Psychology Program

Student Handbook 2023 – 2024

The University of California at Berkeley is fully accredited by the Western Association of Schools and Colleges to grant professional and doctoral degrees. The UC Berkeley School Psychology Program is accredited by the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
[Website](#)

The program is also approved by the National Association of School Psychologists (NASP) and the California State Department of Education. Established in 1965 by Dr. Nadine M. Lambert, the program has graduated over 200 doctoral students to date. Dr. Frank C. Worrell is the current Faculty Director and Dr. Kate Perry is the Program Coordinator.

The Berkeley School Psychology Program prepares graduates to assume leadership roles as practicing school psychologists, researchers, university educators, and program directors at the local, state and national levels. Grounded in a scientist-practitioner model of education and training in psychology, the Program emphasizes a developmental-ecological systems perspective and a school-based mental-health consultation model of service delivery.

This document is intended to provide students with information needed to plan and coordinate successful completion of the School Psychology Program at Berkeley. It is important to note that the organizations we are accredited by periodically adopt new regulations and policies for programs that must be implemented immediately. In these instances, students will be informed about and will be held to the new requirements and standards, which may differ from those outlined here. Changes made in university requirements apply to the cohorts that enter the program after the changes have been adopted. The information contained herein is necessary but by no means sufficient for understanding the rules and regulations pertaining to the granting of the doctoral degree at Berkeley. This document primarily contains information that is specific to our program and describes any procedures and requirements (both academic and professional) that may be *in addition* to those outlined in the [Berkeley School of Education's Handbook for Advanced Degree Students](#).

The Berkeley School Psychology Program is housed in the Berkeley School of Education (BSE). The BSE is one of the 14 professional schools under the jurisdiction of the Berkeley Graduate Division, the campus unit that supervises all graduate degree programs, certifies completion of doctoral program requirements, and recommends conferral of degrees. Although the BSE and the School Psychology Program may require activities or products that augment those established by the Graduate Division, none may be required that conflict with Graduate Division regulations. Accordingly, in order to properly

understand the Graduate Division and BSE requirements, it is essential that students obtain and become familiar with the most recent copy of the *BSE's Handbook for Advanced Degree Students* from the BSE. This document guides planning for all significant degree goals, describes procedures for completing advanced degree programs in the BSE, and interprets and applies the regulations and requirements of the Berkeley Graduate Division. For any questions or clarifications about the Berkeley Graduate Division procedures and regulations that form the basis of the *BSE's Handbook for Advanced Degree Students*, see the [Guide to Graduate Policy](#).

See [Appendix A](#) for an explanation of due process and grievance procedures applicable to School Psychology graduate students and [Appendix B](#) for a listing of the University documents containing written policies and procedures governing student rights and responsibilities regarding administrative and financial assistance, student evaluation, advisement, retention, and termination decisions.

Issues related to ethical practices in the profession of psychology have lately been prominent in national media. Well before these concerning recent allegations, it was the policy of the Berkeley School Psychology Program to devote portions of several seminars to the exploration of ethics in the professional practice of school psychology, as codified by the American Psychological Association and other professional organizations. All students and faculty are expected to abide by the ethical principles of the American Psychological Association ([Ethical Principles of Psychologists and Code of Conduct](#)) and the National Association of School Psychologists ([Principles for Professional Ethics](#)).

At the level of individual student conduct, it is essential to understand the absolute centrality of ethical behavior in all phases of student life and to be aware of [UC Berkeley's Code of Student Conduct](#). Students may be subject to dismissal from the Program and/or the University for violations resulting from any of the following (intended to be illustrative, not exhaustive):

- ❖ **Cheating:** Cheating includes fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.
- ❖ **Plagiarism:** Plagiarism includes the use of intellectual material produced by another person without acknowledging its source, or the use of material you produced without acknowledgement that the material has been used previously.
- ❖ **False Information and Representation and Fabrication or Alteration of Information:** Furnishing false information, failing to identify oneself honestly, fabricating or altering information and presenting it as legitimate, or providing false or misleading information to an instructor or any other University official in an academic or professional context.
- ❖ **Theft or Damage of Intellectual Property:** Sabotaging or stealing another person's work, improper access to or electronically interfering with the property of another person or the University, or obtaining a copy of an exam or assignment prior to its approved release.
- ❖ **Alteration of University Documents:** Forgery of an instructor's signature, submitting an altered transcript of grades to or from another institution or employer, or falsely altering a previously graded exam or assignment.
- ❖ **Disturbances in the Classroom or Lab:** Disturbances in a classroom or lab that serve to create an unfair academic advantage for oneself or disadvantage for another member of the academic community.

Admissions, Residency, and Other Requirements for the Ph. D. Degree at Berkeley

Admission to the School Psychology Program is based on a comprehensive review of academic, professional, and personal information presented in the application. Although the review places a greater emphasis on academic preparedness, other information plays a major role in an admissions decision. Thus, in addition to looking at a student's grade point average from their undergraduate degree (and if applicable, master's degree) and their scores on the Graduate Review Examination (GRE) (which are not required in the application, but are optional) the Admissions Committee also looks at involvement in research experiences, experiences in schools or other educational settings, leadership experiences, letters of recommendation, socioeconomic status, and first generation status in college, with the goal of enrolling a diverse class of students.

Applicants are encouraged to learn about the faculty within the Berkeley School of Education and their respective research interests in order to determine which professors might be suitable to serve as a faculty advisor. The application asks students to indicate which faculty members they are interested in working with. Note that faculty who are able to advise doctoral students can be found on the [BSE website](#) with an asterisk next to their names.

Students who did not complete a major or minor in psychology can strengthen their application by showing that they have mastered the fundamental knowledge in psychology (e.g., by completing a post-baccalaureate program or taking the Psychology GRE). The Graduate Division restricts programs from accepting students with undergraduate GPAs less than 3.0, unless there is strong evidence in subsequent academic preparation (e.g., completion of a Master's degree in psychology).

Applications are reviewed by the Program's Admissions Committee, and the Admissions Committee invites a smaller number of applicants – typically 12 to 18 – to participate in interviews with School Psychology students and faculty on the Berkeley campus. Students who are not able to visit the campus for an interview can be interviewed via Zoom. No students are admitted without an interview. Admissions offers are made on the basis of the materials in the application and the interview. The Berkeley School of Education allots a specific number of admissions slots to the Program, and this allotment represents the most offers that the Program can make. School Psychology cohorts typically range from four to six students.

Students are expected to spend a minimum of 3 full-time academic years of graduate study for receipt of the Ph.D. on the Berkeley campus. The School Psychology Program also requires the completion of a 1,500-hour internship before the awarding of the Ph.D. The internship requires a full-time commitment and is completed in one year, typically in the fifth year. Students are required to apply to an APA accredited internship. Alternatives to attending an APA accredited internship must be discussed with the Program Coordinator and for an alternative internship to be approved, it must meet requirements spelled out by the Commission on Accreditation. The normative time to the doctoral degree at Berkeley is six years, although many students complete the degree in five years.

The essence of doctoral study at Berkeley is the mastery of knowledge in a field of inquiry within the student's chosen discipline of study. This includes acquisition of fundamental facts and principles that apply in the major fields of study as well as the ability to think incisively and critically about the theoretical and the practical aspects of these fields.

In the School Psychology Program, both the faculty advising structure and the sequence of academic and professional course preparation have been devised with these overarching academic goals in mind. Thus, while one comes to Berkeley to learn the practice of school psychology, the academic expectation is for individualized, specialized inquiry in an area of psychology to be determined by each student with faculty from the BSE, the Psychology Department, and other University departments as appropriate.

In practice, what this means is that the Berkeley School Psychology Program is somewhat unique in regard to its faculty and program structure. Unlike programs at some institutions where there may be a large core school psychology faculty responsible for the teaching of all core courses and supervising research and professional practice of all students in the program, the Berkeley program was designed to combine academic and research education with professional education and training by using the expertise of faculty who are psychologists and non-psychologists.

Core theoretical courses are taught by Senate faculty who provide theoretical and scientific leadership in their own academic areas of specialization. Program faculty, both within the Berkeley School of Education and the Department of Psychology, serve as important scientific role models from both an academic and applied perspective. Students may choose to study and conduct research with Berkeley professors in virtually any area of education or psychology. In addition, there are three professional clinical faculty (all certified school psychologists, two licensed psychologists) who teach the School Psychology professional seminars and supervise fieldwork. The Berkeley Program also utilizes community-based professionals for supervision in the field placements and internships.

Advisors, Core School Psychology Faculty, and Associated Faculty

Based on the entering student's stated interests and background, both a primary advisor and a secondary advisor are appointed. The primary supervisor is the person referred to as the "faculty counselor" in the [*Berkeley School of Education Handbook for Advanced Degree Students*](#) and should be consulted regarding all matters concerning the development of an individual program of academic study.

It is imperative for successful academic progress that advisors be consulted from the very beginning of the student's residency, and it is the student's responsibility to seek advice regarding academic and research goals, especially in the writing of prequalifying papers and in preparation for the oral qualifying and dissertation proposal examinations. It is strongly recommended that students participate in a research group with their advisor every semester, as this will ensure regular contact, which generally facilitates progress.

While completing coursework in the school psychology core competencies, students will have an opportunity to become acquainted with all core school psychology and many of the associated faculty. In some instances, these developing faculty contacts may lead to a change of interests or research direction. In such cases a new advisor may be appropriate, and the *BSE Handbook* describes the procedures for changing advisors.

Core School Psychology faculty and associated faculty are all available to serve as readers for prequalifying papers. Those marked with an asterisk below can serve as research advisors and may also serve as dissertation committee chairs. Other faculty members, who are not in the core or affiliated category, can also serve as readers for papers or dissertation committee chairs, depending on the student's research interests.

| Core Faculty | Areas of Specialization |
|---------------------------|--|
| Alejandra Ojeda-Beck | Literacy development; multiple literacies; graphic novels; academic vocabulary and incidental vocabulary learning |
| Amanda McKerracher | Children's mathematics learning and learning disabilities; math interventions; assessment and counseling practices for children with vision impairments; assistive technology |
| Kate Perry | Teaching practices and the development of children's academic, behavioral and socio-emotional competencies; early literacy development; primary reading instruction |
| Frank C. Worrell* | African-American education; prevention of school failure; psychosocial development of at-risk and talented adolescents; scale development and validation; teacher effectiveness |
| Chunyan Yang* | Risk and resilience; bullying and teacher-targeted violence; social emotional learning; school climate; cross-cultural comparison |
| Associated Faculty | Areas of Specialization (Psychology/Development emphasis) |
| Mercedes Zapata | The social psychology of disability and disability-affirming practice |
| Karen Draney | Quantitative methods; measurement in education |
| Sophia Rabe-Hesketh* | Assessment and educational measurement; research methods |
| Stephen Hinshaw | clinical child and adolescent psychology and developmental psychopathology; diagnostic validity of childhood disorders; prediction of behavioral and learning problems, the neuropsychology and neurobiology of impulsive and externalizing behavior; ADHD |
| Rodolfo Mendoza-Denton | Intergroup relations; stigma; prejudice; culture; education |
| Elliot Turiel* | Development of moral reasoning; social judgments and action; children's conceptions of authority and rules in school settings |
| Mark Wilson* | Application of psychological measurement theory to problems of testing and evaluation; assessment resources for classroom teachers |

Overview of Course and Activity Requirements for Students Entering 2023

The doctoral degree at Berkeley is not a “unit-based” degree and the accumulation of units, no matter how many, will not in and of itself advance one’s doctoral prospects in the absence of attention to other scholarly preparation and achievement of academic goals, primarily the writing of the prequalifying papers.

Completion of required course work occupies considerable time during the first three years in residence, and strong performance in course work is an important criterion used for evaluation by the School Psychology faculty. In fact, students must receive a grade of B- or higher in all required Program courses in order to be considered in good academic standing. Students who earn a grade lower than a B- in a required course will be required to repeat the course to earn a qualifying grade, and they may also be required to re-do any practicum or internship placements that are associated with the course (note that credit is assigned for the highest grade earned).

In deciding how to build a schedule of course work, it is important to understand that there are two sets of course requirements students must attend to: (a) Berkeley School of Education (BSE) requirements; and (b) School Psychology Program requirements. The list below is THE definitive list of approved courses and alternates for 2022–2023 for school psychology students and should be consulted if there are questions about whether a particular course is approved to meet a given requirement.

Requirements related to fieldwork, practicum placements and internships are briefly described under “Professional Requirements” below. For detailed descriptions of each practicum placement, and agreement forms describing the expectations and requirements of the culminating internship, see [Appendix C](#).

Although this summary is not a substitute for BSE documents and associated procedural handouts (available from the Student Academic Services Office, 2121 Berkeley Way), this list contains all of the course and product requirements for school psychology students. Refer to the [BSE Handbook](#) for details regarding BSE requirements, as well as important timelines for completion of course work and papers.

Please pay attention to the procedures for applying for a waiver of a BSE or core requirement, as typically only the instructor responsible for the course (with the approval of the Head Graduate Adviser) has the authority to waive a required activity or course. Before asking an instructor for a course waiver, you need to check with the Program Director to see if the School Psychology Program allows the course to be waived. Student Services has a form that needs to be completed. Please also note that students who wish to do Independent Study (EDUC 299) with a Professor should check with the Professor first before enrolling in the course.

Tables [1](#), [2](#) and [3](#) are all intended to assist students in keeping track of when/how they will meet all the course requirements outlined below. Tables [4](#) and [5](#) are intended to show students what practicum assignments are required, and how coursework and practicum placements are aligned.

BSE Course Requirements

- A. Core Course Requirement: Superseded by School Psychology Program requirements
- B. Methodology: Superseded by School Psychology Program methodology requirements
- C. Academic Preparation: **8 units** in an academic discipline, which are met within the BSE, **and a minimum of 2 courses (totaling at least 6 units)** in a Department outside of the BSE. Students normally fulfill the “outside” requirement by taking courses in Psychology, Public Health, Sociology, Social Welfare, and Anthropology. Please note that these must be graduate level (i.e., 200-level) courses AND taken for a letter grade in order to meet this requirement.

School Psychology Program Course Requirements (Scientific Preparation and Professional Requirements)

Scientific Psychology Preparation – Basic

| <u>Discipline Specific Knowledge</u> | <u>Core Courses</u> |
|---------------------------------------|---|
| Cognitive, Affective, & Developmental | EDUC 213A & EDUC 213B |
| History/Systems and Ethics | EDUC 298C |
| Social Bases of Behavior | EDUC 208 |
| Biological Bases of Behavior | EDUC 208A |
| | |
| <u>Methodology</u> | |
| Statistics | EDUC 293A – Data I |
| Statistics | EDUC 275B – Data II |
| Qualitative | EDUC 271 - or approved alternative |
| | |
| Research seminar | EDUC 204C - Students typically enroll in their advisor’s seminar |

Scientific Psychology Preparation – Advanced

| <u>Discipline Specific Knowledge</u> | <u>Core Courses</u> |
|--------------------------------------|---------------------|
| Developmental Psychopathology | EDUC 210 |
| Social Psychology | EDUC 200D |

Methodology

| | |
|------------------|------------------|
| Psychometrics | EDUC 274A |
| Research Methods | EDUC 217 |

Research seminar - at least 4 semesters of participation after the first year.

Additional courses supporting areas of interest: Also see “C” under BSE core requirements.

Professional Requirements – Basic

Cognitive, Affective, Social, and Developmental Perspectives (Year 1)

| | |
|--|--------------------|
| Early Development Through Middle Childhood | EDUC 213A |
| Adolescent and Adult Development | EDUC 213B |
| History/Systems of Psychology and Ethics | EDUC 298C |
| Pre-Practicum: Elementary, Middle & High School settings | EDUC 313A/B |
| <i>Introduction to the profession and school settings is supported by placements in a school setting (elementary level in the fall; secondary level in the spring). Students work primarily with general education classroom teachers, but also interact with credentialed school psychologists, and are provided weekly group supervision (EDUC 313A and 313B) from licensed program faculty.</i> | |

Assessment Courses (Year 2)

| | |
|--|------------------|
| Assessment of Cognitive Functioning | EDUC 207B |
| Developmental, Learning, and Social Emotional Disorders in Children | EDUC 207C |
| Practicum: Cognitive Assessment (fall); Other Psychological Assessment | EDUC 207L |
| <i>Knowledge and growth in professional competencies in the area of psychological assessment is supported by practicum work in the fall that entails independent practice administering cognitive tests. In the spring students spend one day per week conducting assessments in a school setting, under the direct supervision of a credentialed school psychologist. Students also receive weekly group supervision (EDUC 207L) from licensed program faculty.</i> | |

Legal Issues in Educational Practice (Year 3) **EDUC 263B**

Ethnic and Cultural Differences **EDUC 200D**

This knowledge domain is also covered in the following courses on specific topics:
213A–D, 207B, 207C, 290A, 413A–D

Professional Requirements – Advanced

Consultation and Intervention Courses (Year 2)

| | |
|---|--------------------|
| School Based Consultation | EDUC 213C |
| Educational Interventions | EDUC 213D |
| Practicum: Consultation & Intervention (fall and spring) | EDUC 313C/D |
| <i>Knowledge and growth of competencies in the areas of consultation and intervention (academic, behavioral, and socio-emotional) are supported by a practicum placement in a school setting (one day per week). Students work as school-based consultants to support teachers and school teams with developing and implementing interventions at the individual student, classroom and school levels. Students are</i> | |

provided weekly group supervision (EDUC 313C and 313D) and weekly consultation (EDUC 413L) from licensed program faculty.

Developmental Psychopathology Course (Year 3)

Practicum: Advanced Psychological Assessment

EDUC 210

EDUC 313E

Students complete one comprehensive psychological assessment in the Psychology Clinic, under the supervision of licensed program faculty.

Evidence-Based Interventions Courses (Year 4)

Mental Health Treatment – Part I

EDUC 413A

Mental Health Treatment – Part II

EDUC 413B

Advanced Practicum: Mental Health Interventions

EDUC 313 F/G

Knowledge and growth of professional competencies are supported by participation in a part-time practicum placement. Students may work in a variety of community agencies and settings, such as university hospitals, school-based mental health programs, community mental health clinics, and therapeutic educational programs (minimum 2 days per week). This experience provides students with an opportunity to deepen their understanding of psychopathology in childhood and adolescence through gaining experience in providing evidence-based interventions, primarily counseling/therapy. Students are provided weekly group supervision (EDUC 313F and 313G) and weekly consultation (EDUC 413L) from licensed program faculty.

Internship (Year 5)

The culminating experience is a full-time 1,500 hour internship in Year 5. Students are required to apply to an APA accredited internship. Under certain circumstances, students may be permitted to complete a non-accredited internship. However, any non-accredited internship must meet specific program requirements and be approved by the Program Coordinator. Any internship must include a minimum of 1,200 hours completed in a school setting. This requirement ensures that the internship is appropriate to the specialty of school psychology and that students meet the requirements of the California Commission on Teacher Credentialing (CCTC) for the School Psychologist Credential.

Discipline Specific Knowledge

APA has identified 10 domains in which doctoral level health service psychologists must acquire an advanced and specialized knowledge base, which serves as the foundation for training and professional practice. Students will achieve this objective through their coursework, field placements/practica, and internship.

- History and Systems
- Affective Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior
- Advanced Integrative Knowledge
- Research Methods
- Statistical Analysis
- Psychometrics

Profession-Wide Competencies

APA has identified 9 areas of professional practice in which doctoral level health service psychologists must attain and demonstrate competence. It is expected that students will acquire these competencies through their coursework, practicum placements, and internship.

1. Research

Students engage with research and formulate their own areas of inquiry. They conduct their own independent research with the ultimate goal of contributing to the scientific literature. Pre-dissertation research requirements include one conceptual paper and one empirical paper, both of which must be approved by two faculty members.

In a professional capacity, students are able to apply research literature to the development of evidence-based interventions. They are able to select evidence-based, appropriate interventions that are modified as needed for relevant communities. They engage in effective screening, intervention, and evaluation activities in order to understand individual, classroom, and/or school/district level needs. They understand how to use data to develop, monitor, and modify interventions.

2. Ethical and legal standards

Students are knowledgeable about the ethical codes of professional associations (APA, NASP, CASP) as well as federal and state (California) laws and regulations. They engage in practice that is in keeping with these ethical codes. They also understand issues of confidentiality, risk management, requirements for documentation, and necessary disclosures.

3. Individual and cultural diversity

Students are knowledgeable about issues of diversity and socio-cultural influences. They show an awareness of diversity factors including strengths related to membership in cultural or subcultural groups and are able to recognize when presenting symptoms may reflect cultural variables and not psychopathology, and articulate the impact on the client of immigration, racism, the sociopolitical system, and other sociohistorical forces. They demonstrate cultural sensitivity in their interactions, respect for those of different backgrounds, and awareness of their own biases. They recommend and implement treatments that are sensitive to each client's cultural/world view and demonstrate an understanding of barriers that may prevent the use of mental health services within different cultures and subcultures.

4. Professional values, attitudes and behaviors

Students engage in practice that reflects professional competencies including, but not limited to, reliability; timeliness; organization and an ability to meet deadlines; appropriate dress and demeanor with clients, parents, and staff; initiative and leadership; and sensitivity to personal and professional boundaries.

5. Communications and interpersonal skills

Students demonstrate the ability to interact effectively in a work setting. This capacity includes being prepared, punctual, non-defensive, motivated to seek help, helpful, and committed to following through on supervisor recommendations and commitments to colleagues. They also demonstrate the ability to communicate in an inclusive manner, with clarity and sensitivity across multiple recipient communities. Students also take the initiative to facilitate collaboration among multidisciplinary members of treatment teams/IEP teams, including psychiatrists, case managers, parents, and teachers.

6. Assessment

Students acquire assessment skills for the purpose of evaluating and diagnosing individual student difficulties and disabilities, and then developing intervention and individualized education plans and special education programs. They become proficient in the selection of appropriate diagnostic instruments. They are able to competently administer and score instruments, interpret the findings correctly, and formulate appropriate recommendations for treatment and intervention. They write comprehensive written reports that are well organized, clear, and accurate. Students also learn about assessment at the classroom/group and school level for the purpose of evaluating programs and improving the overall effectiveness of educational services.

7. Intervention

Students engage in practice that is theoretically and empirically grounded and includes making accurate diagnoses and developing and implementing evidence-based interventions effectively. Students effectively monitor students' progress in counseling or other interventions and ensure they are sensitive to the unique needs of the student and setting. They acquire intervention and counseling skills to help address a variety of needs - academic, behavioral, and socio-emotional. Finally, students learn to handle the termination of services professionally and therapeutically.

8. Supervision

Students learn about different models of supervision and the key components of effective supervision.

9. Consultation and Interprofessional/interdisciplinary skills

Students acquire the skills necessary to work with others to develop jointly produced and mutually acceptable interventions. They engage in collaborative interactions and reciprocal exchanges with others who are responsible for delivering students' educational programs – teachers, principals, multidisciplinary teams, and families. They learn to ask meaningful and focused questions, use observations and student data effectively in consultation, and facilitate opportunities for joint reflection.

School Psychology Doctoral Degree Requirements and Milestones

Successful completion of *two Prequalifying Papers* is required as a prerequisite for admission to the *Oral Qualifying Examination*. One must be empirical and one conceptual.

Prequalifying papers must be organized and written as if they were to be submitted to a professional journal and follow the format suggested for journal submissions by the most recent edition of the APA Manual (currently 7th). Such papers are usually 30 to 40 pages long. Each paper is written under the supervision of two readers selected by the student. Typically, the primary reader of the first paper will be the student's academic advisor. The student, in consultation with the advisor, selects the second reader. Over the course of the two papers, at least three different faculty members should be involved as readers. A Senate faculty member from another department may serve as a reader on prequalifying papers.

In the first paper, which may be either an empirical study or a conceptual paper, students may expand upon coursework completed during the first year of the program. A prequalifying paper is expected to be significantly larger in scope and more polished than a course paper. If students begin with an empirical paper, they often report on a faculty-directed project in which they were involved. Typically, empirical papers should be at least acceptable for presentation at a conference and/or submission to a journal.

The second paper may be either a conceptual or empirical paper, so long as one of each is completed before the qualifying examination. If the second paper is empirical, as with Paper 1, it is expected that the paper should be at least acceptable for presentation at a conference and/or submission to a journal.

To pass *Prequalifying Review*, students must have written two prequalifying papers (one conceptual and one empirical study), each of which is read by two faculty members. Working with the faculty who are readers, these papers are **revised** until they are "signed off" as acceptable for the purpose of Prequalifying Review. Performance on these papers and in course work is reviewed by the faculty. When all the course work contained on your Outline of Program is successfully completed and readers have signed off on both papers, students are considered to have passed the Prequalifying Review and are eligible to take their Qualifying Examination (see the *BSE Handbook* for a complete discussion of the Outline of Program and Prequalifying Review.) Students can be taking their final scientific preparation course in the semester that they take their Qualifying Examination.

The ***Qualifying Examination*** is conducted by a committee of four senate faculty members. There is both a written and oral portion of the qualifying exam. Students use one or both of the prequalifying papers as part of the written component of the exam, providing copies of the papers to each committee member at least two weeks before the Examination. The oral component of the Examination is based on ***three*** areas of academic specialization as declared in the student's Outline of Program. In conjunction with their advisors and with input from the Qualifying Examination committee members, students also develop a list of questions and relevant readings in each of their three areas of academic specialization and this document forms the other part of the written component of the examination.

Because part of the purpose of the Qualifying Examination is to evaluate the student's ability to complete the doctoral dissertation, students may also discuss their dissertation prospectus during the Qualifying Examination with their advisor's approval, although this is rarely done. Discussion of the prospectus can provide students with an opportunity to discuss their dissertation plans prior to the formal Dissertation Proposal Review.

After passing the Qualifying Examination, the student then files to advance to candidacy for the Ph.D. Advancement to candidacy requires the establishment of a 3-faculty member dissertation committee, and the submission of a tentative title for the dissertation. Once students have advanced to candidacy, they must pass the Dissertation Proposal Defense and complete both an acceptable dissertation and the doctoral internship to receive the Ph.D. Degree. (See the *BSE Handbook* for a complete discussion of the Qualifying Examination, Advancement to Candidacy and Dissertation Proposal Review).

Master's Degree

All students are admitted as M.A./Ph.D. students. Those who do not already have a master's degree must obtain one, hopefully before and no later than the end of your second year. School Psychology students typically choose Plan II, which entails completion of the first prequalifying paper. (Read the *BSE Handbook* carefully for a discussion of requirements for the M.A.)

School Psychology Professional Timelines, Requirements and Evaluations

Basic Skills Requirement

Students must provide one of the following to satisfy this requirement of the California Commission on Teacher Credentialing (CCTC):

- 1) either take and pass the California Basic Educational Skills Test ([CBEST](#));
- 2) provide a *formal* SAT or ACT test report with scores that are high enough to waive this requirement (SAT scores must be at least 550 Math/500 English; ACT scores must be at least 23 Math/22 English). Verification of a passing score needs to be delivered to both the program coordinator and the Credential Analyst; or
- 3) an official transcript (sent directly via email to the Credential Analyst) that contains qualifying college level coursework from a regionally accredited institution of higher education that shows you completed coursework that meets the following conditions:

- For **Reading**, courses in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis.
- For **Writing**, courses in composition, English, rhetoric, written communications, or writing.
- For **Mathematics**, courses in algebra, geometry, mathematics, quantitative reasoning, or statistics.
- A final grade of "B" or better (B- would be acceptable) in the course.
- At least three semester units (or equivalent quarter units)
- Taken for academic credit (earned units)
- Be degree applicable (AA degree applicable is OK)

The following coursework is NOT acceptable:

- Professional development or continuing education units
- In-service training or workshops
- Courses where credits do not apply toward the requirements for an associate's degree, baccalaureate degree, or graduate degree

Certificate of Clearance and Fingerprinting

In order to work in California public schools, students must obtain a "Certificate of Clearance." This document attests to one's soundness of character in dealing with children. In order to obtain the Certificate of Clearance, students will need to have a "livescan" taken of their fingerprints. This can be done at the campus police station (1 Sproul Hall) or one of the local city police stations. After obtaining the "livescan" results, students need to contact the credential analyst to apply for the Certificate of Clearance. *Please note that the majority of local districts now require that all volunteers and practicum students complete a livescan specifically for that district. Thus, it is important to be aware that there likely will be annual, ongoing costs associated with both the practicum and internship experiences.*

Proof of TB Inoculation

Students must provide Proof of TB inoculation, or a negative test result that has been obtained within the last 2 years. This requirement can be obtained through previous medical records or by getting a test at University Health Services (Tang Center) here on campus. *Students must submit a copy of this clearance to the Program Coordinator no later than the end of the first week of the fall semester of the first year. Please note that some local districts may require more current test results (i.e., within the last 2 months).*

Mandated Reporter Training

By law, as outlined in the California Abuse and Neglect Reporting Act (CANRA), individuals working in schools in California are mandated reporters of child abuse. Before beginning the first pre-practicum placement, students will need to complete an online course regarding the legal and ethical responsibilities of mandated reporters.

First year students can use this link to create an account. They must complete the "General Training" module which can be found on the [CANRA website](#). *Students must submit a copy of the certificate of successful course completion to the Program Coordinator no later than the first week of the fall semester of the first year.*

Professional Liability Insurance

Students must obtain professional liability insurance in the fall of their first year and maintain it until they have either graduated or become a payroll employee and are covered by an employer's liability insurance. *The policy must provide a minimum limit of liability coverage in the amount of \$1,000,000/\$3,000,000.* Several professional organizations, including the American Psychological Association, offer a student discount on such insurance as a benefit of membership. For example, we strongly recommend that students join the American Psychological Association as a student member (\$67 per year). This then allows them to obtain insurance from APA's established provider for an additional fee. *Proof of insurance must be submitted to the Program Coordinator each fall, before students are allowed to begin any practicum placement or internship. Failure to obtain insurance or inform the Program Coordinator will result in no practicum assignment, which will delay progress through the program and possibly the completion of degree.*

Practicum Placements

Students are engaged in professional experiences in the form of practicum placements during the first 4 years they are in the program. *Please note that the Program Coordinator must approve all placements.* Table 5 provides an overview of the sequence of practicum experiences that lead up to the culminating internship experience.

Two criteria must be met in order for students to progress through the first 4 years of the practicum sequence:

- 1) Students must receive a grade of B- or higher in the required seminar that accompanies the practicum; and
- 2) The formal evaluation of the student's performance in the practicum (completed by both University and field supervisors) must indicate that they demonstrated required minimum levels of competence in *all* areas.

If either of these criteria are not met, a remediation plan will be developed and implemented, and the next practicum experience in the sequence may be delayed.

Before a student is allowed to apply for the *Advanced Practicum in Intervention* (typically completed in year 4), the following requirements must be met:

1. The first prequalifying paper must have been completed and signed off on by faculty;
2. The MA degree must have been obtained; and
3. The student must be in good academic standing (i.e., on normative time, with no incomplete grades, and no grades below B- in a required course).

These requirements must be completed no later than the last day of the fall semester (typically the student's fifth semester in residence) of the 3rd year in order to proceed with practicum applications. If the student attempts to undertake the practicum without meeting these requirements, they will be in breach of program requirements and the ethics code. Enrollment in the accompanying seminar will be blocked and other disciplinary action will be taken as appropriate. *Please note that the Program Coordinator must approve all practicum sites.*

Internship

A full time, 1,500-hour internship is the culminating professional experience and is typically completed in Year 5. Students are required to apply to an APA accredited internship, either with the Berkeley Psychology Internship Consortium or at another internship site. ***Students will need to anticipate and plan for the cost of applying to internships through APPIC and also registering for the National Match.***

The Internship must provide a minimum of 1,200 hours in a school setting to meet CCTC requirements for the School Psychologist Credential. Alternatives to these internships must be discussed with the Program Coordinator and for an alternative internship to be approved, it must meet requirements spelled out by the Commission on Accreditation. Going to a non-accredited internship program may preclude a student from becoming licensed in some states and take away the option to become board-certified. *Please note that the Program Coordinator must approve all internships.*

Before a student's internship application will be approved, the following requirements must be met:

1. Both prequalifying papers must have been completed and signed off on by faculty;
2. The student must have taken and passed the Oral Qualifying Exam
3. The student must be in good academic standing (i.e., on normative time, with no incomplete grades, and no grades below B- in a required course)

If a student applies for or begins an internship without meeting these requirements, they will be in breach of program requirements and the ethics code. Enrollment in the accompanying seminar will be blocked and other disciplinary action will be taken as appropriate, which can include dismissal from the program.

An Internship Credential from the California Commission on Teacher Credentialing is required for students who complete the internship in California. The requirements for obtaining the Internship Credential are as follows:

1. Satisfactory completion of all required courses.
2. The second prequalifying paper completed and signed off on by faculty;
3. Approval from the Graduate Division to take the Oral Qualifying Exam and a date for the exam scheduled with their committee; and
4. Good academic standing (i.e., no incomplete grades and no grades below B- in a required course).

When these requirements are completed and an internship secured, the Program Coordinator and student meet and sign a certification that then goes to the Credential Analyst in Student Services. ***Students will need to anticipate and plan for the cost of obtaining this credential, which is currently \$52.50.***

We have occasionally received requests from students that they be permitted to continue working in a practicum setting or school placements beyond the time period in which they were enrolled in a seminar and program-sanctioned training experience. We are not able to honor these requests as they fall outside the purview of your training. Students who continue with a practicum placement beyond the authorized period, or engage in unsupervised clinical activity, are in violation of program policy as well as the professional codes of ethics of the American Psychological Association and the National Association of School Psychologists. The program will insist that the placement be ended and engage in other disciplinary action as appropriate.

School Psychology Credential

Program documentation to update our State of California credentialing authority was reviewed and approved in February, 2021. In this last cycle of approval, there was a continuing effort on the part of trainers to bring California standards in line with other school psychology accreditation bodies. Accordingly, the California credential now largely reflects APA requirements and NASP guidelines, both of which we subscribe to. The procedure for obtaining the Pupil Personnel Services School Psychology credential is similar to the process for the Internship Credential. The student and the coordinator sign a competency certification form and then there is a brief “exit interview” to mark the formal completion of the credential program. The information from this interview is then used to revise portions of the following year’s intern seminar. The credential certification documents will be prepared by the Program Coordinator and are provided in [Appendix D](#). The Credential Analyst will submit them to the CCTC. ***Students will need to anticipate and plan for the cost of obtaining this credential, which is currently \$102.50.***

Finally, students should recognize that they are enrolled in an APA-accredited doctoral program in psychology. There is no terminal Master’s degree or credential track. We expect all students who enter the program to complete the Ph.D. Since 1981, when the program first received APA accreditation, degree and credential requirements have been linked as noted above. Students will receive the clear School Psychology Credential upon successful completion of all required credential courses and the internship and students will be recommended for the PhD when they complete all required courses, the doctoral dissertation, and the internship.

National Certified School Psychologist (NCSP certification)

The Nationally Certified School Psychologist (NCSP) credential recognizes school psychologists who meet national standards for graduate preparation in school psychology. Many states and school districts accept or align their credentialing requirements with the NCSP, and some offer additional benefits for achieving highly qualified professional status. The NCSP is administered by the National School Psychology Certification System (NSPCS).

Students may apply for the NCSP upon completion of the program. One of the eligibility requirements is passing the School Psychologist Praxis Examination, which is offered by ETS. Students can take the Praxis at any point during their training. More information about the process of applying for the NCSP can be found on the [NASP website](#).

Professional Licensure

There are two types of licensure in California: one can become a Licensed Psychologist under the Board of Psychology (BOP) or a Licensed Educational Psychologist (LEP) under the Board of Behavioral Sciences (BBS). Only licensure by the Board of Psychology (BOP) is acceptable as an outcome for doctoral programs accredited by the American Psychological Association. The California code for professional psychology licensure mandates **3,000 hours** of “Supervised Professional Experience” (SPE) for licensure under the BOP. Up to half of these, or **1,500 hours**, may be accrued pre-doctorally. The supervision requirements are complex and additional coursework is required for licensure in California; however, most students will be able to accrue 1,500 predoctoral number of hours during their Internship. The information below is provided to orient students toward these requirements; however, students who wish to pursue accruing hours towards licensure need to understand the requirements prior to starting their internship. The [California Board of Psychology website](#) provides a full explanation of the regulations governing accrual of hours and licensure.

The program recommends that students regularly review information contained on this website, as requirements may change from year to year. Students are further encouraged to seek answers to any questions through the BOP, which will answer questions via email regarding specific situations.

The BOP provides a useful [overview of the licensure process](#) and answers to [Frequently Asked Questions](#).

The program now has a partially affiliated doctoral internship, the [Berkeley Psychology Internship Consortium \(B-PIC\)](#), which is APA accredited. Students are strongly encouraged to apply to B-PIC, but they may choose to apply to another APA accredited internship. Reviews for any internship site that is not APA-accredited will be conducted using a rubric based on CDSPP and/or APA guidelines and must be approved by the program coordinator.

PRIOR to the start of the Internship training experience for which hours for licensure are accrued, the supervisor and supervisee complete a Supervision Agreement form. The purpose of the Supervision Agreement is to ensure that both the supervisor and supervisee understand and have a plan to comply with the laws and regulations related to the accrual of Supervised Professional Experience (SPE). The supervisor must also write a description of the training program, which documents the nature of the training program and experiences that will be provided. This description must address and clearly answer all of the questions that are listed on the aforementioned Supervisor Agreement form, and be submitted along with this form.

If the internship is in a school setting and the intern/student *IS* classified as an employee, they do not need to register as a Psychological Assistant because schools are considered an “exempt setting.” On the other hand, if the internship is not in a school setting or is in a school setting and the intern/student *IS NOT* classified as an employee, then they must register as a Psychological Assistant (see BOP website for required forms). In the latter scenario, students are required to submit a Psychological Assistant Application prior to beginning each internship during which they would like to accrue hours.

The BOP recently added a requirement that applicants for the Psychological Assistant and Registered Psychologist licenses must send their fingerprints to the BOP via the Department of Justice (DOJ). ***Regardless of whether or not students have been through the DOJ fingerprinting process for any other institution, they MUST submit fingerprints separately to the BOP.*** Instructions are provided on the BOP website in several locations, including the instructions for applying for the Psychological Assistant and Registered Psychologist licenses.

During the internship, students need to keep a careful record of the hours they complete. Students are required to maintain a Log of these hours (an excel spreadsheet will be provided) and submit it as part of the requirements of the 313H and I seminars they are enrolled in during the internship year. At the end of

the training experience, the supervisee and supervisor sign a “Verification of Experience“ form, which indicates the total number of weeks and hours of supervised work, and the total hours of supervision. Students will also be required to keep hourly logs for each week and have them signed by the supervisor at regular intervals, although the California BOP does not require these.

If the student IS NOT required to register as a Psychological Assistant, all three required forms of documentation – the Supervision Agreement, Program Description, and Verification of Experience forms – are all submitted at the end of the entire experience (i.e., after accruing all 3,000 hours). If the student IS registered as a Psychological Assistant, the BOP requires the Supervision Agreement to be submitted in advance of the 1,500 hours, and the Verification of Experience form submitted at the completion of the internship.

In addition to the courses you are required to take in order to meet program requirements, the BOP will require you to submit evidence of having completed coursework in the following areas: (a) human sexuality; (b) child abuse; (c) substance abuse; (d) spousal abuse; (e) aging and long-term care; and (f) suicide assessment and intervention (6 hours – *note*: some of this can be obtained as part of “applied experience” in practicum or internship programs). Further information about the specific requirements for each course can be found in [Sections 1382 through 1382.5 of the California Code of Regulations](#). Most of these courses can be taken through [UC Berkeley Extension](#). You should consider taking these courses during the summer or online, and can anticipate the cost to be around \$1,000.

Finally, the BOP will require a letter from the University stating that although your Ph.D. is in Education, the specialization is School Psychology and the program is accredited by APA. Students should contact the Berkeley School of Education’s Director of Student Services, who will prepare the letter and obtain the required signatures from the Dean of the Berkeley School of Education and the University Registrar.

Students planning to move to another state need to familiarize themselves with the requirements for licensure in that state. *Please note that the program is not able to advise students on the licensure requirements in any other state.*

For information regarding what is required in order to become a Licensed Educational Psychologist can be found on the California [Board of Behavioral Sciences website](#).

Student Evaluations

Students and faculty in the Berkeley School Psychology Program recognize the developmental processes involved in the acquisition of academic and professional skills and agree that ongoing feedback is a critical element that facilitates student development. We also appreciate the integrity of the program and our goal of training outstanding school psychologists who will assume leadership roles in diverse settings during their careers. We assume that it is necessary to set the highest standards for professional and scholastic competence and establish criteria which encompass the training standards set by APA and NASP, which for the most part exceed the minimum standards set by the state of California as expressed in the credential competencies. Consequently, students will receive feedback on their progress and are expected to provide feedback to instructors and field supervisors.

See [Appendix E](#) for a copy of School Psychology Student Evaluation Guidelines.

See [Appendix G](#) for copies of all evaluation forms.

Faculty supervisors have an obligation to give students direct feedback regarding their performance, and to share the evaluations of field supervisors, teachers, and principals. Students should expect regular

feedback from the faculty regarding all aspects of their work and ongoing evaluation takes place in seminars and other academic courses. Instructors will provide feedback about a student's progress as reflected through course participation, papers and exams. Grading rubrics are provided in every syllabus (some are general, some may be specific to each course and/or individual assignments).

Direct Observation

Faculty will also provide feedback regarding students' professional competencies via direct observation of the student engaged in work at the practicum level in Assessment, Consultation, and Intervention. Direct observation may be accomplished using any of the following means: (a) faculty observations from behind one-way mirrors during class sessions, (b) faculty review of video- or audio-taped sessions with clients, and (c) direct in-person observations (conducted by either faculty or field supervisors). Students must meet certain minimum competency standards in order to move from practicum-level training to the predoctoral psychology internship. During their internship year, it is expected that field supervisors will have multiple opportunities to directly observe student competencies, and they will be asked to verify that this has occurred on the evaluation they complete both mid-year and at the end of the year.

The program has established competency standards for each of the specific skills that are directly observed by faculty (assessment, consultation and intervention), and these are indicated on each of the evaluation forms (see [Appendix G](#)).

Formal Evaluations by Field Supervisors

In addition, there are minimum competency levels for each of the competencies included on the evaluations completed by field supervisors during both practicum placements and internship. Field supervisors also evaluate competencies via direct observation.

Remediation Plans

In the event that a student does not meet the competency standards set by the program, based on either an observation completed by a faculty member or an evaluation from a field supervisor, a remediation plan will be developed and implemented (see [Appendix F](#)). The goal of a remediation plan is to outline areas in which the student needs to improve their skills. The plan helps to set specific objectives, determine what kind of additional training opportunities are required, describe what program/faculty supports will be provided, and make clear what is required of the student. The plan also provides an expected timeline during which remediation will take place and indicates exactly what level of performance the student is expected to demonstrate by the end, in order to say that they have successfully remediated their competency issue. The faculty will write a draft of the plan (with input from appropriate parties) and then review it with the student in a formal meeting. At a minimum, this meeting will include the student, Program Director, Program Coordinator, and the faculty member who was teaching and/or supervising the student's practicum or internship.

End of Year Evaluation Meetings

All students also participate in an annual, End of Year evaluation meeting with the school psychology faculty. The participants include the student and program faculty. Other participants may, at either the faculty or student's request, include the faculty advisor, another faculty member, or a field supervisor. If a student feels strongly that a particular person outside of the school psychology staff should attend (faculty counselor/advisor, field supervisor), the student should inform the program coordinator and they share with the coordinator the responsibility for inviting that person and encouraging their participation. During these meetings, the student presents a self-evaluation, both orally and in writing, and then receives feedback from each faculty member on both professional and academic progress. Students are expected to interact with the faculty critically and honestly, discussing both strengths and weaknesses and reflecting upon their development. When differences of opinion exist and a student does not agree with the faculty assessment, they are asked to provide a written response and the Program Coordinator attaches the response to the relevant evaluation form.

Faculty are expected to present an honest evaluation of both strengths and weaknesses, and to make every attempt to be constructive in discussing areas for improvement. The goal of the meeting is to summarize students' academic and professional development, and to provide assistance with any areas of difficulty by planning with the student ways of achieving specific goals. The program coordinator documents the content of the discussion, including any faculty/student concerns or suggestions and any student plans for achieving suggested goals or recommended changes. If any amendments to the written student response are required, these are noted and attached as an addendum to the student response. With the agreement of all parties at the conclusion of the meeting, these evaluation reports (student response, coordinator documentation and any addendum to student response) are kept in the students' permanent program file and serve as the basis for subsequent evaluations and communications with the student. In some instances, certain goals may be outlined that the student must achieve to maintain good standing in the program. Students who experience significant difficulty are required to be evaluated more frequently than once a year. It is noted that a grade of "F" in any required course may be grounds for termination. In this case, the Program can recommend to the Head Graduate Advisor that the student be dismissed. A student who has been dismissed is no longer a student at the University of California, Berkeley or the School Psychology Program and will not be permitted to register for or take classes.

If a student fails to meet the mandatory or modified program goals after any one of the reviews, the student will be notified and given one semester to complete the outstanding work. Failure to meet the stated deadline can result in a student being recommended for academic probation until the work in question is completed. It is important to note that students on academic probation cannot receive a scholarship or fellowship and may not be appointed to work as graduate student researchers or instructors.

If, at the end of the specified period, all deficiencies have been removed, and no other circumstances warranting probation have developed in the interim, the student will be returned to good standing. If deficiencies have not been corrected by the end of this period, depending on the nature of the difficulties a Remediation Plan may be revised and extended, or the lack of progress could be considered grounds for termination. In this case, the Program can recommend to the Head Graduate Advisor that the student be dismissed.

Annual Student Review

In the fall of the second year and each subsequent year prior to graduation, students will receive a letter from the Faculty Director (copied to the Student file and the Student Services Office) summarizing the student's progress. The letter in the fall of the second year is a milestone document indicating whether the student is benefitting from doctoral education and should be allowed to continue in the program.

Faculty-Student Committees

Our program has a committee structure that is intended to involve all students and faculty in joint planning and decision-making activities and to provide students the opportunity to engage in service and leadership. There are five committees: The Program Advisory Committee, Social Engagement Committee, Admissions and Recruitment Committee, All Program Meeting Committee, and Conference Committee.

The ***Program Advisory Committee*** is made up of 3–4 students (representing different levels in the program) and a faculty member. Its primary functions are overall planning and ongoing internal evaluation of the Program and increasing student-faculty communication.

This committee aims to provide an internal review of how the program is functioning, primarily from the perspective of the students, and provide a forum for openly discussing issues. During meetings the committee engages in an open dialogue regarding what is working well, as well as what practices or

policies do not appear to be working effectively, and decide on the appropriate course of action to help address areas of concern. Student committee members are asked to check in with their cohort-mates to see if there are issues or concerns they would like brought up for discussion. In addition, the Committee Chairs send an anonymous “climate survey” annually, in order to gather input from all members of the program. Relatedly, student committee members are responsible for organizing and leading discussion at the “Student Only” All Program meetings, which provides a forum for sharing information and resources across cohorts as well as a place to discuss concerns. Information discussed at this Student Only meeting is brought back to the committee for consideration.

This committee also organizes and helps run the annual “Welcome Back” event which is held every August prior to the start of the fall semester. At this event new students are welcomed, students and faculty share a meal and reconnect, committee membership is decided, and information about the new academic year is shared. The committee also maintains and updates the School Psychology Bulletin Board.

In addition, this committee manages the creation and distribution of the Program Newsletter, which is sent bi-annually to all students and alumni. The Newsletter highlights student and faculty accomplishments, contains information about recent happenings (e.g., the annual conference), and provides important updates about the program (e.g., hiring of new faculty, APA site visits).

The ***Social Engagement Committee*** is made up of one faculty member and 3–4 students (representing different levels of the program). Its primary functions are to plan and execute community building activities, organize social and recreational activities, support the conference committee on the day of the event, and plan other functions (e.g., graduation parties, NASP and APA Convention receptions, etc.).

This committee strives to develop a sense of community within the school psychology program among both faculty and students. This is achieved by promoting lines of communication between students and faculty through increased interactions outside of the academic setting. Throughout the academic year, this committee organizes social events for students to gather in a non-academic setting to share knowledge and provide peer support for academic milestones, courses, professional development and promoting mental health.

In addition to these weekly gatherings, an annual Fall Potluck is organized to increase cross-cohort and faculty relationships. Further, a winter philanthropic project is coordinated by members of the committee. In the past this effort has included toy drives and partnering with the International Rescue Committee to provide resources for refugees transitioning to their new homes. Partner organizations for the philanthropic projects are selected by students who identify needs in their current internship sites and their own community work.

The ***All Program Meeting Committee*** is made up of 3–4 students (representing different levels of program) and a faculty member. Its primary functions are planning and scheduling monthly All-Program meetings, which can include professional development, self-care, information sharing, and community building.

In addition, the students on this committee maintain a bCourses “Student Resources” site, which contains documents such as Prequalifying papers written by former students, sample CVs, etc.

The ***Admissions and Recruitment Committee*** is made up of 3–4 students (representing different levels of program) and a faculty member. Its primary functions are to plan and execute recruitment and admissions related events such as hosting information sessions. The committee members are also very involved with the planning of admissions day by helping coordinate “buddy” pairings and helping conduct student

interviews. In addition, the committee oversees the program's social media pages (Facebook and Instagram) to help promote the program's online presence as a way of recruitment.

The **Conference Committee** is made up of all third year students and one faculty member. Its primary function is planning and executing the annual conference hosted by the program.

Campus Resources

Student Health Insurance

All registered students at the University of California are required to meet the university's [health insurance mandate](#). Registered UC Berkeley undergraduate and graduate students are automatically enrolled in the Berkeley [Student Health Insurance Plan](#) (SHIP) as a way to meet this mandate. Berkeley SHIP is a comprehensive major medical insurance plan, providing [medical](#), [counseling](#), [prescription](#), [vision](#), and [dental](#) services. Learn about [how to use SHIP here](#) (including claims and billing). Remember, all students can use the Tang Center, whether they have [waived SHIP](#) or not. For additional information, visit the website, <https://uhs.berkeley.edu/ship>.

Mental Health Resources

The Counseling and Psychological Services (CAPS) department at Tang Center offers a range of counseling services (individual, couples, group) for academic, career, and personal issues. Access to CAPS counseling services is free to all registered UC Berkeley students. Students do not need to have purchased the Student Health Insurance Plan to see a counselor. Initial phone and in-person consultations, urgent visits, and short-term counseling visits are all free. Minimal fees apply to other services. See Tang's [counseling fee chart](#) for more information.

CAPS also offers psychiatry services for circumstances when medication can help with counseling. They also offer many helpful resources, including handouts and articles, online trainings, educational videos, self-assessments and self-care resources. For more information visit the [CAPS website](#).

The Graduate Assembly has put together a [Graduate Student Wellness Guide](#), which contains information about programs and services that are designed to meet the unique needs of Graduate Students, special workshops and classes, and more.

Please note that for [urgent mental health concerns](#), drop-in crisis counseling is available to students.

When UHS is closed, the following resources are also available:

- The campus counseling after-hours support line: (855) 817-5667.
- Crisis Support Services of Alameda County: (800) 309-2131.
- The National Suicide Prevention Lifeline: (800) 273-TALK (8255).

Housing

The Graduate Assembly has put together a [Housing Guide](#) that contains great information about how to understand and navigate the local rental market. They also offer guides to assist students in determining what they can afford and where to find the cheapest housing possible.

The [Intersection Apartments](#) are a new campus housing option for single graduate students and postdocs.

Basic Needs Center

The following information is from the Basic Needs Center team: “We want to affirm that we are accessible and committed to graduate and professional school students in need. We recognize that, historically, campus resources and services have been more focused and limited to undergraduate

students. The Basic Needs Center is committed to changing this legacy by equitably serving both undergraduate and graduate/professional school populations. Our core values of belonging and justice have allowed us to generate support for two key populations that have also been historically left out of services: undocumented and international students. We encourage you all to share our information in your in-person conversations and communications for graduate/professional school students who may be experiencing food, housing, and/or financial crises. As we journey towards food, housing, and economic justice for all - we want to activate our basic needs, resources and services for graduate/professional school students with disproportionately impacted circumstances and needs. Previous generations did not have these resources and services available to them. We share this communication honoring their legacies”.

Current [resources and services](#) that can support graduate/professional school students:

- campus food pantry
- food assistance program
- calfresh application support
- holistic housing support protocol (including housing security deposit, emergency housing, rental assistance)

Other resources and services will be activated for students depending on their circumstances and needs.

If you or someone you know is in immediate need of emergency food, housing or financial resources, please email basicneedssupport@berkeley.edu or come to the Basic Needs Center (MON-FRI 10-6 PM) located inside the MLK Student Union.

ReUSE

[ReUSE](#) is an on campus not-for-profit thrift store run by student volunteers. They provide spaces for the campus community to exchange, donate, and buy reusable goods. Their mission is not only to divert reusable goods from landfill, but to provide an *affordable* and *accessible* sustainable resource for students. They take donations from the Cal community and give them back to the community at their location on the lower level of the MLK Student Union. They also collect reusable materials from individuals and departments and redistributes them back to the campus community. This service aims to encourage the campus community to reconsider their traditional notions of waste and incorporate reuse into their daily lives.

Books, readers, and office supplies are all free. Everything else in the store is \$3 or less. Things that can't be sold or given away are donated. All proceeds go to charity and maintaining the club.

Gender Equity Resource Center

We support an inclusive and equitable campus. The [GenEq website](#) has a wealth of educational information and community empowerment resources.

UC Berkeley is also committed to working to eradicate sexual harassment and assault, stalking, dating violence and domestic violence. Students who feel they are in immediate danger should call 911 immediately. For help, see the “Sexual & Dating Violence Resources” tab on the website above. Students may also receive resources and support from UC Berkeley’s Confidential CARE Advocate (510-642-1988).

Graduate Division Resources

The Graduate Division offers regular [student services](#) in the form of "consultations" and "check in groups" to support in a variety of skills (research, writing, time management/organization, goal setting, etc.).

They also offer specific [supports for writing](#).

Free software!

[Software Central](#) is a consolidation of several IST sites that offer software to UC Berkeley faculty, staff and students. Have your CalNet ID and Password ready as you will need them to access many of these resources.

D-Lab

The [D-Lab](#) helps Berkeley faculty, staff, and students move forward with world-class research in data intensive social science. They offer a venue for methodological exchange from all corners of campus and across its bounds.

D-Lab provides cross-disciplinary resources for in-depth consulting and advising, access to staff support, and training and provisioning for software and other infrastructure needs. Networking with other Berkeley centers and facilities, they offer services to researchers across the disciplines and underwrite the breadth of excellence of Berkeley's graduate programs and faculty research. D-Lab builds networks through which Berkeley researchers can connect with users of social science data in the off-campus world.

The D-Lab offers a number of services to meet the individual needs of students. Visit their website for current listings of upcoming trainings, regularly scheduled working groups, and availability for one-on-one consulting.

Information for International Students

International students should maintain contact with the campus' International Center, which is located at 2299 Piedmont Avenue in Berkeley. Students should familiarize themselves with the [BIO website](#), which provides extensive information on a wide range of topics. To obtain guidance on individual issues, students can visit the office for advice during "drop-in" hours, which are offered four days each week. This section is not an exhaustive list of requirements and information for international students, but rather is intended to provide you with some specific guidelines for School Psychology PhD students.

Visas and Registration

The F-1 status is the most common status used by international students in the U.S. and most international students at UC Berkeley have F-1 status. More information about the differences between the F and J visa status can be found at [F-1 vs. J-1 Comparison](#).

Immigration regulations require international students in F-1 or J-1 status to be enrolled full-time each semester. For immigration purposes, full-time enrollment is defined as 12 units OR the number of units required by the department for all graduate students in the program. Students must also be **registered** at UC Berkeley within 30 days of the semester start date. For more information, see [Registration Requirements](#). Registration at UC Berkeley is defined as follows:

- The student is enrolled in at least one course.
- There are no blocks against registration.
- The current U.S. residential address and phone number are updated in [Cal Central \(link is external\)](#). *Every time you change your address, make sure to update it immediately in Cal Central.*

Students needing to drop below full-time enrollment must consult with their academic advisor and international office advisor. Students who drop below full-time without approval (see below) from Berkeley International Office must be reported to the Department of Homeland Security via SEVIS. As a

result, the SEVIS record will be terminated, and the student will lose lawful F-1 or J-1 status including employment eligibility and benefits.

Employment and Internships

International school psychology students must consult with the international center and their advisors when pursuing off-campus employment, including Internships. Depending on the type of visa, students should expect to obtain CPT approval which requires proof of enrollment, a letter from the employer, and a signed form to be completed with your academic advisor. **It is important to know that our program is on a list of pre-approved programs for degree-related CPT**, and this is helpful to point out when applying for CPT and communicating with the international center.

Depending on the type of visa, international students may require authorization to work on campus, for example as a GSR or GSI. Typically, students on visas are not permitted to work more than 20 hours per week during the academic year.

International students are not eligible for in-state tuition; however, graduate students who work on campus may be eligible for full fee and nonresident supplemental tuition remission when working at least 45% time.

F-1 and J-1 students have limited options for employment. Before beginning any employment, review and understand [F-1 or J-1 student employment rules](#) for **on-campus work or off-campus work**, including before degree completion ([On-Campus Employment Authorization](#) or [Academic Training for J-1s; CPT for F-1s](#)) and after degree completion ([Academic Training for J-1s](#) and [OPT for F-1 students](#)). Be aware of employment authorization application procedures, eligibility, deadlines and rules for maintaining status during post-completion employment ([Academic Training for J-1s](#) and [OPT for F-1 students](#)).

Students on paid curricular practical training (CPT) will need to [apply for a social security number](#).

Program Lending Library

The following publications are available for students to check out:

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TABLE 1: Suggested Timeline for Course Completion and Achievement of Program Benchmarks

| | | Fall-Yr1 | Spring-Yr1 | Fall-Yr2 | Spring-Yr2 | Fall-Yr3 | Spring-Yr3 | Fall-Yr4 | Spring-Yr4 | Fall-Yr5 | Spring-Yr5 |
|--|--|----------|------------|---------------|---------------|------------------|------------|----------|---------------------|------------------------|------------|
| | 1 Quantitative Methods – 293A (fall) | 293A | | | | | | | | | |
| | 1 Qualitative Methods - 271G or other | | 271G | | | | | | | | |
| | 1/2 Courses outside of BSE | | | | | | | | | | |
| | 2/2 Courses outside of BSE (note: outside courses must total 6 units) | | | | | | | | | | |
| | 1 Course in Biological Bases of Behavior | | | 208A | | | | | | | |
| | 1 Course in Social Bases of Behavior | | 208 | | | | | | | | |
| | 1 Measurement Course – 274A | | | | | 274A | | | | | |
| | 1 Quantitative Methods - 275B | | 275B | | | | | | | | |
| | 1 Course in Research Methods | 217 | | | | | | | | | |
| | 1 Professional Seminar for 6 semesters | 213A | 213B | 213C | 213D | | | 413A | 413B | | |
| | 1 Supervision Session for 8 semesters | 313A | 313B | 313C | 313D | | | 313F | 313G | 313H | 313I |
| | 2 Assessment Courses | | | 207B | 207C | | | | | | |
| | 1 Consultation Lab for 4 semesters | | | 413L | 413L | | | 413L | 413L | | |
| | 1 Course in Developmental Psychopathology | | | | | 210 | | | | | |
| | 1 Course in History/Systems of Psychology & Ethics | 298C | | | | | | | | | |
| | 1 Course in Ethnic & Cultural Differences - 200D | 200D | | | | | | | | | |
| | 1 Law Course | | | | | | 263B | | | | |
| | Research Groups (minimum 4 semesters) | | | | | | | | | | |
| | Prequalifying Paper 1 | Draft | | Edits & Final | | | | | | | |
| | Prequalifying Paper 2 | | | Draft | Edits & Final | | | | | | |
| | Oral Examination | | | | | Prep/Take | | | | | |
| | Dissertation | | | | | Topic & Approval | | | Research/Draft/Edit | | |
| | School Psychologist Credential | | | | | | | | | 1200 hr school setting | |
| | Board of Psychology License -Predoctoral Requirement | | | | | | | | | 1500 hr internship | |

TABLE 2: Checklist of Required Coursework, Practicum and Internships

Berkeley School of Education Course Requirements

- 1 Quantitative methods (statistics) course (EDUC 293A)
- 1 Qualitative methods course (EDUC 271G or approved alternative)
- 2 Courses from outside the BSE (“electives” tailored to the student’s individual program of study (note: these must be graduate level courses **and** taken for 3 units; many great classes are offered in the Psychology, Public Health, Sociology, Social Welfare, and Anthropology Departments)

School Psychology Scientific Course Requirements

- 2 Courses in cognitive, affective, & developmental bases of behavior (EDUC 213A & B)
- 2 Courses in social bases of behavior (EDUC 208 and EDUC 200D)
- 1 Core course in biological bases of behavior (EDUC 208A)
- 1 Core course in history/systems of psychology & ethics (EDUC 298C)
- 1 Additional quantitative methods (statistics) course (EDUC 275B/L)
- 1 Course in psychometrics (EDUC 274A)
- 1 Course in research methods (EDUC 217)
- 1 Course in advanced scientific preparation (EDUC 204C)

School Psychology Professional Course Requirements

- 4 Professional seminars during years one and two (EDUC 213A/B/CD)
- 2 Assessment courses (EDUC 207B/C)
- 1 course in developmental psychopathology (EDUC 210)
- 1 course in education law (EDUC 263B)
- 1 course in “Ethnic and Cultural Differences” (200D)
- 2 Professional seminars during year four (EDUC 413A-B)
- 1 Supervision class for practicum work tied to all 8 professional seminars (EDUC 313A-I)
- 1 Consultation Lab to accompany the last four professional seminars (EDUC 413L)

School Psychology Field Placement/Practicum/Internship Requirements

Year 1 – Participant/Observer Practicum

- Fall - 1 day per week in an elementary classroom
- Spring – 1 day per week in middle school and high school settings

Year 2 – Assessment practicum-1 day per week practice (fall); school based practicum (spring)

Year 2 – Consultation and intervention practicum -1 day per week (fall and spring)

Year 3 – Advanced Assessment Practicum- one case completed at the University Psychology Clinic

Year 4 – Advanced Practicum in Intervention/Mental Health Treatment - minimum days/week

Year 5 – Full-time School-Based Internship - minimum 1,500 hours

TABLE 3: Sequence of School Psychology and Other Required Coursework

| FIRST YEAR | |
|---|--|
| Fall | Spring |
| EDUC 213A - Theoretical and Empirical Bases for School Psychology: Part 1 | EDUC 213B - Theoretical and Empirical Bases for School Psychology: Part 2 |
| EDUC 313A - Practicum in School Psychology: Elementary School Settings and Students | EDUC 313B - Practicum in School Psychology: Secondary School Settings and Students |
| EDUC 293A/L - Statistics | EDUC 275B/L - Statistics |
| EDUC 217 Research Methods | EDUC 271G - Qualitative Methods (or alternative) |
| EDUC 298C – History/Systems/Ethics | EDUC 208 – Social Bases of Behavior |
| Research seminar – Dr. Worrell or other faculty member | Research seminar – Dr. Worrell or other faculty member |
| 1 additional course - Academic Preparation, BSE or Program Required Course (e.g., 200D) | 1 additional course -Academic Preparation, BSE or Program Required Course |

By the end of the first year it is expected that students will have completed one prequalifying (PQ) paper

| SECOND YEAR | |
|--|--|
| Fall | Spring |
| EDUC 207B/207L – Cognitive Assessment & Supervision | EDUC 207C/207L – Psycho-educational Assessment & Supervision |
| EDUC 213C – School Based Consultation | EDUC 213D - Educational Interventions |
| EDUC 313C - Practicum in School Psychology: Teacher Consultation and Systems Level Support | EDUC 313D - Practicum in School Psychology: Academic, Behavioral and SEL Interventions |
| EDUC 413L - Consultation Lab | EDUC 413L - Consultation Lab |
| Research seminar – Dr. Worrell or other faculty member | Research seminar – Dr. Worrell or other faculty member |
| 1 additional course -Academic Preparation, BSE or Program Required Course (e.g., 208A) | 1 additional course -Academic Preparation, BSE or Program Required Course |

By the end of the second year it is expected that students will have completed the first PQ, filled the Outline of Program form, advanced to candidacy for the MA degree, and be ready to make a preliminary declaration of three areas of academic specialization. The second PQ should be in progress, if not completed.

| THIRD YEAR | |
|---|---|
| Fall | Spring |
| EDUC 274A – Measurement | EDUC 208A- Biological Bases of Behavior |
| EDUC 210 -Developmental Psychopathology | EDUC 263B – Education Law |
| EDUC 413L – Clinical Skills Lab | EDUC 413L – Clinical Skills Lab |
| EDUC 313E – Practicum in School Psychology: Advanced Assessment | EDUC 313E – Practicum in School Psychology: Advanced Assessment |
| Research seminar – Dr. Worrell or other faculty member | Research seminar – Dr. Worrell or other faculty member |
| 1 additional course -Academic Preparation, BSE or Program Required Course | 1 additional course -Academic Preparation, BSE or Program Required Course |
| Finish any uncompleted PQ papers | Finish any uncompleted PQ papers |
| Read/prep for Oral Examination | Read/prep for and take Oral examination |

By the end of the fifth semester, it is expected that students have completed the 2nd PQ and completed all requirements to pass the prequalifying review. They should also have begun preparing for the Oral Qualifying exam (QE). By the end of the sixth semester, students should have taken the QE exam.

| FOURTH YEAR | |
|---|---|
| Fall | Spring |
| EDUC 413A – Evidence-Based Mental Health Interventions for Children and Adolescents: Part 1 | EDUC 413B - Evidence-Based Mental Health Interventions for Children and Adolescents: Part 2 |
| EDUC 313 F - Practicum in School Psychology: Mental Health Interventions 1 | EDUC 313 G - Practicum in School Psychology: Mental Health Interventions 2 |
| 1 additional course, if needed | 1 additional course, if needed |
| Research seminar – Dr. Worrell, Dr. Yang, or other faculty member | Research seminar – Dr. Worrell, Dr. Yang, or other faculty member |

*By the end of the fourth year, all required courses (with the exception of the School Psychology Internship courses) must have been taken. Students should also have taken their oral examination and defended their dissertation proposal. **Students who have not completed both prequalifying papers by November 15th will not be allowed to apply for Internship.***

*Students should be actively working on their dissertation. In order to apply for the [Doctoral Completion Fellowship \(DCF\)](#) students **MUST** have completed both PQ's, passed Prequalifying Review, and taken the oral examination (advanced to doctoral candidacy). Students may [activate the DCF](#) (which provides tuition remission and a stipend of \$11,500 per semester) at this point. This is how most students will fund their 5th year/full-time Internship year.*

| FIFTH YEAR | |
|--|--|
| Fall | Spring |
| EDUC 313 H – School Psychology Internship | EDUC 313 I – School Psychology Internship |
| Research seminar – Dr. Worrell or other faculty member | Research seminar – Dr. Worrell or other faculty member |

During the fifth year, it is expected that students will be in the culminating, full-time Doctoral Internship. They will also be working on their dissertation and very near completion. At the end of this year, students will have completed the professional sequence and as long as their performance in the internship provides evidence of their competency and readiness for entry level practice, they will receive the School Psychologist credential.

SIXTH YEAR

At this point students should be actively working on finishing their dissertation. Hopefully this happens no later than the end of the 6th year, at which point the Ph.D. will be awarded.

TABLE 4: Coordination of School Psychology Coursework with Fieldwork

| FIRST YEAR | | | |
|---|---|---|--|
| Fall | | Spring | |
| Course | Fieldwork | Course | Fieldwork |
| EDUC 213A - Theoretical and Empirical Bases for School Psychology: Part 1 | Pre-practicum placement as a “participant/observer” in an elementary level classroom (1 day/week for 12 weeks; 90 hours minimum) | EDUC 213B - Theoretical and Empirical Bases for School Psychology: Part 2 | Pre-practicum placement as a “participant/observer” in a middle school setting (1 day/week for 6 weeks; 45 hours minimum) practicum placement as a “participant/observer” in a high school setting (1 day/week for 6 weeks; 45 hours minimum) |

| SECOND YEAR | | | |
|---------------------------------------|--|---|---|
| Fall | | Spring | |
| Course | Fieldwork | Course | Fieldwork |
| EDUC 213C – School Based Consultation | practicum placement (1 day/week for 12 weeks; 90 hours minimum) | EDUC 213D – Educational Interventions | practicum placement (1 day/week for 12 weeks; 90 hours minimum) |
| EDUC 207B – Cognitive Assessment | No formal placement – student practicum involves administering tests with volunteers | EDUC 207C – Assessment of Developmental, Learning and Socio-Emotional Disorders in Children | practicum placement as an “ assessment trainee ” (any level, K-12) (1 day/week for 12 weeks; 90 hours minimum) |

| THIRD YEAR | | | |
|---|---|---------------------------|-----------|
| Fall | | Spring | |
| Course | Fieldwork | Course | Fieldwork |
| EDUC 210 –Developmental Psychopathology | Advanced practicum in assessment in the UC Berkeley Psychology Clinic (approx 30 hours) | EDUC 263B – Education Law | None |

| FOURTH YEAR | | | |
|---|---|--|---|
| Fall | | Spring | |
| Course | Fieldwork | Course | Fieldwork |
| EDUC 413A – Evidence-Based Mental Health Interventions for Children and Adolescents: Part 1 | Advanced Practicum in Mental Health Interventions (2 days/week minimum) | EDUC 413B – EEvidence-Based Mental Health Interventions for Children and Adolescents: Part 1 | Advanced Practicum in Mental Health Interventions (2 days/week minimum) |

| FIFTH YEAR | | | |
|--|--|--|--|
| Fall | | Spring | |
| Course | Fieldwork | Course | Fieldwork |
| EDUC 313H – School Psychology Internship | Doctoral Internship (full time; 750 hrs minimum) | EDUC 313I – School Psychology Internship | Doctoral Internship (full time; 750 hrs minimum) |

Table 5: Overview of Practicum Experiences

| What/When | How much time | Where | Activities Performed |
|---|-------------------------|-----------------------------|--|
| <i>Beginning - 1st year</i> | | | |
| Pre-practicum - fall | 1 day/wk (90 hrs) | Elementary classroom | Interviews with School Psychologist and teacher; general support to teacher; small group and individual work with students; curriculum-based assessments of reading and math skills; affective development project |
| Pre-practicum - spring | 1 day/wk (90 hrs) | Middle & HS classrooms | Interviews with School Psychologist and staff; formal observations of students; integrative intervention assignment (cognitive and affective development) |
| <i>Intermediate - 2nd year</i> | | | |
| Assessment - fall | 1 day/wk (90 hrs) | Independent practice | 10 administrations of standardized tests of cognitive ability |
| Assessment - spring | 1 day/wk (90 hrs) | School setting (any level) | 5 comprehensive psycho-educational assessments |
| Consultation & Intervention - fall & spring | 1 day/wk (180 hrs) | Elementary or Middle School | Provide ongoing consultation to teachers and school teams; spend time in classrooms; assist with development (screening) and implementation of academic and/or SEL interventions for individual students or groups; attend multi-disciplinary team meetings and provide intervention follow-up and support |
| <i>Advanced - 3rd year</i> | | | |
| Advanced Assessment – fall | 60 hrs | Psychology Clinic | One comprehensive psychological assessment |
| <i>Advanced - 4th year</i> | | | |
| Advanced Intervention -fall & spring | min 2 days/wk (500-600) | Community-Based Agency | Provide mental and behavioral health interventions to children and families |

Appendix A

Department-Level Grievance Procedure

The purpose of this procedure is to afford students in the Berkeley School of Education an opportunity to resolve complaints about dismissal from graduate standing, placement on probationary status, denial of readmission, and other administrative or academic decisions that terminate or otherwise impede progress toward academic or professional degree goals.

The scope of this procedure is limited to the matters listed above, and excludes complaints regarding denial of admission, student records, grades in courses of instruction, student employment, student discipline, and auxiliary student services (such as housing, childcare, etc.). This procedure may not be used for complaints regarding actions based solely on faculty evaluation of the academic quality of a student's performance, or evaluations of a student's appropriate academic progress, unless the complaint alleges that the actions may have been influenced by non-academic criteria.

A. Informal Resolution Procedures

A student may pursue informal resolution of a complaint by scheduling a meeting with the Head Graduate Adviser to discuss the complaint and explore possible avenues of resolution. Attempts to resolve a complaint informally should be completed within 30 calendar days of receipt of the complaint. At any point in this process, if a satisfactory solution cannot be reached, the student may initiate formal resolution by putting the complaint in writing (email communication is acceptable).

B. Formal Resolution Procedures

A written complaint (email is acceptable) must include information regarding the action being complained about and the date it occurred, the grounds upon which the appeal is based, and the relief requested. The complaint must be based on one or more of the following grounds:

1. Procedural errors or violation of official policy by academic or administrative personnel;
2. Judgments improperly based upon non-academic criteria including, but not limited to, discrimination or harassment on the basis of sex, race, national origin, color, age, religion, sexual orientation, or disability;
3. Specific mitigating circumstances beyond the student's control not properly taken into account in a decision affecting the student's academic progress.

The Head Graduate Adviser must receive a written complaint within 30 days from the time the student knew or could reasonably be expected to have known of the action that is the subject of the complaint. The department should complete its investigation and notify the student of the outcome of the complaint within 60 days of the date it was received.

The time frame for filing a written complaint may be extended by the department if the student has been involved in continuing efforts toward informal resolution, and the informal resolution process was initiated within 30 days of the time the student knew or could reasonably be expected to have known of the action that is the subject of the complaint. All time frames referred to in this procedure refer to calendar days. Summer and inter-semester recesses are not included within these time frames.

Upon receipt of a written complaint, the Head Graduate Adviser may assign an individual to investigate the complaint and make a recommendation to him/her regarding the outcome of the complaint.

Generally, the investigation will include an interview with the complainant, a review of any relevant written materials, and an effort to obtain information from available witnesses (i.e. interviews or written statements or documents). The Head Graduate Adviser will notify the student in writing about the outcome of the complaint. A written complaint under this procedure satisfies the requirement of a unit level resolution process pursuant to the Graduate Appeals Procedure.

C. Appeal to the Graduate Division

If the student is not satisfied with the outcome of his or her complaint under the department's procedure, he or she may bring the complaint to the Formal Appeal stage of the Graduate Appeals Procedure. The formal appeal must be received in the Office of the Dean of the Graduate Division within 15 days of the date of the written notification of the result of the department level procedure. Copies of the Graduate Appeals Procedure (updated February 12, 1996) may be obtained from the Office of the Dean of the Graduate Division.

If the complaint is about an action taken by the Head Graduate Adviser, the complainant may elect to take the complaint directly to the Dean of the School. If the student is still not satisfied with the outcome, the student may take the complaint to the Formal Appeal stage of the Graduate Appeals Procedure.

D. Complaints Involving Discrimination

If the complaint involves allegations of discrimination or harassment on the basis of sex, race, national origin, color, age, religion, sexual orientation, or disability, the department may consult the appropriate campus compliance officers prior to commencing informal or formal resolution. The names, phone numbers, and campus addresses of these individuals are listed in various campus publications and may be obtained from the Office for the Prevention of Harassment and Discrimination at (510) 643-7985.

E. Other Complaint Procedures

Graduate students may contact the Office of the Ombudsman for Students at (510) 642-5754, the Title IX Compliance Officer, or the 504/ADA Compliance Officer for assistance with complaint resolution. There also are other complaint resolution procedures available to graduate students for complaints that do not fall under this procedure. A comprehensive listing of these procedures is contained in the Graduate Appeals Procedure.

F. Title IX Reporting Requirements

University officials (supervisors and faculty) are charged by state and federal laws and UC policy to provide a learning and/or work environment that is free of harassment, and to assist those who report harassing conduct to them. University officials are required under UCB policy to seek guidance from the Director of the Office for the Prevention of Harassment and Discrimination/Title IX Officer before responding to reports of harassment that come to his/her attention.

Appendix B

Berkeley School of Education Policies and Procedures Governing Student Rights, Responsibilities and Student Development

Formal written policies and procedures govern rights, responsibilities and personal development of students admitted to and enrolled in the Program. These are made available to all interested parties in documents and on web pages as noted below:

Admissions

- For information about admissions requirements for the School Psychology Program see the [Berkeley School of Education website](#).

Administrative and Financial assistance:

- See the [Berkeley School of Education Handbook for Advanced Degree Students](#).
- For information about tuition and fees, and how to apply for financial assistance visit the Berkeley School of Education website, [fees and fellowships section](#).

Nondiscrimination Policy

- The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. More information can be found [here](#).
- Inquiries regarding the University's student-related nondiscrimination policies may be directed to the Director of the Office for the Prevention of Harassment and Discrimination (OPHD).
Email: ask_ophd@berkeley.edu(link sends e-mail), or telephone: 510 643-7985. Complaints of discrimination should be directed to OPHD, as above.
- Student-related discrimination complaints can also be brought to the U.S. Department of Education's Office for Civil Rights, San Francisco Regional Office, 50 United Nations Plaza, Mail Box 1200, Room 1545, San Francisco, CA 94102, Email: ocr.sanfrancisco@ed.gov(link sends e-mail); Telephone: 415-486-5555, FAX: 415-486-5570; TDD: 800-877-8339

Degree requirements

- See Table 2 of this handbook for detailed information

Student performance evaluation and feedback

- See Appendix E for School Psychology Student Evaluation Guidelines and Appendix G for copies of all Evaluation forms

Student advisement

- See the [Berkeley School of Education Handbook for Advanced Degree Students](#)

Due Process, student retention and termination decisions

- See [The Guide to Graduate Policy \(Topic E\)](#) at the UC Berkeley Graduate Division website.

Appendix C

- 1) [1st Year Pre-Practicum Description – Elementary School Settings and Students](#)
- 2) [1st Year Pre-Practicum Description – Secondary School Settings and Students](#)
- 3) [Assessment Practicum Description](#)
- 4) [Consultation and Intervention Practicum Description](#)
- 5) [Advanced Assessment Practicum Description](#)
- 6) [Advanced Practicum in Mental Health Intervention](#) Description
- 7) [Internship Orientation and Agreement Forms](#)

School Psychology Program

Description of First Year Pre-Practicum:

Fall Semester – Elementary Settings and Students

Graduate students in our program complete a two-year sequence of field experiences in public schools, prior to an internship as a school psychologist. This statement describes their first field placement or “pre-practicum” (fall semester).

The goal of this placement is to get the students acclimated to an elementary school setting and more familiar with students in this age range. They are expected to spend one day each week in a general education classroom (any grade level, K-5), observing and working with the teacher and students. For the approximately 12 weeks during which they will be with the teacher and in the classroom, we would like for the students to become active participants, as well as keen observers of these settings and the learning and behavior of children. Our students should become familiar with:

- a. the procedures and expectations in your school and the classroom
- b. the curriculum, materials and instructional methods
- c. the academic development of students

Working as a general support person in the classroom typically facilitates this process. Students also learn a great deal from working with students in small groups or one-on-one and can assist in this way.

In conjunction with this field experience students take a course, which focuses on 1) developmental psychology as a foundation for professional practice; 2) how children learn to read; and 3) how children learn and acquire math skills. They also have one hour per week of group supervision with a University Supervisor, who is also a credentialed School Psychologist.

The students will need some of the teacher’s time and attention in order to successfully complete a few course assignments. More specifically, they will need to do a short interview with the teacher, and they will need to have some time to work with students to gain insights into their reading and math skill development (a detailed copy of these assignments can be made available upon request).

At the end of the fall term, the teacher will be asked for feedback regarding the professionalism of the student. Their input is greatly appreciated, as we hope our students will be learning ways in which they can be helpful to teachers.

The student’s course instructor and supervisor is Dr. Alejandra Ojeda-Beck. She can be reached by email at aojedabeck@berkeley.edu, should you have any questions or concerns. The student’s Program Coordinator is Dr. Kate Perry. She can be reached by email at kperry@berkeley.edu should you have any questions or concerns.

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School Psychology Program

Description of First Year Pre-Practicum

Spring Semester: Middle and High School Settings and Students

In their first year of study, our graduate students complete two field placements in local public schools. In the fall semester, they work in elementary school classrooms. In the spring semester they are placed in middle and high school classrooms. The goal of this placement is to get them acclimated to middle and high school settings and to give them opportunities to observe and interact with children in this age range.

Students are expected to spend one day each week in a general education school and classroom settings. For the approximately 12 weeks they will be there, we would like for them to become active participants in the classroom and the school (as appropriate), as well as keen observers of these settings and the learning and behavior of the children. Our students should become familiar with:

- a. the educational procedures and expectations in your schools and/or classrooms from the perspectives of both staff (administration, teachers, specialists) and students.
- b. the curriculum materials, instructional methods, programs and services.
Working as a general support person in the classroom typically facilitates this process.
Students also learn a great deal from working with students in small groups or one-on-one.

In conjunction with this field experience our students take a course, which focuses on 1) developmental psychology as a foundation for school psychology practice; 2) adolescent development; and 3) psycho-social development (a detailed copy of these assignments can be made available upon request).

The student's course instructor and supervisor is Dr. Mercedes Zapata. She can be reached by email at mzapata@berkeley.edu should you have any questions or concerns.

Our Program Coordinator, Dr. Kate Perry, is responsible for managing this field placement. She can be reached via email should you have any questions or concerns (kperry@berkeley.edu). Should there be any questions or concerns that need to be addressed by the course instructor, Dr. Perry will be happy to provide that contact information and facilitate communication.

We will ask for some general feedback regarding the professionalism of the student at the end of the semester. Cooperation in completing the required evaluation forms will be greatly appreciated.

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School Psychology Program

Description of Assessment Practicum

This document describes the Assessment Practicum experience for the students in our School Psychology Training Program. In their second year, our students take two courses in assessment. The first course, taken in the fall semester, focuses primarily on cognitive testing and learning general practices for standardized testing. Students build their skills by administering the following tests to 10 “practice subjects”: Wechsler Intelligence Scale for Children, Wechsler Preschool and Primary Scale of Intelligence, Wechsler Adults Intelligence Scale, Differential Abilities Scale, and Woodcock Johnson Test of Cognitive Abilities. The second course, taken in the spring semester, expands in focus and covers assessment for all areas of processing (and how to identify learning disabilities) as well as socio-emotional-behavioral functioning (and how to identify conditions such as ADHD, Autism, etc.). Students learn how to administer tests such as the NEPSY2, Wide Range Assessment of Memory and Learning, Beery Test of Visual Motor Integration, and several standardized behavior-rating scales (e.g., BASC3, Conners, CARS2, etc.).

The Student will need to be assigned to a School Psychologist in the district, who is interested and willing to supervise and provide appropriate support and oversight. The Student will begin making visits to the school in the late fall (November), so that they can get to know their supervisor and become oriented to various policies and procedures. We expect them to attend at least one IEP meeting and observe their supervisor administering a standardized test by the time winter break begins. Then beginning in mid to late January, the Student will begin making regular (typically weekly) visits and take on assessments of students who are candidates for Special Education.

When the Student begins the practicum assignment in January, it is best to assume that although they will be experienced in working with schools and children generally, they have had limited experience with formal psycho-educational testing. Therefore, when selecting their first few cases, it is important to select candidates for assessment whose levels of need are commensurate with the developing experience and skills level of the trainee. ***The best candidates will be students who need a triennial re-evaluation, and for whom no serious placement decisions need to be made.*** Some collaboration on the first few cases may also be beneficial, especially if the student requires extensive testing with specialized assessments that the Student has not yet learned about.

Over the course of this practicum assignment, the Student will need to assess five children. In order to meet their course requirements, they will need to administer a number of cognitive, neuropsychological, socio-emotional and individual achievement measures. As part of these assessments, they will also be expected to observe children in a variety of settings and conduct interviews with parents, teachers and children. Finally, they are expected to write comprehensive reports and present their findings orally in at least one IEP meeting by the end of the term. These reports are to be shared with the supervising Psychologist, who must co-sign the report, and therefore reserves the right to make any necessary edits or suggestions in order to ensure that the report meets district standards.

The Student will be submitting both test protocols and reports to the course instructor so that they can be checked for accuracy. The transmission and review of these results will be covered by the strictest standards of confidentiality, as dictated by University policy and professional standards. It is expected that all test protocols and reports will be used by the school after they have been reviewed by whomever in the district is supervising them (who will need to co-sign the report), as well as the course instructor and/or staff.

At the end of the semester, the supervising psychologist must complete an evaluation of the student's competencies. Cooperation in completing the required evaluation forms will be greatly appreciated. The American Psychological Association Standards of Accreditation (which govern our doctoral program) require that ***evaluation of practicum students be based in part on direct observation as part of supervision and training, and this must be done at least once during each evaluation period.*** There are many ways to meet this supervisor direct observation requirement including: visually observing the student engaged in assessment work (clinical interviewing, formal testing); attending team meetings where student presents clinical material; videotaping of student; audiotaping of student; and/or one-way mirror observation.

Information from the course syllabus that is specific to the practicum requirements outlined below is provided below. The University instructor and supervisor for the spring semester is Dr. Alejandra Ojeda-Beck, who can be reached at aojedabeck@berkeley.edu. The Program Coordinator is Kate Perry, who can be reached via phone at (925-324-5221) and email at kperry@berkeley.edu.

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School Psychology Program

Description of Consultation & Intervention Practicum Placement

The main goal of this year-long practicum placement is for second year students to develop competencies in the areas of Consultation and Intervention. In order to achieve this goal, practicum students are expected to work under the supervision of a School Psychologist and gain experience consulting with school teams and individual teachers about the learning and classroom functioning of children, and providing both direct and indirect support for interventions. Throughout the school year, practicum students will have opportunities to engage in regular, ongoing teacher consultation and also observe and participate in school systems that establish the need for consultation and the implementation of interventions with individuals and/or groups. Additionally, practicum students will gain experience delivering evidence-based interventions.

The responsibilities of the practicum student include:

- Consult with teachers on the implementation and modification of individual student and classwide interventions
- Develop and implement interventions with individuals, small groups or large groups/classes (academic, behavioral, and/or socio-emotional)
- Participate in the planning of school and classwide supports and interventions within Multi-tiered Systems of Supports frameworks (e.g., screening/data analysis, consultation)
- Collect and analyze data at individual, classroom or school level to monitor the effectiveness of interventions, and adapt/modify as needed to achieve goals
- Attend and participate in school team meetings, such as Coordination of Services Team (COST), Student Study Team (SST), Individualized Education Plan (IEP), and 504

The responsibilities of the school psychologist/field supervisor include:

- Provide general guidance and supervision to the student onsite
- Assign the student to teacher consultation opportunities and involve them in school team meetings as appropriate
- Support the student in their consultation work, as necessary
- Establish experiences for students to participate in the design, development, and implementation of interventions (SEL, academic and/or behavioral)
- Involve students in the data collection process for screenings, forming intervention groups, and monitoring student progress
- Model the process of using data to guide intervention work
- Support with curriculum development for intervention groups based on school needs
- If necessary, help to resolve any issues that may arise during groups (e.g., conflicts/disagreements among students)

One of the most prized accomplishments of our program is that our students learn how to recognize and build upon teacher expertise, rather than rely solely on their own resources and interventions. This means that they learn to recognize the challenges and difficulties associated with teaching,

while working productively with teachers toward problem clarification and resolution. Our students learn this by spending considerable time in general education settings and working on both prevention and intervention plans to address learning, socio-emotional, and behavioral functioning. ***The practicum student needs to be assigned to two teachers who agree to individual consultation and are willing to involve the student in their classroom (1/2 day per week, all year) and also make themselves available to talk with the student about their observations, their experiences with the children in their classroom, and possible ideas for interventions that they can build on.*** As the year progresses, the practicum students will provide more and more specific guidance during teacher consultations, in terms of focusing the conversations, with the goal of developing contextually-relevant interventions based on classroom and student needs.

The psychologists who agree to supervise students for this assignment should be willing and interested in including them in the collaborative work they do with their school teams so that they learn how to develop productive interprofessional relationships (e.g., attend SST or COST meetings). We expect the practicum students to initially co-lead, and then eventually take over, delivering interventions with various social-emotional-behavioral or academic goals (e.g., socio-emotional skill groups using various curricula designed for use with children and adolescents). They can also provide general assistance to teachers and children (e.g., provide individual support, work with groups, help with activities, etc.). Supervisors will be asked to complete formal evaluations of the student in both December and May. At least one teacher who has engaged in consultation with the student will also be asked to complete an evaluation. The American Psychological Association Standards of Accreditation (which govern our doctoral program) require that ***evaluation of practicum students be based in part on direct observation as part of supervision and training, and this must be done at least once during each evaluation period.*** There are many ways to meet this supervisor direct observation requirement including: visually observing student engaged in consultation or intervention work, attending team meetings where student presents clinical material; co-leading interventions with student; videotaping of student; audiotaping of student; and/or one-way mirror observation.

Our students come with at least one year of graduate school experience in local public schools (both regular and special education settings). They are skilled observers who are also knowledgeable about educational psychology and children's academic, cognitive and socio-emotional-behavioral development.

In conjunction with this practicum placement, students take seminars in School Based Consultation and Educational Interventions. They have one hour per week of group supervision with a University Supervisor who is a credentialed School Psychologist and Licensed Psychologist. At least once, the student will be required to audio record a consultation session, so that it can be used as a learning and evaluation tool in discussions with their supervisor and peers. The Program Coordinator will set up a meeting to discuss the student's progress at the end of the fall semester (November/December).

The benefits to us of having public school placements are considerable, and it is our hope that there will be benefits to the teachers/classrooms/schools they work in as well. The students will be available as an active, supportive, professional resource throughout the year. They are interested in understanding the successes and challenges that school systems, teachers and children may face, and also highly motivated to help make this a productive and rewarding year for everyone involved. Finally, you will know that you have contributed a great deal to the professional development of a future school psychologist.

The University Supervisor for this placement is Amanda McKerracher. She can be reached at amanda.mckerracher@berkeley.edu. The Program Coordinator is Kate Perry. She is available to

discuss any questions or concerns related to this placement and can be reached via phone (925-324-5221) or email at kperry@berkeley.edu.

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School Psychology Program

Description of Advanced Assessment Practicum

1. This document describes the advanced assessment practicum experience. In their second year, students take two courses in assessment. The first course, taken in the fall semester, focuses primarily on cognitive testing and learning general assessment practices. The second course, taken in the spring semester, expands in focus and covers assessment for all areas of processing (and how to identify learning disabilities) as well as socio-emotional-behavioral functioning (and how to identify conditions such as ADHD, Autism, etc.). This Advanced Assessment Practicum experience is designed to provide the student with additional experience in order to further develop their assessment skills, learn how to incorporate DSM-5 diagnostic criterion, and provide them with the experience of conducting an assessment in a setting other than a school.
2. The assessment will be conducted through the UC Berkeley Psychology Clinic. There are a number of tasks that need to be completed in order for the work in the Clinic to begin. Students must contact the Clinic Director, Dr. Nancy Liu, for information regarding how to get started and to participate in an orientation to learn about Clinic guidelines and procedures.
3. Each student will be assigned to both a faculty and a peer supervisor who will guide and support their work. All email correspondence regarding the case must be sent to BOTH the faculty and peer supervisor. Emails should NEVER contain any identifying information about a client.
4. Your client will be chosen by Dr. Liu and the faculty supervisor. From there, the student will handle all aspects of the case independently, including taking an initial intake, scheduling sessions, conducting testing and completing interviews, handling payment, and presenting results.
5. After receiving the information regarding who the client is, visit the clinic. Check in with the clinic coordinator, who will give you the client's file. Contact the parent via the Clinic phone or on your cell (WITH YOUR NUMBER BLOCKED) to arrange for an in-person parent interview session. When you make the call, have your availability mapped out, so that you can easily settle on a date and time.
6. Conduct the intake interview (typically with the parent), where you will: a) obtain detailed developmental, medical and educational history; b) fully flesh out the reason for referral and concerns about the client's functioning; and c) inform the parent about how the process will go from there. At this meeting you should also have your availability for testing sessions mapped out, so that you can schedule the testing appointments with the parent before they leave.
7. Write up an "Intake Summary" (this is a required Clinic form). It should include background information, your impressions, and a proposed test battery.
8. Schedule a meeting with both your peer and faculty supervisor. Be prepared to share information from the intake summary and parent interview, and share your initial thoughts about what an appropriate test battery would look like.
9. Meet with the client and complete all the testing (over the course of several sessions). Consult with your peer supervisor for anything you need along the way (e.g., assistance with test administration, scoring, interpretation, etc.) and your faculty supervisor if needed (who will be available 100% of the time). The transmission and review of these documents and results will be covered by the strictest

standards of confidentiality, as dictated by Clinic policy, University policy and professional standards. It is expected that all test protocols and reports remain in the clinic file after they have been reviewed.

10. At your last testing session, have your availability for the feedback session mapped out, so that you can schedule that appointment with the parent before they leave.
11. Write the report. Submit the first draft to your peer supervisor (note: you must defer to your supervisor's preferred format for the report, so please ask them to send you a template if they like). The [Program Template](#) is provided here (***NOTE: if you use it, please download it or make a copy before editing!***). Your peer supervisor will share their comments/feedback with the faculty supervisor for review/discussion. The peer supervisor will then return the report with edits and feedback. From there, you will make changes. All future drafts are to be sent directly to your faculty supervisor who must approve the final draft. ***Please note that the report must meet the standards set by the faculty supervisor in order for it to be considered complete.***
12. Hold a parent feedback session.
13. Complete all clinic paperwork/forms.
14. Complete evaluation forms on both your peer and faculty supervisor. Both supervisors will also complete an evaluation of your assessment skills.

SCHOOL PSYCHOLOGY PROGRAM

Description of Advanced Practicum in Mental Health Interventions

The goal of this practicum placement is for students to continue to develop their competencies in the area of intervention, with a focus on mental health/psychotherapeutic interventions. In order to achieve this goal, students are expected to work in a community- or school-based agency that provides services to school age clients and gain experience delivering evidence-based interventions. The agency should be able to provide students with a range of clinical experiences, including, but not limited to:

- Opportunities to further develop skill with case review, conceptualization/analysis and presentation
- Opportunities to develop in-depth understanding of mental health problems and treatment approaches from one or more theoretical perspectives
- Opportunities to provide individual, group, and/or parent or family counseling/therapeutic interventions with appropriate treatment planning
- Opportunities to use brief (short-term) and longer-term models, and exposure to a variety of techniques for delivering interventions
- Opportunities to develop awareness of legal responsibilities and ethical issues (e.g., guidelines for confidentiality)
- Opportunities to work on interdisciplinary teams (e.g., attend staff meetings or inter-agency meetings, participate in case reviews) that allow for collaboration around problem identification and solution
- Opportunities to participate in staff development and in-service training, as available
- Psychological assessment experiences

Supervision must be conducted by an individual who is licensed to practice in the state of California under the Board of Psychology (BOP) or the Board of Behavioral Sciences (BBS). They may be either a Licensed Psychologist, Marriage Family Therapist (MFT) or Licensed Clinical Social Worker (LCSW). They must be qualified to serve as a supervisor. They must provide at least one hour per week of in-person supervision for every 10 hours worked, that is provided at a consistent time and place. In addition, supervisors need to be available 100% of the time on an on-call basis in the event of a crisis, should the student need to consult during non-work hours. For students accruing hours that will count toward the BOP license (Licensed Psychologist), supervisors need to be available 100% of the time they are on site.

Students are expected to work with several school age clients and provide mental health intervention support on a relatively consistent, ongoing basis. Students should begin treatment with at least 2 clients by the end of the 1st semester, and have worked with at least 4 clients by the end of the school year.

With the understanding that the student is newly developing skills related to mental health treatment, appropriate structure and direction is important at the beginning of the placement. Student caseloads and work demands should be appropriate to their level of training and experience. We recommend that students be responsible for no more than 6 clients at a time (as individual or group therapy clients), per contracted day. For example, if a student is contracted for 3 days per week, they should not be expected to manage more than 18 clients at a time.

The American Psychological Association Standards of Accreditation (which govern our doctoral program) require that ***evaluation of practicum students be based in part on direct observation as part of supervision and training, and this must be done at least once during each evaluation period.*** There are many ways to meet this supervisor direct observation requirement including: visually observing student engaged in therapy, intake or evaluation; attending team meetings where student presents clinical material; co-therapy in room with student; co-leading group therapy with student; videotaping of student; audiotaping of student; and/or one-way mirror observation.

In conjunction with this practicum, students take two seminars that cover clinical methods and evidence-based interventions to address mental and behavioral health problems. They have one hour per week of group supervision with a University Supervisor, who is also a credentialed School Psychologist and Licensed Psychologist. At least once, the student will be asked to provide either an audio or video recorded session, so that it can be used as a learning and evaluation tool in discussions with their supervisor and peers.

The Program Coordinator and University Supervisor will come to the agency to discuss the student's progress at the end of the fall semester (November/December). In both December and May, the field supervisor will be required to complete a formal, written evaluation so that the student receives feedback on their competency development and how they are being perceived in their role. As part of this evaluation, the supervisor will be asked to confirm that they have engaged in direct observation of the student engaged in clinical work.

The University Supervisor for this practicum is Amanda McKerracher. She can be reached at amanda.mckerracher@berkeley.edu. The Program Coordinator is Kate Perry. She is available to discuss any questions or concerns related to this placement. She can be reached via phone (925-324-5221) or email at kperry@berkeley.edu.

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SCHOOL PSYCHOLOGY INTERNSHIP: INITIAL SITE VISIT & TRAINING ORIENTATION

(for students who have petitioned to complete a non-accredited/not APPIC member internship)

COORDINATION AMONG THE STUDENT, SITE SUPERVISOR, AND PROGRAM COORDINATOR:

- ☐ The Program Coordinator is responsible for helping students find appropriate placements and site supervisors; for approving sites and supervisors; for making an initial site visit; and for providing support and consultation for all parties during the placement experience. The Program Coordinator is readily available by email or telephone; when out-of-town or otherwise unavailable, other School Psychology faculty/staff serve as back-up when needed.
- ☐ During internship, telephone calls and additional site visits are conducted as needed, and at the request of any of the parties.
- ☐ Usually, students will gain different perspectives and skills from the school site and the University faculty, and should be able to integrate these views into their own theoretical orientation and approach. It is the student's responsibility to inform the site supervisor and the placement coordinator/field seminar instructor when the student is feeling "caught in the middle" or unable to personally integrate material that is perceived or experienced to be incompatible by the student.
- ☐ In most cases, the internship goes smoothly, with few problems or misunderstandings. It is the responsibility of all parties involved to inform the others when there seems to be (or are) discrepancies or concerns. Let's please keep the lines of communication open.

SPECIFIC RESPONSIBILITIES OF THE SITE SUPERVISOR:

- ☐ Meet the necessary qualifications to serve as a supervisor and hold valid credentials as a Licensed Psychologist (Board of Psychology) and school psychologist (Pupil Personnel Services Credential, California Commission on Teacher Credentialing) with a minimum of 3 years experience.
- ☐ Provide a minimum of two hours per week, face-to-face supervision.
- ☐ Must be available on an on-call basis in cases of emergency/crisis resulting in a need to consult (outside of school hours, if need be).
- ☐ When out-of-town or otherwise unavailable, arrange for a qualified person at the school site to be available for crises and back-up consultation.
- ☐ Responsible for knowing and monitoring the student's programs and activities overall, and day-to-day, including all the assessments and counseling cases, and the groups, classes, workshops, meetings etc., that the student may be attending, organizing, or conducting.

- ☐ Discuss the site requirements regarding service delivery, consultation, and documentation. Facilitate the student's learning about the specific policies and procedures of the site and provide relevant in-service training as needed and/or available.
- ☐ Offer at least some amount of job shadowing, as appropriate, so the student can be exposed to the full range of school psychology roles. Especially valuable experiences might include observation of or participation in low-incidence assessments, manifestation determination meetings, psychology staff meetings, and in-service trainings.
- ☐ Provide the student with opportunities to practice a full range of skills including assessment, consultation/collaborative teaming, pre-referral intervention, counseling, program evaluation, etc. Students should be able to demonstrate a wide variety of competencies, as required for the school psychology credential that are also consistent with the standards of accreditation of the American Psychological Association.
- ☐ Review issues of confidentiality, exceptions to confidentiality, and how the student should handle these situations.
- ☐ Review any other potential legal and ethical situations and the procedures and process for responding to such at the school site.
- ☐ Monitor the number and types of assessments assigned, in order to ensure they are appropriate to the student's current level of training and capability. *We recommend interns complete a range of 8-20 assessments, depending on the type and complexity of the case (and the number of days the intern is working).*
- ☐ Share sample reports, provide constructive feedback on reports written by the student, and co-sign all psychological or psycho-educational evaluation reports.
- ☐ Review test protocols for accuracy, especially at the beginning of the year.
- ☐ Provide a confidential space where the intern can work.
- ☐ Provide ongoing, balanced feedback to the student throughout the internship.
- ☐ The American Psychological Association Standards of Accreditation (which govern our doctoral program) require that ***evaluation of students be based in part on direct observation as part of supervision and training, and this must be done by the supervisor at least once during each evaluation period.***
- ☐ Provide the required evaluations of the student at the end of each semester (December/May).
- ☐ Notify the Program Coordinator if the intern is experiencing difficulty or is performing inadequately, unprofessionally, or unethically. Please note that such feedback should also be given directly to the intern as soon as the site supervisor is aware of inadequate performance or unprofessional or unethical behavior.
- ☐ Finally, in the unlikely event that it would be necessary, notify the University in writing the desire to terminate or cancel the assignment of any intern whose performance is considered highly unsatisfactory and not remediable. Prior to cancellation or termination, the District and University will consult about the proposed course of action.

STRATEGIES FOR EFFECTIVE FIELD SUPERVISION:

- ☐ Meet at a specific, scheduled time(s) each week in a private space with as few interruptions as possible.
- ☐ In most cases, it is helpful to provide more direction and structure during the beginning weeks of the internship.
- ☐ Orient the student to the school site (the physical campus, the student body and community, policies and procedures, etc.) as soon as possible, preferably before the school year begins.
- ☐ Initiate and coordinate introductions with school staff members (including teachers, administrators, and clerical) as soon as possible, preferably prior to the beginning of the school year.
- ☐ Explain and initiate the processes for referrals to the student (e.g., assign a specific group of pupils to the student, utilize teacher referrals) at the beginning of the placement.
- ☐ Be strategic about the student's caseload, especially at the beginning, in terms of not assigning or referring students with severe difficulties or dysfunctions. Most students experience a more successful placement if they are provided with more difficult students, and more advanced and involved interventions (e.g., consultations with parents and families), after they "get their feet wet" and have gained some familiarity and confidence. As students vary in this regard, work with the student to provide opportunities and experiences that are challenging, but not overwhelming or beyond their ability to handle adequately. Work towards increasing the student's responsibilities and abilities over time.
- ☐ Solicit from the student any specific goals he or she has for their internship experience, such as conducting certain assessments or providing classroom guidance activities on specific topics. Periodically ask the student if his or her needs and goals are being met at their internship.
- ☐ Regularly share both positive and constructive feedback with the student throughout their internship. This typically helps to avoid surprises and misunderstandings.

STUDENT RESPONSIBILITIES:

- ☐ A CCTC School Psychology PPS *Intern* Credential is required prior to beginning internship hours. It is the responsibility of the student to fulfill all requirements and submit an application for this Credential to the Credential Analyst before the beginning of their internship, and to provide the District with a copy.
- ☐ Attend and participate in didactic trainings and group supervision on campus, as required.
- ☐ Maintain a weekly log of hours worked and have these verified by the on-site supervisor at monthly intervals. Submit Logs to the Program Coordinator at the end of each semester. *Students will not receive course credit until logs and evaluations are submitted.*
- ☐ Conform to all policies, standards and practices of the school site.
- ☐ Demonstrate professional and ethical behavior in school and university settings at all times. Maintain professional communication with site and university supervisors, teachers, students, and

families. Take the initiative and contact the site supervisor and university supervisor if there are situations or circumstances that may impede professionalism.

- ☐ In collaboration with their supervisor and University faculty member, integrate course requirements in the internship experience

PAPERWORK REQUIRED OF THE SITE SUPERVISOR:

- ☐ Written evaluation, due in December.
- ☐ Sign intern's Hours Log at monthly intervals.
- ☐ Written evaluation, due in May.

Thank you so much for your support of our student!

Kate Perry, Ph.D.
Program Coordinator
925-324-5221



SCHOOL PSYCHOLOGY PROGRAM

SCHOOL BASED INTERNSHIP: UNIVERSITY, STUDENT, AND SITE SUPERVISOR AGREEMENT FORM

(for students who have petitioned to complete a non-accredited/not APPIC member internship)

STUDENT:

Name

Email

Phone Number

SUPERVISOR:

Name

Email

District

License Number:

Phone Number

School site(s)

PROGRAM COORDINATOR:

Name

Email

Phone Number

UNIVERSITY REQUIREMENTS (PROGRAM COORDINATOR CHECKBOXES):

- ☐ The University/Program Coordinator is responsible for helping students find appropriate placements and site supervisors, and for approving sites and supervisors. The Program Coordinator will assure that the student shall be eligible for internship only after meeting all requirements for the School Psychology Internship Credential.
- ☐ The Program Coordinator will conduct an initial orientation and site visit.
- ☐ The Program Coordinator will provide support and consultation for all parties during the internship experience. The Program Coordinator is readily available by email or telephone; when out-of-town or otherwise unavailable, other School Psychology faculty/staff serve as back-up when needed. Additional site visits may be conducted as needed, and at the request of any of the parties.

- ☐ The Program Coordinator will make a mid-year visit and facilitate completion of the required evaluations, both mid-year and at the end of the internship.
- ☐ The Program Coordinator will inform the supervisor of the requirement to conduct direct observations of the student.
- ☐ The Program Coordinator will ensure that there is an active MOU between the Regents of the University of California on behalf of the Berkeley School of Education and the school district, which incorporates the terms and conditions of this description and the assignment as described in the “SCHOOL PSYCHOLOGY INTERNSHIP: INITIAL SITE VISIT & TRAINING ORIENTATION” document.

SCHOOL SITE/SUPERVISOR REQUIREMENTS (SUPERVISOR CHECKBOXES):

- ☐ I am licensed to practice psychology (Licensed Psychologist) in the state of California under the Board of Psychology (BOP) and qualified to serve as a supervisor under BOP’s regulations.
- ☐ I have held a School Psychology PPS Credential for a minimum of three years, and have a minimum of three years of experience as a school psychologist.
- ☐ I agree to provide at least two hours per week of in-person supervision that is provided at a consistent time and place every week.
- ☐ I have an interest in working as a Supervisor.
- ☐ I have the time and energy available to provide the necessary supervision – a minimum of two hours per week, in specifically scheduled face-to-face session(s) – including availability for consultation and questions other than during the scheduled supervision meetings.
- ☐ I will be available on an on-call basis in the event of a crisis should the student need to consult during non-school hours.
- ☐ I will be able to provide the student with the appropriate structure and direction at the beginning of the field experience, and will be working at the same site (at least initially) for at least some amount of time.
- ☐ The school site(s) can provide for students to experience the range of school psychologist roles and responsibilities at that level, including but not limited to assessment, consultation and intervention work.
- ☐ The school site(s) can provide the student with several pupils to provide counseling interventions and support on a relatively consistent, ongoing basis.
- ☐ The school site(s) can provide a private space(s) for the student to provide both individual and group counseling.
- ☐ I will be able to provide the written evaluations of the student at the end of each semester (December and May), and sign the required “Hours Log”.
- ☐ I understand that my evaluation of the student must be based in part on direct observation as part of supervision and training, and that this must be done at least once during each evaluation period. I understand that there are many ways to meet this supervisor direct observation requirement including: visually observing student engaged in therapy, intake or evaluation; attending team meetings where student presents clinical material; co-therapy in room with student; co-leading group therapy with student; videotaping of student; audiotaping of student; and/or one-way mirror observation.
- ☐ I agree to participate in an orientation meeting, at the school site, with the student and the Program Coordinator.
- ☐ I agree to participate in a mid-year evaluation meeting, at the school site, with the student and the Program Coordinator.

STUDENT REQUIREMENTS (STUDENT CHECKBOXES):

- ☐ I have a CCTC School Psychology PPS *Intern* Credential.
- ☐ I will demonstrate professional and ethical behavior in school and university settings at all times.
- ☐ I am aware of my responsibilities to attend weekly supervision with my on-site supervisor and University faculty supervisor.
- ☐ I will complete the required hours for this internship.
- ☐ I am responsible for maintaining my hours log and verifying my hours with my supervisor at monthly intervals.
- ☐ I agree to assist the program coordinator in arranging meetings and securing supervisor evaluations at the end of the fall and spring semesters.

Student Signature

Date

Field/Site Supervisor Signature

Date

University/Faculty Supervisor Signature

Date

Program Coordinator Signature

Date

Appendix D

SCHOOL PSYCHOLOGY CREDENTIAL STANDARDS CERTIFICATION

School Psychology Program, UC Berkeley

Pupil Personnel Services Credential – School Psychology

Internship Authorization

Student's Name:

| Course | Date | Units | Grade | SPEE ¹ |
|--|------|-------|-------|---------------------------|
| First Year School Psychology Seminars (EDUC 213A & B) | | 3, 2 | | 3, 4 , 5, 6, 8, 9 |
| Statistics I (EDUC 293A) and Statistics II (EDUC 275B) + labs | | 5,5 | | 9 |
| Measurement (EDUC 274A) | | 4 | | 9 |
| Ethics (EDUC 298C) | | 1 | | 8, 10 |
| Education Law (EDUC 263, or approved alternative) | | 3 | | 8, 10 |
| Assessment (EDUC 207B & EDUC 207C) | | 4, 4 | | 1, 3, 8, 9, 10 |
| School Based Consultation (EDUC 213C) | | 3 | | 2, 3, 5, 8 |
| Educational Interventions (EDUC 213D) | | 3 | | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Social Bases of Behavior for Applied Psychology (EDUC 208) | | 1 | | 4 |
| Psychosocial Development: Identity, Culture, and Education (EDUC 200D) | | 3 | | 4, 8 |
| Biological Bases of Behavior for Applied Psychology (EDUC 208A) | | 3 | | 3, 4 |
| Developmental Psychopathology (EDUC 210) | | 2 | | 4, 6 |
| Research Methods (EDUC 217) | | 3 | | 9 |
| Evidence-Based Mental Health Interventions for Children and Adolescents, Part 1 (EDUC 413A) | | 2 | | 1, 2, 4, 6, 7, 9, 10 |
| Evidence-Based Mental Health Interventions for Children and Adolescents, Part 2 (EDUC 413B) | | 2 | | 4, 6, 7, 8, 9, 10 |
| Supervision of Practicum Placements - years 1-4 (EDUC 313A-G) | | 7 | | 10 |
| MA Degree (Date, Advisor): | | | | |
| Second Prequalifying Paper (Date, Advisor): | | | | |
| <u>Practicum Placements (date, district-school/agency, supervisor):</u> F/YR - S/YR XX USD, XX Elementary School; XX, University Supervisor F/YR - S/YR XX USD, XX Elementary School; XX, University Supervisor; Field Supervisor F/YR - S/YR XX USD, XX Elementary School; XX, University Supervisor; Field Supervisor | | | | |

¹ School Psychology Performance Expectations are listed on the next page

Signatures:

| | |
|---|------|
| Program Coordinator <i>(for the Admissions, Certification, and Review Committee)</i> | Date |
|---|------|

| | |
|---------|------|
| Student | Date |
|---------|------|

| | |
|-----------------------------|-----------------------|
| Employing District & County | Internship start date |
|-----------------------------|-----------------------|

California School Psychology Performance Expectations

1. Data-based Decision Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Behavioral Interventions and Mental Health Services to Develop Social and Life Skills
5. Direct and Indirect Services - School Wide Practices to Promote Learning
6. School-wide Practices to Promote Behavioral and Mental Health
7. Family-school Collaboration
8. Human Diversity
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice & Disposition

Appendix D-1

SCHOOL PSYCHOLOGY CREDENTIAL STANDARDS CERTIFICATION School Psychology Program, UC Berkeley Pupil Personnel Services Credential – School Psychology Authorization

Student's Name:

| <u>Course</u> | <u>Date</u> | <u>Units</u> | <u>Grade</u> | <u>SPEE²</u> |
|---|--|--------------|--------------|---------------------------|
| Research Methods (EDUC 217) | | 3 | | 9 |
| Statistics I (EDUC 293A) and Statistics II (EDUC 275B) + labs | | 5,5 | | 9 |
| Measurement (EDUC 274A) | | 4 | | 9 |
| Ethics (EDUC 298C) | | 1 | | 8, 10 |
| Education Law (EDUC 263) | | 3 | | 8, 10 |
| Assessment (EDUC 207B & EDUC 207C) | | 4, 4 | | 1, 3, 8, 9, 10 |
| Developmental Psychopathology (EDUC 210) | | 2 | | 4, 6 |
| Social Bases of Behavior for Applied Psychology (EDUC 208) | | 1 | | 4 |
| Psychosocial Development: Identity, Culture, and Education (EDUC 200D) | | 3 | | 4, 8 |
| Biological Bases of Behavior for Applied Psychology (EDUC 208A) | | 3 | | 3, 4 |
| Developmental Psychopathology (EDUC 210) | | 2 | | 4, 6 |
| First Year School Psychology Seminars (EDUC 213A & B) | | 3, 2 | | 3, 4, 5, 6, 8, 9 |
| Second Year School Psychology Seminars (EDUC 213C & D) | | 3,4 | | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Fourth Year Mental Health Intervention Practicum Seminars (EDUC 413A & B) | | 7,7 | | 1, 2, 4, 6, 7, 8, 9, 10 |
| School Based Internship (EDUC 313H & I) | | 7,7 | | |
| | | | | |
| School Internship | XX, Field Supervisor; XX University Supervisor Hours completed: | | | |
| Date of application to Qualifying Exam | | | | |

² School Psychology Performance Expectations are listed on the next page

Signatures:

| | |
|---|------|
| Program Coordinator Signature <i>(for the Admissions, Certification, and Review Committee)</i> | Date |
|---|------|

| | |
|-------------------|------|
| Student Signature | Date |
|-------------------|------|

| | |
|-----------------------------|----------------------------|
| Employing District & County | Internship completion date |
|-----------------------------|----------------------------|

California School Psychology Performance Expectations

1. Data-based Decision Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Behavioral Interventions and Mental Health Services to Develop Social and Life Skills
5. Direct and Indirect Services - School Wide Practices to Promote Learning
6. School-wide Practices to Promote Behavioral and Mental Health
7. Family-school Collaboration
8. Human Diversity
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice & Disposition

Appendix E

School Psychology Student Evaluation Guidelines

Students have the right to know in what ways their performance is regarded, their strengths and weaknesses, and to have an opportunity for open self-reflection with the primary faculty members involved in their professional training. One of the ways in which the School Psychology Program has attempted to meet this need is through the establishment of formal student evaluation sessions held at the end of each academic year. Guidelines and criteria, developed by a joint committee of students and staff, form the bases for useful dialogue and review both by the students themselves and by the faculty. Goals are set during each formal evaluation, which can guide the student in planning academic and professional programs.

There are eight primary components to the formal evaluation.

1) Research Progress

First year objectives:

- complete minimum required BSE and School Psychology coursework
- complete first Prequalifying paper
- file “Outline of Program for M.A. Degree” (See BSE Handbook)
- obtain MA degree

Second year objectives:

- complete additional required BSE and School Psychology coursework
- begin, if not complete, second prequalifying paper
- file “Outline of Program for Ph.D. Degree” and obtain MA degree (if not done during first year)

Third year objectives:

- complete any remaining required BSE and School Psychology coursework
- complete second prequalifying paper and the process of “Prequalifying Review” (see BSE Handbook)
- prepare for and ideally take the Oral Qualifying Examination
- prepare for and pass Dissertation Proposal Review

Fourth year objectives:

- if not already done, take the Oral Examination and pass Dissertation Proposal Review
- complete any remaining required BSE and School Psychology coursework
- “Advance to Candidacy”
- conduct dissertation research

Fifth year objectives:

- conduct dissertation research
- file dissertation

Sixth year objectives:

- file “Report on Progress in Candidacy” if dissertation not completed (See BSE Handbook)
- if not already completed, student will file dissertation

2) Ethical and Legal Standards

Students are expected to demonstrate ethical behavior in all aspects of their academic and professional work and be aware of all relevant laws that govern professional practice. Faculty and field supervisors are expected to model ethical decision making and ensure that students know about legal requirements related to practice.

3a) Communication Skills: Written Work

Each school psychology seminar requires several written assignments. As part of their supervision requirements, students must complete written “logs” describing their experiences in practicum placements. Students learn how to write detailed and comprehensive psycho-educational evaluations. In addition, students are expected to produce two Prequalifying papers that are of high enough quality for faculty to sign off on them. One of these papers must be an empirical study. *No student may apply for the Advanced Intervention Practicum (typically Year 4) before receiving the MA degree and completing at least their first Prequalifying paper.*

3b) Communication Skills: Oral

From their first year on, students have regular and ongoing opportunities to present their ideas orally. In both seminars and in supervision, students are expected to share their ideas and reactions to the course readings, as well as their experiences in field placements and internships. They are expected to contribute regularly to class discussions. Participants in group supervision are expected to contribute at least once during each session: that is, engage with other students in a discussion of their issues. During the second year, each student regularly presents about their assessment work in class. Each student also makes an in-class presentation on a test instrument. Beginning in the second year, students also serve as a “discussion leader,” facilitating thoughtful discussion of assigned readings on a specific academic subject. During seminars in years two through four, students are expected to be able to lead a two-hour seminar on an academic subject, including presentation of information in lecture format, answering questions and encouraging group discussion. Students also present detailed case studies and discuss specific clinical complexities with classmates. Students offer constructive criticism to peers regarding seminar lecture, handling of questions or discussion, and presentation, diagnosis, or recommendations related to the case study.

3c) Interpersonal Skills

Students should have regular and ongoing contact with their faculty advisor, across all years in residence. In order to build a strong relationship, students should aim to meet with their advisor at least twice each semester and enroll in any research groups that they offer. In their second and third years, students should put time and energy into developing good working relationships with three other faculty members, as they begin the process of building committees for their oral examination (4 senate faculty members required) and dissertation (3 senate faculty members required). An inability to develop and sustain relationships with members of the faculty is one sign of inadequate progress.

4) Professional Values & Attitudes

Students are expected to behave in a mature and professional manner both in the University setting and when working in field placement and internship settings (see Appendix C for descriptions of practicum placements and internship experiences and details regarding expectations; see Appendix G for Evaluation forms). They will also become familiar with the codes of professional and ethical conduct published by the American Psychological Association and the California Association of School Psychologists. Violation of these codes, or serious deficiencies in any aspect of professionalism, will make students subject to disciplinary measures that may include being dismissed from the program.

In the first year, students are expected to be able to identify and describe their academic strengths and weaknesses, and their personal strengths and weaknesses as they apply to professional performance. They should also be able to reflect on and identify the ways in which their behavior, attitudes, personal characteristics, and style affect others (e.g., school personnel, faculty, fellow students). In the second year and beyond, students are expected to increase their awareness of their own interactional style as a psychologist in training, and the ways their personal characteristics and behavior might affect others. They should show an increasing ability to identify any potentially unresolved personal issues, as they relate to their professional functioning. They should also be able to evaluate their own behaviors and non-defensively accept constructive criticism. Finally, they should show willingness to accept feedback and incorporate that into their behavior following constructive criticism which they view as valid.

5) Psychological Competency: Assessment

6) Psychological Competency: Consultation

7) Psychological Competency: Intervention

In years two through five, students take seminars and have accompanying practicum/internship placements to build competencies in the areas of assessment, consultation and interprofessional skills, and intervention. They develop a sense of the range of normal and atypical behavior for children of different ages and are able to identify and describe the effects of environment, peers and various adult-child relationships on children's behavior. Students will be able to formulate and state hypotheses to explain children's behavior within a particular context. In the second year, students are expected to learn how to integrate testing data, interview material and observations to develop, test, and reformulate hypotheses about children's behavior or learning. Students also gain skills necessary to engage in consultation with teachers and other professionals, with the goal of understanding challenges and developing hypotheses to explain intrapersonal, interpersonal and system dynamics. Students also learn how to implement interventions, monitor progress and adjust as needed, and evaluate the effectiveness of intervention programs.

In the third and fourth years, students are expected to apply their assessment, consultation and intervention skills in clinic and community-based settings where they complete practicum placements. They have the knowledge of clinical issues and understand typical and atypical functioning from one or more theoretical frameworks. They are able to identify significant themes and participate in the development and implementation of relevant interventions and treatment approaches. Finally, in the fifth year students are expected to have integrated skills they have acquired over the previous four years and apply them successfully during the full time School Based Internship. They are able to develop recommendations based on interpretations of all available data, and demonstrate that they have carefully considered the relevant characteristics of the systems and individuals who will be instrumental in carrying them out.

Students are also expected to be an engaged and contributing member of the program by doing the following: (a) Attending all required events - All Program meetings, Committee meetings, the Annual Welcome Back Event, and the Annual Spring Conference; (b) Submitting required forms in a timely manner; and (c) Submitting revisions to Prequalifying papers within three weeks to one month of receiving feedback.

Appendix F
Program Forms

- 1) [Program Policies and Agreements](#)
- 2) [Social Media Policy](#)
- 3) [Privacy and Confidentiality Agreement](#)
- 4) [Clinical Documents Policy](#)
- 5) [Supervision Contract](#)
- 6) [Remediation Plan](#)

School Psychology Program

PROGRAM POLICIES AND AGREEMENTS

This document is intended to provide guidance around some important issues that are unique to pursuing a Ph.D. and participating in doctoral level training in health service psychology.

- Ambiguity is part of the process of engaging in psychological research and practice. There will be times when you will not know the answer to a problem, question, or concern, and this will likely result in discomfort and stress. Your task is to try and figure out a solution, and if one is not forthcoming, please consult the Program Director, Program Coordinator, your field/internship supervisors, or other faculty members as appropriate.
- Students need to be aware that the program expects you to be available from the first day of the semester, which is often a week before instruction begins, through the week after the second semester ends for program evaluation meetings.
- Students need to be aware that practicum and internship assignments may require them to be available before and after the University semester ends. You should expect that a school placement may begin as early as August 1st and end mid-June. This is a professional expectation, and the program will provide you with supervision beyond the end of the semester.
- When issues in your personal life are affecting your performance on campus or in the field, you have a responsibility to inform the program faculty of these issues as soon as possible. This is both an ethical and professional obligation on your part and it is the responsibility of the faculty to provide appropriate support to help you to deal with the situation. Recognizing a need for assistance from a supervisor is an important aspect of professional growth in health service psychology.
- Evaluation is an important and essential part of training in every field including health service psychology. Evaluation can be uncomfortable, but should be seen as an opportunity for growth. It is important for you to learn to tolerate your own discomfort, as you prepare to help others (e.g., clients) to tolerate their discomfort. You also need to learn to recognize when your values or issues you are experiencing are affecting your ability to engage meaningfully and respectfully with peers, clients, colleagues, and supervisors.
- As psychologists in training, students cannot engage in psychological services in any setting that is not coordinated with the program. They cannot hold themselves out as providing therapeutic services until they have received either the school psychologist credential or a license for independent practice. Students must always be supervised until they have received a credential or license for independent practice specific to each setting.
- Students cannot arrange practicum placements or apply for internships without informing the Program Coordinator. Failure to receive explicit permission from the Program is a violation of program policy and the ethics code and the Program will not grant permission to the student to pursue their plans.
- Students cannot sign any agreements/contracts with outside agencies until they have been reviewed and approved by the Program Coordinator, to ensure that they are consistent with program policy and ethical and legal codes.
- Students should share their class schedule with their advisor and the Program Coordinator every semester to

ensure they are appropriately enrolled.

- Test kits are confidential materials that can only be accessed with appropriate training and should never be left in places where they can be accessed by individuals without the requisite training (e.g., your office, your home unless you are physically present).
- You will be required to complete training as a mandated reporter of child abuse and you will receive training in the requirements of FERPA and HIPPA. You are expected to comply with these laws and regulations at all times during your training.
- Graduate school requires discourse exploring all aspects of an issue, including listening to and trying to understand points of view that are different from yours.
- Students are expected to respect the right of individuals to have different values, ideas, political ideologies, etc. It is okay to disagree respectfully and politely, but it is not okay to attack individuals or impugn their character on the basis of ideas that are different from yours.
- When you are learning how to do psychotherapy, it is often useful to participate in psychotherapy as a client. Indeed, some programs require students to engage in psychotherapy. Program faculty may recommend that you participate in therapy if they think it will be helpful.
- Attending graduate school is intense and can be stressful. It is important for students to engage in appropriate self-care, including seeking medical and psychological support when appropriate.
- It is important for you to assess your fit with school psychology and this program as you progress through the program. You should feel free to discuss this issue with the Program Director or Program Coordinator at any time.

Your signature below indicates that you have read this document in its entirety, and that you understand these policies and agreements.

Student Name

Signature

Date

School Psychology Program

SOCIAL MEDIA POLICY

1. In all communications - including email, instant messages, text, social network profile, twitter, blog or other Internet content - students must receive prior written permission to use the School Psychology Program name, or to create social profiles on behalf of the Program.
2. It is strongly recommended that students use their Berkeley email address as your main mode of communication, and not share their personal cell phone number with students, clients, parents or school staff. Students are not to have private conversations with students/clients outside of those required to fulfill their supervised professional responsibilities.
3. With respect to social profiles, we strongly suggest that students do the following:
 - Keep your personal content **private**: info, photos, videos, interests, etc.
 - Ensure that your main profile photo (if public) complies with program standards for professional behavior/dress.
 - Do not give the impression that you are representing the Program or the University on your profile and in your communication.
 - Do not “friend” students and/or clients at your practicum and internship sites, or their parents, and others that you meet in the conduct of your professional work as a psychologist in training.
4. As a student in the Program, you are a psychologist in training, as well as an ambassador of the Program and the University and are expected to model civil and ethical behavior. You are expected to communicate in a professional and respectful manner at all times. You are not to use profanity or engage in harassment. You are not to indulge in commentary (e.g., gossip or public judgments) about students/clients, co-workers, practicum/internship sites, or employers.
5. Students are to adhere to the University of California, Berkeley’s [Principles of Community](#) and the institution’s Statement of Ethical Values and [Standards of Ethical Conduct](#). Should you have other social accounts that are public and discoverable in search engines, please use good judgment about what you are posting while you are engaged in work with children as a representative of the Program and University.
6. Finally, students are expected to adhere to the University of California policies relating to:
 - [Electronic Communications](#)
 - [Campus Online Activities](#)

The University and the Program have the right to act on information that they encounter.

Student Name

Student Signature

Date

School Psychology Program

PRIVACY AND CONFIDENTIALITY AGREEMENT

I understand that in the performance of my duties as a trainee in the School Psychology Program I may have access to personal information belonging to students/clients of the schools/agencies in which I have been placed. I have been instructed on maintaining the confidentiality of this personal information. I understand that this applies to written, oral, electronic and facsimile communications.

I have been given information concerning policies and procedures with regard to confidentiality of personal health, educational, and psychological information based on the Family Educational Rights and Privacy Act (FERPA) and the ethical guidelines of the American Psychological Association.

I agree to abide by these policies, laws and regulations and understand that any violation of them may result in disciplinary action by the Program, APA or both.

I hereby agree to comply with the following:

- All documents pertaining to a student's or client's educational or psychological information contained in school/agency records or related files shall not leave the premises where they are stored.
- Discussions of the student's or client's personal health, educational or psychological information shall be limited to (1) designated school or agency staff members who have responsibility for the student/client; (2) program supervisors and/or teaching faculty; and (3) other trainees who may be participants in the supervision/classroom setting. Only necessary information will be reviewed and all discussion with school/agency staff will take place on the premises.
- I will not make copies of a student's/client's records or any type of personal information without following the appropriate school/agency policies.
- I will not use student/client identifiers (e.g., name, etc.) when making notes for assignments or projects for academic purposes.
- I will report any breach of this confidentiality agreement to the administrative officer in charge of the school/agency and my University supervisor.

Student Name

Student Signature

Date

School Psychology Program

CLINICAL DOCUMENTS POLICY

I understand that in the performance of my duties as a trainee in the School Psychology Program I will be responsible for the careful handling of confidential information regarding students/clients, schools, and the agencies where I am working.

I have been instructed on maintaining the confidentiality of personal information, and have also signed a Confidentiality Agreement. I understand that this applies to written, oral, electronic and facsimile communications.

I further agree to comply with the following:

- All documents/files containing confidential information kept on my personal computer will be password protected.
- When sending confidential information via email (e.g., reports), I will always de-identify (remove the client's actual name and any other identifying information).
- After completing clinical work and writing an assessment report or summary, the file I save on my computer will be fully redacted, with all identifying information removed.
- All test protocols will be given to my clinical supervisor (in the public school, school psychology program, or psychology clinic) so that they can be placed in client files for permanent storage. Any other material relating to my clinical work (e.g., private notes, record of contacts, etc.) that contains identifying information will be shredded.

Student Name

Student Signature

Date

School Psychology Program

SUPERVISION CONTRACT

Definition of Supervision

Supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative, interpersonal process. It involves observation, evaluation, feedback, facilitation of supervisee self assessment, and acquisition of knowledge and skills by instruction, modeling, and mutual problem-solving (Falender & Shafranske, 2004).

Model of Supervision

The supervisor's model of supervision is an integrative model of supervision, most closely related to Bernard's Discrimination Model (1979). The supervisor can take on the role of teacher, counselor, or consultant in order to help the supervisee with any of 3 foci for their cases: intervention, conceptualization, or personalization. The supervisor can take on any combination of role and foci and engages with the supervisee based on the presenting need of the supervisee.

Purpose of Supervision

- Fulfill requirements for training supervision
- Promote the development of the supervisee's professional identity and professional competence

Content and Modality of Supervision:

The content of supervision, and the modalities used, can focus on the following:

- case presentations*
- the acquisition of knowledge, conceptualization, and skills within the defined scope of practice
- caseload management - number of cases, variety of presenting problems, and degree of complexity
- the development of systemic case conceptualization
- guidance with session and treatment process
- ensuring understanding of ethics, codes, rules, regulations, standards, guidelines (including consent, confidentiality/ privacy), and all relevant legislation
- written cases notes (plus diagnosis and treatment plans) may be reviewed
- issues relating to supervisee's professional development (including conflicts with internship/site Supervisors or other professionals working within the internship setting)
- conflict or failure of either party to abide by the guidelines outlined in this contract

*During case presentations, you will be asked to identify the client's chief complaint, short-term and long-term goals for treatment, and your systemic hypothesis. A supervisory record form will be used to document impressions of each supervisory session. Feedback will be provided at the close of each session.

Emergency Situations

It is the responsibility of the supervisee to familiarize her/himself with the policies and procedures of the school district and University regarding critical incidents, therapeutic crisis and/or emergencies, as well as all relevant legal and ethical guidelines. In the event of an emergency or therapeutic crisis, please notify all involved supervisors immediately following (or during) the session or contact in question. If applicable, any formal reports will be made promptly in accordance with school district and University policies as well as applicable local, state and federal laws.

In emergency situations, the supervisor can be contacted at _____.

If the supervisor is unavailable, the supervisee is to contact Kate Perry, Program Coordinator, at (925) 324-5221.

Shared Responsibility of Internship/site Supervisor and University Supervisor

Your work is being jointly supervised by individuals who work at your internship site, as well as the University. It is important to keep both apprised of your work.

Review of Progress

The supervisor will provide ongoing, verbal feedback regarding the performance of the supervisees during supervision. Written evaluations regarding supervisee growth and competence will also be completed. Supervisees will also complete written evaluations regarding the supervisor. Written evaluations will occur at the end of each school semester. In the event that additional evaluations are deemed necessary, this will be negotiated on an as needed basis. On a regular basis, verbal and/or written feedback regarding the experience of supervision will be exchanged, and open and honest feedback is strongly encouraged.

Personal Issues

Supervision is not therapy; therefore, in the event that personal issues surface, it may be suggested that the supervisee work on certain issues that impact the therapeutic relationships.

Rights and Responsibilities of Supervisor

The *rights* of the supervisor are to:

- Question Supervisee about his/her work and workload
- Give Supervisee constructive feedback on his/her work performance
- Bring concerns/issues about Supervisee's work
- Observe Supervisee's practice and initiate supportive/corrective action as required

The *responsibilities* of the supervisor are to:

- Uphold ethical guidelines and professional standards
- Ensure supervision sessions happen as agreed and to keep a record of the meeting
- Create a supervision file containing supervision records and other documents relating to development and training
- Ensure that the Supervisee is clear about his/her role and responsibilities
- Monitor the performance of the Supervisee
- Set standards and assess the Supervisee against these
- Know what Supervisee is doing and how it is being done
- Deal with problems as they impact on the Supervisee's performance
- Seek collegial consultation when issues emerge that impede the supervisory experience
- Maintain confidentiality regarding supervision
- In the event of an emergency, be available to the supervisee or provide other arrangements for supervisory alternatives
- Model behaviors that enhance the supervisory process

Rights and Responsibilities of the Supervisee

The *rights* of the supervisee are to:

- Uninterrupted time in a private venue
- Supervisor's undivided attention, ideas and guidance
- Set part of the agenda
- Ask questions
- Challenge ideas and guidance in a constructive way
- Receive timely feedback
- Expect the Supervisor to carry out agreed action or provide an appropriate explanation, within an agreed upon time frame

The **responsibilities** of the supervisee are to:

- Uphold ethical guidelines and professional standards
- Be prepared to discuss their work, with the aid of written case notes if needed
- Validate diagnoses, interventions, approaches and techniques used
- Be open to change and use alternate methods of practice if required
- Consult supervisor or designated contact person in cases of emergency
- Implement supervisor directives in subsequent sessions
- Maintain a commitment to on-going professional development
- Accept only cases within the scope of your practice and skill level
- Maintain case documentation in a timely manner
- Maintain supervision notes

Grievance Procedure

In the event of an emergence of a supervisory impasse or conflict, the issue will be brought to the Program Coordinator or Program Director to assist with resolution.

This contract is subject to revision at any time, upon the request of either the supervisee or the supervisor. A formal review, however, will be conducted at the end of each semester and revisions to the contract will be made only with consent of the supervisee and approval of supervisor. We agree, to the best of our ability, to uphold the guidelines specified in this supervision contract and to manage the supervisory relationship and supervisory process according to the ethical principles of the Board of Psychology of California and the American Psychological Association.

By signing, I agree to the terms outlined in this contract and any additional documents hereto and appended and signed by myself and the supervisor named in this document.

Supervisee's Printed Name

Supervisee's Signature

By signing, I agree to provide supervision in accordance with the terms outlined in this contract and any additional documents here to and appended and signed by myself and the supervisee named in the document.

Supervisor's Printed Name

Supervisor's Signature

References

Bernard, J.M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision, 19*, 60-68.

Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.

School Psychology Program

REMEDIATION PLAN

Date:

Student:

Year in the Program:

University practicum or internship supervisor:

Field-based practicum or internship supervisor:

I. Specific area of concern

The following documentation is attached:

II. Description of the student's difficulties

III. Objectives for performance improvement

IV. Plan for meeting objective(s)

a. Trainee's Responsibilities/Actions:

•

b. Faculty/Supervisors' Responsibilities/Actions:

•

V. Timeline for implementation

VI. Assistance/resources to be provided by the Advisor, Program Faculty, University Supervisor, and/or Field-based Supervisor

VII. Evaluation procedures and criterion

VIII. Date(s) for re-evaluation:

IX. Consequences for unsuccessful remediation

X. Signatures

I have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the Program Director.

My signature below indicates that I fully understand all of the above.

I agree / disagree with the above decision (please circle one). My comments, if any, are below.

(PLEASE NOTE: If trainee disagrees a detailed description of the trainees' rationale for disagreement is ***REQUIRED***).

Student

Date

By signing below, all Supervisors/faculty with responsibilities or actions described above agree to participate in the plan as outlined above.

Program Coordinator

Program Director

University Supervisor (if applicable)

Field-based Supervisor (if applicable)

School Psychology Program

REMEDIATION PLAN FOLLOW-UP

Date:

Student:

Year in the Program:

University practicum or internship supervisor:

Field-based practicum or internship supervisor:

I. Action taken by the student (*attach any documentation that is needed*):

II. Student performance is: _____satisfactory; _____unsatisfactory

III. Next steps for student:

IV. Next steps for Program Faculty:

V. Next steps for University Supervisor (if applicable):

VI. Next steps for Field-based Supervisor (if applicable):

VII. Signatures

I have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the Program Director. My signature below indicates that I fully understand all of the above.

I agree / disagree with the above decision (please circle one). My comments, if any, are below.

(PLEASE NOTE: If trainee disagrees a detailed description of the trainees' rationale for disagreement is **REQUIRED**).

Student

Date

By signing below, all Supervisors/faculty indicate that they agree with the above decision.

Program Coordinator

Program Director

University Supervisor (if applicable)

Field-based Supervisor (if applicable)

Appendix G
Evaluation Forms

- 1) [1st Year Pre-Practicum Evaluation – Elementary School Setting](#)
- 2) [1st Year Pre-Practicum Evaluation – Secondary School Setting](#)
- 3) [Assessment Practicum Evaluation](#)
- 4) [Consultation & Intervention Practicum Evaluation – Field Supervisor](#)
- 5) [Consultation & Intervention Practicum Evaluation – Teacher Consultee](#)
- 6) [Advanced Assessment Practicum Evaluation](#)
- 7) [Advanced Practicum in Intervention Evaluation](#)
- 8) [School Based Internship Evaluation](#)
- 9) [End of Year Faculty and Student Self-Evaluation Form](#)
- 10) [Direct Observation - Cognitive Test Administration](#)
- 11) [Direct Observation - Consultation](#)
- 12) [Direct Observation – Mental Health Intervention](#)
- 13) [Prequalifying Paper Rubric](#)

School Psychology Program

Fall Semester 1st year Pre-Practicum: Elementary School Settings and Students

Student:

Name of Evaluator:

School:

District:

A first-year student from the Berkeley School Psychology Program has just completed a placement in your classroom. Please help us by responding to the following brief questions about this assignment and their competencies.

The information you provide will help us focus appropriately on student and program needs.

Please use the following rating scale for your evaluation. Indicate N/O for any competencies that are not applicable or that you have not observed.

| | |
|-----|---|
| 5 | Advanced Competence: The student has a well-established skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work in the practicum setting. |
| 4 | Competent: The student is aware of the competency and consistently applies it in their work in the practicum setting, without need for assistance. Supervision and mentoring focus on developing advanced understanding and performance of this skill. <i>This is the minimum level of competence expected for successful completion of the Practicum experience.</i> |
| 3 | Maturing Competence: The student can effectively and regularly utilize the skill to inform their work in the practicum setting. Supervision and mentoring is routine and focuses on continued advancement of the skill. |
| 2 | Emerging Competence: The student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill. |
| 1 | Insufficient Competence: The student does not understand or is unable to effectively demonstrate the level of skill that is expected at this time in the training experience. Supervision and mentoring alone is not sufficient and additional structured training opportunities or remediation appear necessary. |
| N/O | Not Observed: Student has not had an opportunity to demonstrate a particular competency (e.g., the student has not yet been trained in assessment). |

Methods used in evaluating competency (check all that apply):

- ☐ Formal or informal observation
☐ Formal and/or informal communications
☐ Documentation review (e.g., email communications, lesson plans)

| <i>Professional Values and Attitudes</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Spends the agreed upon amount of time in the setting. | | | | | | |
| 2. | Maintains professional dress and appearance. | | | | | | |
| 3. | Behaves in a professional manner with teachers and staff. | | | | | | |
| 4. | Is reliable and accountable (e.g., arrives on time and follows through on commitments) | | | | | | |
| 5. | Behaves in a professional manner with children. | | | | | | |
| 6. | Demonstrates initiative. | | | | | | |
| Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| <i>Communications and Interpersonal Skills</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Observes classrooms and students in an unobtrusive manner. | | | | | | |
| 2. | Works well with individual children. | | | | | | |
| 3. | Works well with small groups of children. | | | | | | |
| 4. | Communicates effectively with teacher(s) and staff. | | | | | | |
| 5. | Communicates effectively with children. | | | | | | |
| 6. | Responds appropriately to teacher/administrator suggestions and observations. | | | | | | |
| Overall Communication and Interpersonal Skills Performance Rating: Engages in practice that reflects development of effective communication and interpersonal skills. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| <i>Intervention</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Works well with individual children. | | | | | | |
| 2. | Works well with small groups of children. | | | | | | |
| 3. | Demonstrates basic knowledge of intervention strategies. | | | | | | |
| 4. | Demonstrates basic knowledge of how to assess intervention progress and outcomes. | | | | | | |
| Overall Intervention Rating: Demonstrates basic knowledge of interventions and engages in practice that helps meet the needs of students. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| Individual and Cultural Diversity | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|----------|----------|----------|----------|----------|------------|
| 1. | Works effectively with individuals of differing ethnic, gender, and socio-economic groups. | | | | | | |
| 2. | Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings. | | | | | | |
| 3. | Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others. | | | | | | |
| Overall Individual and Cultural Diversity Rating: Shows awareness of diversity issues and socio-cultural influences, including interactions that demonstrate sensitivity about other cultures and respect for those of different backgrounds. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

General Evaluation

1. Are you, overall, satisfied with the work of this student? Please comment on any strengths or areas for improvement.
2. Would you be willing to have another student from our program in the future?

Teacher signature: Date:

Student signature: Date:

Instructor signature: Date:

Thank you for your time and involvement in working with this student!

School Psychology Program

Spring Semester 1st year Pre-Practicum: Middle and High School Settings and Students

Student:

Name of Evaluator:

School:

District:

A first-year student from the Berkeley School Psychology Program has just completed a placement at your school. Please help us by responding to the following brief questions about this assignment and their competencies.

The information you provide will help us focus appropriately on student and program needs.

Please use the following rating scale for your evaluation. Indicate N/O for any competencies that are not applicable or that you have not observed.

| | |
|-----|---|
| 5 | Advanced Competence: The student has a well-established skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work in the practicum setting. |
| 4 | Competent: The student is aware of the competency and consistently applies it in their work in the practicum setting, without need for assistance. Supervision and mentoring focus on developing advanced understanding and performance of this skill. <i>This is the minimum level of competence expected for successful completion of the Practicum experience.</i> |
| 3 | Maturing Competence: The student can effectively and regularly utilize the skill to inform their work in the practicum setting. Supervision and mentoring is routine and focuses on continued advancement of the skill. |
| 2 | Emerging Competence: The student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill. |
| 1 | Insufficient Competence: The student does not understand or is unable to effectively demonstrate the level of skill that is expected at this time in the training experience. Supervision and mentoring alone is not sufficient and additional structured training opportunities or remediation appear necessary. |
| N/O | Not Observed: Student has not had an opportunity to demonstrate a particular competency (e.g., the student has not yet been trained in assessment). |

Methods used in evaluating competency (check all that apply):

- ☐ Formal or informal observation
- ☐ Formal and/or informal communications
- ☐ Documentation review (e.g., email communications, lesson plans)
- ☐ Comments from other staff/faculty

| Professional Values and Attitudes | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Spends the agreed upon amount of time in the setting. | | | | | | |
| 2. | Maintains professional dress and appearance. | | | | | | |
| 3. | Behaves in a professional manner with teachers and staff. | | | | | | |
| 4. | Behaves in a professional manner with students. | | | | | | |
| 5. | Is reliable and accountable (e.g., responds promptly to email, arrives on time and follows through on commitments) | | | | | | |
| 6. | Demonstrates initiative. | | | | | | |
| Overall Professional Values and Attitudes Performance Rating: Engages in practice that displays competency in professional values, attitudes and behavior. | | | | | | | |

Comments (Please provide an explanation for any rating below “3”):

| Communications and Interpersonal Skills | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Observes classrooms and students in an unobtrusive manner. | | | | | | |
| 2. | Works well with individual children. | | | | | | |
| 3. | Works well with small groups of children. | | | | | | |
| 4. | Communicates effectively with teacher(s) and staff. | | | | | | |
| 5. | Communicates effectively with children. | | | | | | |
| 6. | Responds appropriately to teacher/administrator suggestions and observations. | | | | | | |
| Overall Communication and Interpersonal Skills Performance Rating: Engages in practice that reflects development of effective communication and interpersonal skills. | | | | | | | |

Comments (Please provide an explanation for any rating below “3”):

| Intervention | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|----------|----------|----------|----------|----------|------------|
| 1. | Works well with individual students. | | | | | | |
| 2. | Works well with small groups of students. | | | | | | |
| 3. | Demonstrates basic knowledge of intervention strategies. | | | | | | |
| 4. | Demonstrates basic knowledge of how to assess intervention progress and outcomes. | | | | | | |
| Overall Intervention Rating: Demonstrates basic knowledge of interventions and engages in practice that helps meet the needs of students. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| Individual and Cultural Diversity | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|----------|----------|----------|----------|----------|------------|
| 1. | Works effectively with individuals of differing ethnic, gender, and socio-economic groups. | | | | | | |
| 2. | Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings. | | | | | | |
| 3. | Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others. | | | | | | |
| Overall Individual and Cultural Diversity Rating: Shows awareness of diversity issues and socio-cultural influences, including interactions that demonstrate sensitivity about other cultures and respect for those of different backgrounds. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

General Evaluation

- Are you, overall, satisfied with the work of this student? Please comment on any strengths or areas for improvement.
- Would you be willing to have another student from our program in the future?

Teacher signature: _____ Date: _____

Student signature: _____ Date: _____

Instructor signature: _____ Date: _____

Thank you for your time and involvement in working with this student!

School Psychology Program

Assessment Practicum Evaluation

Student:

Supervisor:

School/District:

This evaluation is one of the primary methods used by the program in assessing and monitoring the development of our graduate students' professional competencies. Please use the following rating scale to indicate how effectively the practicum student performed in the areas specified. Indicate N/O for any competencies that are not applicable, or that you have not observed. Please give concrete examples, when possible, in the comment areas.

| | |
|-----|---|
| 5 | Advanced Competence: The student has a well-established skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work in the practicum setting. |
| 4 | Competent: The student is aware of the competency and consistently applies it in their work in the practicum setting, without need for assistance. Supervision and mentoring focus on developing advanced understanding and performance of this skill. <i>This is the minimum level of competence expected for successful completion of the Practicum experience.</i> |
| 3 | Maturing Competence: The student can effectively and regularly utilize the skill to inform their work in the practicum setting. Supervision and mentoring is routine and focuses on continued advancement of the skill. |
| 2 | Emerging Competence: The student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill. |
| 1 | Insufficient Competence: The student does not understand or is unable to effectively demonstrate the level of skill that is expected at this time in the training experience. Supervision and mentoring alone is not sufficient and additional structured training opportunities or remediation appear necessary. |
| N/O | Not Observed: Student has not had an opportunity to demonstrate a particular competency (e.g., the student has not yet been trained in assessment). |

Methods used in evaluating competency (check all that apply):

- ☐ Direct Observation
- ☐ Review of Audio/Video
- ☐ Case Presentation
- ☐ Documentation review (reports, progress notes, etc.)
- ☐ Supervision
- ☐ Comments from other staff/faculty

| <i>Professional Values and Attitudes</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Spends agreed-upon time in the practicum assignment/setting. | | | | | | |
| 2. | Maintains professional dress and appearance. | | | | | | |
| 3. | Behaves in a professional manner with teachers and staff, students/clients and parents. | | | | | | |
| 4. | Performs expected administrative work responsibly (e.g., returns phone calls promptly, is on time for appointments). | | | | | | |
| 5. | Demonstrates initiative. | | | | | | |
| 6. | Demonstrates awareness of his/her personal strengths and limitations and how they might affect their work. | | | | | | |
| Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above. | | | | | | | |

Comments (Please provide an explanation for any rating below “3”):

| <i>Communications and Interpersonal Skills</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Demonstrates poise, tact, and good rapport with students and school staff. | | | | | | |
| 2. | Clearly communicates information, both orally and in writing, to a variety of audiences within school settings. | | | | | | |
| 3. | Arrives on time and prepared for supervision in such a way as to facilitate the supervision process. | | | | | | |
| 4. | Accepts constructive criticism non-defensively and uses feedback to improve performance. | | | | | | |
| 5. | Is motivated to learn, for example, readily seeks help and information when needed. | | | | | | |
| 6. | Responds appropriately to teacher/administrator/team member suggestions and observations. | | | | | | |
| Overall Communication and Interpersonal Skills Performance Rating: Engages in practice that reflects development of effective communication and interpersonal skills, including inclusivity, clarity and sensitivity across multiple recipient communities. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| <i>Assessment</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1 | Demonstrates knowledge, understanding, and application of the concept of evidence-based assessment practices. | | | | | | |
| 2 | Displays interpersonal skills necessary to establish and maintain positive rapport (e.g., empathy, genuineness, sensitivity to non-verbal communication) with students, parents and school staff. | | | | | | |
| 3 | Administers, scores and interprets diagnostic instruments competently. | | | | | | |
| 4 | Prepares reports in a timely manner, so that supervisor feedback can be obtained and integrated. | | | | | | |
| 5 | Assessment reports are well written, organized, clear, and accurate. | | | | | | |
| 6 | Willingness to acknowledge and correct errors. | | | | | | |
| 7 | Communicates assessment results orally, in a manner that is clear and effective, to field supervisors and school staff. | | | | | | |
| 8 | Consults and collaborates effectively with other professionals also assessing the same student. | | | | | | |
| Overall Assessment Performance Rating: Engages in effective practice including accuracy in administration, scoring and reporting. Makes and communicates appropriate treatment/ intervention recommendations. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| <i>Ethical and Legal Standards</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Carries out assessment tasks in an ethical and responsible manner. | | | | | | |
| 2. | Demonstrates a basic understanding of special education law and the regulations in California. | | | | | | |
| 3. | Demonstrates intermediate knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations (e.g., mandated reporting of child abuse, confidentiality). | | | | | | |
| Overall Ethical and Legal Standards Rating: - Engages in practice that is in keeping with the ethical codes of professional associations and federal and state of CA laws and regulations. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| <i>Intervention</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Demonstrates basic knowledge of intervention strategies. | | | | | | |
| 2. | Helps to identify evidence-based interventions and generate recommendations to facilitate student progress/development in supervisory sessions. | | | | | | |
| 3. | Understands and is able to explain the purpose of proposed interventions to families and/or school staff. | | | | | | |
| Overall Intervention Rating: Engages in practice that is theoretically and empirically grounded and has knowledge of evidence-based interventions designed to address socio-emotional, academic and behavioral needs. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| <i>Individual and Cultural Diversity</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Applies knowledge, sensitivity, and understanding regarding diversity issues to work effectively with diverse others in assessment (e.g., uses non-discriminatory practices). | | | | | | |
| 2. | Monitors and applies knowledge of self and others as a cultural being in assessment activities. | | | | | | |
| 3. | Applies knowledge of the role of culture in interactions during assessment activities with diverse others. | | | | | | |
| Overall Individual and Cultural Diversity Rating: Engages in practice that shows awareness of diversity issues and the ability to work effectively with diverse others. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| <i>Effective Application of Research</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Demonstrates knowledge, understanding, and application of the concept of evidence-based assessment practices. | | | | | | |
| 2. | Provides information about relevant research findings to school personnel, parents, and the public. | | | | | | |
| Overall Effective Application of Research Rating: Understands the scientific foundation of professional practice and applies it broadly by engaging in effective screening, assessment, intervention and evaluation activities. | | | | | | | |

Comments (Please provide an explanation for any rating below “3”):

General evaluation:

1. Experiences obtained this semester and assessments conducted (type/number):
2. Student's level of involvement/responsibility:
3. Team participation/observation:
4. Student's strengths:
5. Areas for further development:

Supervisor signature:

Date:

Student signature:

Date:

Program Coordinator signature:

Date:

School Psychology Program

Consultation and Intervention Practicum Evaluation: Field Supervisor

Student:

School/District:

Grade levels:

Field Supervisor:

Mid-year or Final Evaluation

This evaluation is one of the primary methods used by the program in assessing and monitoring the development of our graduate students' professional competencies. Please use the following rating scale to indicate how effectively the practicum student performed in the areas specified. Indicate N/O for any competencies that are not applicable, or that you have not observed. Please give concrete examples, when possible, in the comment areas.

| | |
|-----|---|
| 5 | Advanced Competence: The student has a well-established skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work in the practicum setting. |
| 4 | Competent: The student is aware of the competency and consistently applies it in their work in the practicum setting, without need for assistance. Supervision and mentoring focus on developing advanced understanding and performance of this skill. <i>This is the minimum level of competence expected for successful completion of the Practicum experience.</i> |
| 3 | Maturing Competence: The student can effectively and regularly utilize the skill to inform their work in the practicum setting. Supervision and mentoring is routine and focuses on continued advancement of the skill. |
| 2 | Emerging Competence: The student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill. |
| 1 | Insufficient Competence: The student does not understand or is unable to effectively demonstrate the level of skill that is expected at this time in the training experience. Supervision and mentoring alone is not sufficient and additional structured training opportunities or remediation appear necessary. |
| N/O | Not Observed: Student has not had an opportunity to demonstrate a particular competency (e.g., the student has not yet been trained in assessment). |

Methods used in evaluating competency (check all that apply):

- ☐ Direct Observation
- ☐ Review of Audio/Video
- ☐ Case Presentation
- ☐ Documentation review (reports, progress notes, etc.)
- ☐ Supervision
- ☐ Comments from other staff/faculty

| <i>Professional Values and Attitudes</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Spends agreed-upon time in the practicum assignment/setting. | | | | | | |
| 2. | Maintains professional dress and appearance. | | | | | | |
| 3. | Behaves in a professional manner with teachers and staff, students/clients and parents. | | | | | | |
| 4. | Performs expected administrative work responsibly (e.g., returns email/phone calls promptly, is on time for appointments). | | | | | | |
| 5. | Demonstrates initiative. | | | | | | |
| 6. | Demonstrates awareness of his/her personal strengths and limitations and how they might affect their work. | | | | | | |
| Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above. | | | | | | | |

Comments (Please provide an explanation for any rating below “3”):

| <i>Communications and Interpersonal Skills</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Demonstrates poise, tact, and good rapport with students and school staff. | | | | | | |
| 2. | Clearly communicates information, both orally and in writing, to a variety of audiences within school settings. | | | | | | |
| 3. | Arrives on time and prepared for supervision in such a way as to facilitate the supervision process. | | | | | | |
| 4. | Accepts constructive criticism non-defensively and uses feedback to improve performance. | | | | | | |
| 5. | Is motivated to learn, for example, readily seeks help and information when needed. | | | | | | |
| 6. | Responds appropriately to teacher/administrator/team member suggestions and observations. | | | | | | |
| Overall Communication and Interpersonal Skills Performance Rating: Engages in practice that reflects development of effective communication and interpersonal skills, including inclusivity, clarity and sensitivity across multiple recipient communities. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| Consultation and Interprofessional/Interdisciplinary Skills | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|--|---|---|---|---|---|-----|
| 1. | Asks meaningful, focusing questions based upon information and concerns presented. | | | | | | |
| 2. | Solicits and utilizes observations and knowledge regarding student performance to develop ideas for how to address issues. | | | | | | |
| 3. | Makes effective use of student data. | | | | | | |
| 4. | Obtains detailed, well-chosen academic and/or behavioral information on student performance in order to address specific concerns. | | | | | | |
| 5. | Makes observations about students' behavior that improves the team's understanding of student difficulties. | | | | | | |
| 6. | Provides psychological information or knowledge that improves understanding of student difficulties. | | | | | | |
| 7. | Works collaboratively with team and supervisor to develop jointly produced and mutually acceptable interventions. | | | | | | |
| Overall Consultation and Interprofessional/Interdisciplinary Skills Rating: Engages in practice that reflects an ability to assist in defining and refining student issues and facilitating opportunities for joint reflection and intervention planning. | | | | | | | |

| Intervention | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Demonstrates basic knowledge of evidence-based intervention strategies. | | | | | | |
| 2. | Formulates and conceptualizes intervention plans interventions utilizing a consistent theoretical orientation. | | | | | | |
| 3. | Helps to identify and develop evidence-based interventions to facilitate student progress/development in supervisory sessions. | | | | | | |
| 4. | Participates in the development and implementation of interventions to address individual students' <i>behavioral or socio-emotional needs</i> . | | | | | | |
| 5. | Participates in the development and implementation of interventions to address individual students' <i>academic needs</i> . | | | | | | |
| 6. | Participates in the development and implementation of interventions at the classroom or school level to increase student performance/improve student functioning. | | | | | | |
| 7. | Understands and is able to explain the purpose of proposed interventions to families and/or school staff. | | | | | | |
| Overall Intervention Performance Rating: Engages in practice that is theoretically and empirically grounded, has knowledge of evidence-based interventions designed to address socio-emotional, academic and behavioral needs. Participates in the delivery of interventions. | | | | | | | |

Comments (please provide an explanation for any rating below "3"):

| <i>Ethical and Legal Standards</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Behaves in an ethical and responsible manner. | | | | | | |
| 3. | Demonstrates intermediate knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations (e.g., mandated reporting of child abuse, confidentiality). | | | | | | |
| Overall Ethical and Legal Standards Rating: - Engages in practice that is in keeping with the ethical codes of professional associations and federal and state of CA laws and regulations. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| <i>Individual and Cultural Diversity</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|--|---|---|---|---|---|-----|
| 1. | Understands the need to consider diversity issues in order to work effectively with diverse others in consultation and interventions activities. | | | | | | |
| 2. | Monitors and applies knowledge of self and others as cultural beings in consultation and intervention activities. | | | | | | |
| 3. | Understands the role of culture in interactions with diverse others. | | | | | | |
| Overall Individual and Cultural Diversity Rating: Engages in practice that shows awareness of diversity issues and the ability to work effectively with diverse others. | | | | | | | |

Comments (please provide an explanation for any rating below “3”):

| <i>Effective Application of Research</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|--|---|---|---|---|---|-----|
| 1. | Demonstrates knowledge, understanding, and application of the concept of evidence-based practice in providing interventions and consultation. | | | | | | |
| 2. | Demonstrates knowledge of application of scientific methods (e.g., data collection and analysis) to evaluating practices, interventions, and programs. | | | | | | |
| 3. | Provides information about relevant research findings to school personnel, parents, and the public. | | | | | | |
| Overall Effective Application of Research Rating: Understands the scientific foundation of professional practice and applies it broadly by engaging in effective screening, intervention and evaluation activities. | | | | | | | |

Comments (Please provide an explanation for any rating below “3”):

General Evaluation:

Please provide a brief overall evaluation of your experience with this student.

Please comment on the student's strengths, including activities and situations in which they were most effective.

Please provide any suggestions you have for areas of growth.

Please comment on the student's level of preparation and provide any suggestions for additional training experiences.

Field Supervisor Signature:

Date:

Student Signature:

Date:

Program Coordinator Signature:

Date:

Thank you for your time and involvement in working with this student!

School Psychology Program

Consultation Practicum Evaluation: Teacher Consultee

Student:

Teacher:

School/District:

The following represent competencies that we expect the practicum student will develop during the course of this training experience. From your perspective as a teacher with whom this student was engaged in the practice of consultation with, please complete this evaluation using the following rating scale.

Indicate N/O for any competencies that are not applicable, or that you have not observed.

| | |
|-----|---|
| 5 | Advanced Competence: The student has a well-established skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work in the practicum setting. |
| 4 | Competent: The student is aware of the competency and consistently applies it in their work in the practicum setting, without need for assistance. Supervision and mentoring focus on developing advanced understanding and performance of this skill. <i>This is the minimum level of competence expected for successful completion of the Practicum experience.</i> |
| 3 | Maturing Competence: The student can effectively and regularly utilize the skill to inform their work in the practicum setting. Supervision and mentoring is routine and focuses on continued advancement of the skill. |
| 2 | Emerging Competence: The student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill. |
| 1 | Insufficient Competence: The student does not understand or is unable to effectively demonstrate the level of skill that is expected at this time in the training experience. Supervision and mentoring alone is not sufficient and additional structured training opportunities or remediation appear necessary. |
| N/O | Not Observed: Student has not had an opportunity to demonstrate a particular competency (e.g., the student has not yet been trained in assessment). |

| Professional Values and Attitudes | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|---|---|---|---|---|---|-----|
| 1. | Spends agreed-upon time in the practicum assignment/setting. | | | | | | |
| 2. | Maintains professional dress and appearance. | | | | | | |
| 3. | Behaves in a professional manner with teachers and staff, students/clients and parents. | | | | | | |
| 4. | Performs expected administrative work responsibly (e.g., returns emails/phone calls promptly, is on time for appointments). | | | | | | |
| 5. | Demonstrates initiative. | | | | | | |
| Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above. | | | | | | | |

Comments (Please provide an explanation for any rating below “3”):

| Communications and Interpersonal Skills | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|---|---|---|---|---|---|-----|
| 1. | Demonstrates poise, tact, and good rapport with students and school staff. | | | | | | |
| 2. | Clearly communicates information, both orally and in writing, to a variety of audiences within school settings. | | | | | | |
| 3. | Arrives on time and prepared in such a way as to facilitate the consultation process. | | | | | | |
| 4. | Accepts constructive criticism non-defensively and uses feedback to improve performance. | | | | | | |
| 5. | Is motivated to learn, for example, readily seeks help and information when needed. | | | | | | |
| 6. | Responds appropriately to teacher/administrator/team member suggestions and observations. | | | | | | |
| Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above. | | | | | | | |

Comments (Please provide an explanation for any rating below “3”):

| Consultation and Interprofessional/Interdisciplinary Skills | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Asks meaningful, focusing questions based upon concerns I present. | | | | | | |
| 2. | Solicits and utilizes my observations and knowledge regarding student performance to develop ideas for how to address issues. | | | | | | |
| 3. | Makes effective use of student data. | | | | | | |
| 4. | Obtains detailed, well-chosen academic and/or behavioral information on student performance in order to address specific concerns. | | | | | | |
| 5. | Makes observations about students' behavior that improves my understanding of class problems. | | | | | | |
| 6. | Provides psychological information or knowledge that improves my understanding of classroom problems. | | | | | | |
| 7. | Works with me to develop jointly produced and mutually acceptable interventions. | | | | | | |
| Overall Consultation and Interprofessional/Interdisciplinary Skills Rating: Engages in practice that reflects an ability to assist in defining and refining student issues including asking focused questions, utilizing observations and student data, and facilitating opportunities for joint reflection. | | | | | | | |

Comments (Please provide an explanation for any rating below "3"):

| Intervention | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Helps me develop meaningful, practical strategies to address individual student issues. | | | | | | |
| 2. | Helps me develop and evaluate possible methods to address students' academic issues. | | | | | | |
| 3. | Helps me develop and evaluate possible methods to address students' behavioral or social issues. | | | | | | |
| 4. | Identifies possible modifications to class-wide practices to increase student performance/ improve student functioning. | | | | | | |
| 5. | Knows of and/or finds resources available to address issues that have been discussed. | | | | | | |
| Overall Intervention Performance Rating: Engages in practice that facilitate joint attempts to develop modifications in student programs, including identifying resources and possible methods/interventions for improving student performance. | | | | | | | |

The following represent particular skills or knowledge areas that might be reflected in consultation interactions. In the first column, please put a check (✓) next to those that have been topics of discussion with the student. In the second column, please put an X (✗) next to any topics that the student was especially knowledgeable about.

| | | | | | | |
|---------------------------------------|--|--|--|--|--|--|
| cognitive aspects of behavior | | | | mathematics curriculum/development | | |
| social aspects of behavior | | | | reading curriculum/development | | |
| affective aspects of behavior | | | | behavioral management techniques | | |
| developmental aspects of behavior | | | | individual cognitive assessment | | |
| socio-cultural influences | | | | individual social/emotional assessment | | |
| problem prevention/early intervention | | | | group assessment | | |
| interpreting and applying research | | | | interpreting assessment data | | |

General Evaluation

Please provide a brief overall evaluation of your experience with this student as a “consultant in training”.

Please describe the ways this student engaged with you during consultation that were the most helpful.

Time period of the consultation: _____ to _____.
(date) (date)

Teacher Signature: _____ Date: _____

Student Signature: _____ Date: _____

Program Coordinator Signature: _____ Date: _____

Thank you for your time and involvement in working with this student!

School Psychology Program Advanced Assessment Practicum Evaluation

Student:

Faculty Supervisor:

Date:

Please evaluate the performance of the student using the rating scale below.

Indicate N/O for any competencies that are not applicable, or that you have not observed.

| | |
|-----|---|
| 5 | Advanced Competence: The student has a well-established skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work in the practicum setting. |
| 4 | Competent: The student is aware of the competency and consistently applies it in their work in the practicum setting, without need for assistance. Supervision and mentoring focus on developing advanced understanding and performance of this skill. <i>This is the minimum level of competence expected for successful completion of the Practicum experience.</i> |
| 3 | Maturing Competence: The student can effectively and regularly utilize the skill to inform their work in the practicum setting. Supervision and mentoring is routine and focuses on continued advancement of the skill. |
| 2 | Emerging Competence: The student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill. |
| 1 | Insufficient Competence: The student does not understand or is unable to effectively demonstrate the level of skill that is expected at this time in the training experience. Supervision and mentoring alone is not sufficient and additional structured training opportunities or remediation appear necessary. |
| N/O | Not Observed: Student has not had an opportunity to demonstrate a particular competency (e.g., the student has not yet been trained in assessment). |

Methods used in evaluating competency (check all that apply):

- ☐ Direct Observation
- ☐ Review of Audio/Video
- ☐ Case Presentation
- ☐ Documentation review (reports, progress notes, etc.)
- ☐ Supervision
- ☐ Comments from other staff/faculty

| Professional Values and Attitudes | | 1 | 2 | 3 | 4 | 5 | N/O |
|-----------------------------------|---|---|---|---|---|---|-----|
| 1. | Maintains professional dress and appearance. | | | | | | |
| 2. | Behaves in a professional manner with clinic staff. | | | | | | |
| 3. | Behaves in a professional manner with clients and parents. | | | | | | |
| 4. | Performs expected administrative work responsibly (e.g., completes paperwork, returns phone calls promptly, is on time for appointments). | | | | | | |
| 5. | Demonstrates awareness of his/her personal strengths and limitations and how they might affect their work. | | | | | | |
| | Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above. | | | | | | |

Comments (Please provide an explanation for any rating below “4”):

| Assessment | | 1 | 2 | 3 | 4 | 5 | N/O |
|------------|--|---|---|---|---|---|-----|
| 1. | Applies knowledge of functional and dysfunctional behaviors including context (e.g., family, social, societal and cultural) to the assessment and/or diagnostic process. | | | | | | |
| 2. | Selects and uses appropriate best available assessment methods and measures, based on empirical literature and psychometric properties. | | | | | | |
| 3. | Collects relevant data using multiple sources and methods appropriate to the reason for referral, as well as relevant diversity characteristics of the client/student. | | | | | | |
| 4. | Accurately administers, scores, and interprets standardized measures of cognition, achievement and social-emotional functioning based on current research and professional standards and guidelines. | | | | | | |
| 5. | Helps to identify evidence-based interventions and generate recommendations to facilitate student progress/development in the following settings in Supervision sessions. | | | | | | |
| 6. | Communicates assessment findings orally in a manner that is accurate, effective, and sensitive. | | | | | | |
| 7. | Writes comprehensive reports that address referral questions, report data accurately, and provide recommendations to facilitate student progress. | | | | | | |
| 8. | Understands and clearly explains the purpose of proposed recommendations/interventions to clients and families. | | | | | | |

Comments (Please provide an explanation for any rating below “4”):

| Communications and Interpersonal Skills | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Develops and maintains positive and productive working relationships with a wide range of individuals (e.g., including clients, supervisors, and other professionals). | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| 2. | Prepares and presents clinical material in such a way as to facilitate the supervision process | | | | | | |
| 3. | Accepts constructive criticism non-defensively and uses feedback to improve performance. | | | | | | |
| 4. | Communicates clearly and effectively, both orally and in writing, when dealing with different audiences – parents, teachers, administrators, and professionals from other agencies in the community. | | | | | | |
| 5. | Demonstrates a strong grasp of professional language and concepts. | | | | | | |
| Overall Communications and Interpersonal Skills Performance Rating: Engages in practice that demonstrates the ability to effectively profit from supervision and collaboration including being prepared, on-time, non-defensive, motivated to seek help and to follow-through on supervisor recommendations. | | | | | | | |

Comments (Please provide an explanation for any rating below “4”):

| <i>Ethical and Legal Standards</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Conduct self in an ethical manner in all professional activities. | | | | | | |
| 2. | Demonstrates knowledge of and acts in accordance with: | | | | | | |
| | a. current version of APA’s Ethical Principles of Psychologists and Code of Conduct | | | | | | |
| | b. local, state and federal laws, rules and regulations related to health service psychology (including California Board of Psychology laws and regulations). | | | | | | |
| | c. relevant professional standards and guidelines (e.g., record keeping, confidentiality and privacy requirements). | | | | | | |
| 3. | Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them. | | | | | | |
| 4. | Seeks consultation and guidance from supervisors/administrators as needed for complex legal and ethical situations. | | | | | | |
| 5. | Seeks consultation from supervisors/administrators as needed, especially regarding risk management issues. | | | | | | |
| 6. | Maintains personal and professional boundaries with clients and co-workers (especially regarding dual relationships and personal disclosure with clients and parents). | | | | | | |
| Overall Legal and Ethical Standards Performance Rating: Engages in practice that is in keeping with the ethical codes of professional associations and federal and state of California laws and regulations. | | | | | | | |

Comments (please explain any ratings below a “4”):

Please summarize your perceptions of this student’s current strengths, as well as areas in which further experience may be warranted as part of their training.

- Experience obtained (e.g., type of case):
- Student’s level of independence, responsibility, follow through:

3. Strengths:
4. Areas for further development:

| | |
|-------------------------------|-------|
| Student Signature: | Date: |
| Faculty Supervisor Signature: | Date: |

School Psychology Program Advanced Practicum in Intervention Evaluation

Student:

Agency:

Supervisor:

Mid-year or Final Evaluation:

This evaluation is the primary method used by the program in assessing and monitoring the development of our graduate students' professional competencies. As part of the evaluation process, staff observations and assessments will be shared with the student. Please use the following rating scale to indicate how effectively the student performed in the areas specified. Indicate N/O for any competencies that are not applicable, or that you have not observed. Please give concrete examples, when possible, in the comment areas.

| | |
|-----|--|
| 5 | Advanced Competence: The practicum student has an advanced skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work. Supervision focuses on further refining advanced performance of the skill. |
| 4 | Competent: The practicum student effectively utilizes the skill and consistently applies it in their work, without need for assistance. Supervision focuses on developing advanced understanding and performance of the skill. <i>This is the level of competence that indicates a readiness for internship, upon successful completion of the Practicum experience.</i> |
| 3 | Maturing Competence: The practicum student is aware of the competency and applies it in their work, without need for assistance in most cases. Supervision is routine and focuses on consistent use and continued advancement of the skill. |
| 2 | Emerging Competence: The practicum student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill. |
| 1 | Insufficient Competence: The practicum student does not understand or is unable to demonstrate the skill that is expected at this time in the training experience effectively OR the student exhibits behaviors indicating lack of readiness for the work that is required. Supervision alone is not sufficient in order for the student to perform their duties; additional structured training opportunities or remediation appear necessary. |
| N/O | Not Observed: The practicum student has not had an opportunity to demonstrate a particular skill or clinical area; for example, if they have not yet been required to write assessment reports. |

Methods used in evaluating competency (check all that apply):

- ☐ Direct Observation (supervisors are expected to engage in some direct observation of the intern)
- ☐ Review of Audio/Video
- ☐ Case Presentation
- ☐ Documentation review (reports, progress notes, etc.)
- ☐ Supervision
- ☐ Comments from other staff/faculty

| <i>Ethical and Legal Standards</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|---|----------|----------|----------|----------|----------|------------|
| 1. | Carries out professional tasks in an ethical and responsible manner. | | | | | | |
| 2. | Demonstrates knowledge of and acts in accordance with: -current version of APA's Ethical Principles of Psychologists and Code of Conduct | | | | | | |
| 3. | -local, state and federal laws, rules and regulations related to health service psychology. | | | | | | |
| 4. | -relevant professional standards and guidelines (e.g., record keeping, confidentiality and privacy requirements). | | | | | | |
| 5. | Seeks consultation and guidance from supervisors/administrators as needed for complex legal and ethical situations. | | | | | | |
| 6. | Maintains personal and professional boundaries with clients/students and co-workers (especially regarding dual relationships and personal disclosure with clients and parents). | | | | | | |
| Overall Legal and Ethical Standards Performance Rating: Engages in practice that is in keeping with the ethical codes of professional associations and federal and state of California laws and regulations. | | | | | | | |

Comments (please explain any ratings below a "3"):

| <i>Individual and Cultural Diversity</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|----------|----------|----------|----------|----------|------------|
| 1. | Applies knowledge, sensitivity, and understanding regarding diversity issues to work effectively with diverse others. | | | | | | |
| 2. | Monitors and applies knowledge of self and others as cultural beings in professional activities. | | | | | | |
| 3. | Recommends treatments that are sensitive to each client's cultural/world view and demonstrates understanding of barriers that may prevent use of mental health services within different cultures and subcultures. | | | | | | |
| 4. | Incorporates culturally relevant information when selecting and designing interventions. | | | | | | |
| 5. | Demonstrates commitment to self-awareness and self-examination regarding intern's own identity, values, blindspots (personal bias) and worldview. | | | | | | |
| Overall Individual and Cultural Diversity Performance Rating: Engages in practice that shows awareness of socio-cultural influences, including interactions that demonstrate sensitive questioning about other cultures, respect for those of different backgrounds and awareness of one's own biases. | | | | | | | |

Comments (please explain any ratings below a "3"):

| <i>Intervention</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|--|----------|----------|----------|----------|----------|------------|
| 1. | Demonstrates the ability to establish and maintain effective relationships with clients (basic therapeutic skills of warmth, empathy, and genuineness). | | | | | | |
| 2. | Demonstrates basic knowledge of evidence-based intervention strategies. | | | | | | |
| 3. | Participates in the development, planning and implementation of interventions to address mental health or behavioral concerns. | | | | | | |
| 4. | Implements interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables specific to different clients and concerns. | | | | | | |
| 5. | Understands and is able to explain the purpose of proposed interventions to families and/or staff. | | | | | | |
| 6. | Demonstrates the ability to reflect on and use transference and countertransference material to further therapeutic gains. | | | | | | |
| 7. | Evaluates students' risk of harm to self or others and takes appropriate steps to safeguard clients (safety planning and follow up). | | | | | | |
| Overall Intervention Performance Rating: Engages in practice that demonstrates relationship building skills with clients and others, implementing evidence-based treatments effectively, and effectively monitoring progress. | | | | | | | |

Comments (please explain any ratings below a "3"):

| <i>Assessment</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|--|----------|----------|----------|----------|----------|------------|
| 1. | Applies knowledge of functional and dysfunctional behaviors including context (e.g., family, social, societal and cultural) to the assessment and/or diagnostic process. | | | | | | |
| 2. | Displays interpersonal skills necessary to establish and maintain positive rapport (e.g., empathy, genuineness, sensitivity) with clients, parents and clinic staff. | | | | | | |
| 3. | Selects, administers, scores and interprets diagnostic instruments competently based on current research and professional standards and guidelines. | | | | | | |
| 4. | Prepares comprehensive reports that are well written. | | | | | | |
| 5. | Shows a willingness to correct errors. | | | | | | |
| 6. | Demonstrates an understanding of DSM-V diagnostic criterion, and special education law and regulations in California. | | | | | | |
| Overall Assessment Performance Rating: Engages in effective assessment practice including accuracy in identification of diagnostic instruments, in administration, in scoring and in making and communication appropriate treatment/intervention recommendations. | | | | | | | |

Comments (please explain any ratings below a "3"):

| <i>Consultation and Interprofessional/Interdisciplinary Skills</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|---|---|---|---|---|---|-----|
| 1. | Works collaboratively with team (including parents) and supervisor to develop jointly produced and mutually acceptable interventions. | | | | | | |
| 2. | Solicits and utilizes observations and knowledge from others regarding client performance to develop ideas for how to address issues. | | | | | | |
| 3. | Obtains detailed, well-chosen information on clients in order to address specific concerns. | | | | | | |
| 4. | Provides psychological information or knowledge that improves understanding of client difficulties. | | | | | | |
| Overall Consultation Performance Rating: Engages in effective practice of consultation and collaboration on multidisciplinary teams. | | | | | | | |

Comments (please explain any ratings below a “3”):

| <i>Research</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|---|-----|
| 1. | Demonstrates knowledge, understanding, and application of the concept of evidence-based intervention practices. | | | | | | |
| 2. | Provides information about relevant research findings to staff, parents, and the public. | | | | | | |
| Overall Effective Application of Research Rating: Understands the scientific foundation of professional practice and applies it broadly by engaging in effective professional activities. | | | | | | | |

Comments (please explain any ratings below a “3”):

| <i>Supervision</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Demonstrates knowledge of, purpose for, and roles in supervision. | | | | | | |
| 2. | Identifies and tracks progress achieving the goals and tasks of supervision. | | | | | | |
| 3. | Provides helpful input in group supervision. | | | | | | |
| Overall Supervision Rating: Engages in practice that displays competency in understanding supervision requirements and engaging in effective and appropriate behaviors during supervision. | | | | | | | |

Comments (please explain any ratings below a “3”):

General Evaluation

- Strengths: Please comment on any areas of strength or significant growth.
- Suggested areas of improvement or growth. Please comment on any ratings below “3” and explain any concerns you have about this trainee.
- Please comment on this student’s level of preparation and supervision provided by UC Berkeley faculty (amount of contact, format, suggestions for improvement, noted strengths, areas for improvement, etc.).

Agency Supervisor signature:

Date:

Intern signature:

Date:

University Supervisor signature:

Date:

Program Coordinator signature:

Date:

School Psychology Program

School Based Internship Evaluation

(for students who have petitioned to complete a non-accredited/not APPIC member internship)

Student Intern:

Mid-year or Final Evaluation:

District/Agency:

Supervisor:

This evaluation is the primary method used by the program in assessing and monitoring the development of our graduate students' professional competencies. As part of the evaluation process, staff observations and assessments will be shared with the Intern. Please use the following rating scale to indicate how effectively the Intern performed in the areas specified. Indicate N/O for any competencies that are not applicable, or that you have not observed. Please give concrete examples, when possible, in the comment areas.

| | |
|-----|--|
| 5 | Advanced Competence: The student has a well-established skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work in the practicum setting. |
| 4 | Competent: The student is aware of the competency and consistently applies it in their work in the practicum setting, without need for assistance. Supervision and mentoring focus on developing advanced understanding and performance of this skill. <i>This is the minimum level of competence expected for successful completion of the Internship experience.</i> |
| 3 | Maturing Competence: The student can effectively and regularly utilize the skill to inform their work in the practicum setting. Supervision and mentoring is routine and focuses on continued advancement of the skill. |
| 2 | Emerging Competence: The student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill. |
| 1 | Insufficient Competence: The student does not understand or is unable to effectively demonstrate the level of skill that is expected at this time in the training experience. Supervision and mentoring alone is not sufficient and additional structured training opportunities or remediation appear necessary. |
| N/O | Not Observed: Student has not had an opportunity to demonstrate a particular competency (e.g., the student has not yet been trained in assessment). |

Methods used in evaluating competency (check all that apply):

- ☐ Direct Observation
- ☐ Review of Audio/Video
- ☐ Case Presentation
- ☐ Documentation review (reports, progress notes, etc.)
- ☐ Supervision

_____ Comments from other staff/faculty

| <i>Professional Values and Attitudes</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. | | | | | | |
| 2. | Engages in self-reflection regarding one's personal and professional functioning. | | | | | | |
| 3. | Engages in activities to maintain and improve performance, well-being, and professional effectiveness. | | | | | | |
| 4. | Actively seeks out supervision and demonstrates openness and responsiveness to feedback. | | | | | | |
| 5. | Responds professionally in complex situations with a high degree of independence. | | | | | | |
| 6. | Regularly engages in the practice of self-care and can articulate the importance of such practices. | | | | | | |
| Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above. | | | | | | | |

Comments (please explain any ratings below a "3"):

| <i>Ethical and Legal Standards</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Conduct self in an ethical manner in all professional activities. | | | | | | |
| 2. | Demonstrates knowledge of and acts in accordance with: | | | | | | |
| | a. current version of APA's Ethical Principles of Psychologists and Code of Conduct; | | | | | | |
| | b. National Association of School Psychologists (NASP) Principles for Professional Ethics; | | | | | | |
| | c. relevant laws and regulations, rules and policies governing health service psychology at the organizational, local, state and federal levels. | | | | | | |
| | d. relevant professional standards and guidelines (e.g., record keeping, confidentiality and privacy requirements). | | | | | | |
| 3. | Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them. | | | | | | |
| Overall Legal and Ethical Standards Performance Rating: Engages in practice that is in keeping with the ethical codes of professional associations and federal and state of California laws and regulations. | | | | | | | |

Comments (please explain any ratings below a "3"):

| <i>Individual and Cultural Diversity</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. | | | | | | |
| 2. | Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities (i.e., research, training, supervision/consultation, and service). | | | | | | |
| 3. | Demonstrates the ability to Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. | | | | | | |
| 4. | Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship. | | | | | | |
| 5. | Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. | | | | | | |
| 6. | Works effectively with school personnel to promote equity as well as inclusive and supportive learning environments that recognize the benefits of diversity. | | | | | | |
| 7. | Incorporates culturally relevant information when conducting assessments (including use of non-discriminatory practices) and designing interventions. | | | | | | |
| 8. | Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions. | | | | | | |
| Overall Individual and Cultural Diversity Performance Rating: Engages in practice that shows awareness of socio-cultural influences, including interactions that demonstrate sensitive questioning about other cultures, respect for those of different backgrounds and awareness of one's own biases. | | | | | | | |

Comments (please explain any ratings below a "3"):

| <i>Assessment</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|-------------------|--|---|---|---|---|---|-----|
| 1. | Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. | | | | | | |
| 2. | Demonstrates an understanding of human behavior within its context (e.g., family, social, societal and cultural). | | | | | | |
| 3. | Applies knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. | | | | | | |
| 4. | Selects and applies assessment methods that draw from the best available empirical literature. | | | | | | |
| 5. | Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client. | | | | | | |
| 6. | Independently and accurately selects, administers, scores and interprets assessment instruments. | | | | | | |
| 7. | Interprets assessment results to inform case conceptualization, classification, and recommendations, while following current research and professional standards and guidelines and guarding against decision-making biases. | | | | | | |
| 8. | Communicates findings and the implications of the assessment in an accurate and effective manner that is sensitive to a range of audiences. | | | | | | |

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| 9. | Understands and determines Special Education eligibility. | | | | | | |
| Overall Assessment Performance Rating: Engages in effective assessment practice including accuracy in identification of diagnostic instruments, in administration, in scoring and in making and communication appropriate treatment/intervention recommendations. | | | | | | | |

Comments (please explain any ratings below a “3”):

| <i>Consultation and Interprofessional/Interdisciplinary Skills</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|---|---|---|---|---|---|-----|
| 1. | Demonstrates knowledge and respect for the roles and perspectives of other professionals. | | | | | | |
| 2. | Applies knowledge of consultation in direct or simulated consultation with individuals (e.g., teachers, parents, administrators, other professionals) and their families. | | | | | | |
| 3. | Applies knowledge of consultation in direct or simulated consultation with interprofessional groups such as multidisciplinary teams or systems. | | | | | | |
| 4. | Assists students, families, teachers and others in gaining access to and effectively using school and community resources and coordinating them when appropriate. | | | | | | |
| Overall Consultation Performance Rating: Engages in effective practice of consultation and collaboration on multidisciplinary teams. | | | | | | | |

Comments (please explain any ratings below a “3”):

| <i>Intervention</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---------------------|--|---|---|---|---|---|-----|
| 1. | Demonstrates the ability to establish and maintain effective relationships with clients. | | | | | | |
| 2. | Demonstrates the ability to identify and develop evidence-based intervention plans informed by specific service delivery goals. | | | | | | |
| 3. | Implements interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables. | | | | | | |
| 4. | Demonstrates the ability to apply relevant research literature to clinical decision making. | | | | | | |
| 5. | Is able to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. | | | | | | |
| 6. | Evaluates the effectiveness of interventions and adapts goals and methods based on information obtained with ongoing progress monitoring in order to address client needs. | | | | | | |
| 7. | Develops effective, evidence-based interventions to address <i>social-emotional-behavioral issues</i> (at the individual or group level), informed by school-based concerns. | | | | | | |
| 8. | Develops effective, evidence-based interventions to address <i>academic issues</i> (at the individual or group level), informed by school-based concerns. | | | | | | |
| 9. | Evaluates students’ risk of harm to self or others and takes appropriate steps to safeguard students (safety planning and follow up). | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Overall Intervention Performance Rating: Engages in practice that is theoretically and empirically grounded and includes implementing evidence- based treatments effectively and monitoring students' progress in interventions designed to address socio-emotional, academic and behavioral needs. | | | | | | |
|--|--|--|--|--|--|--|

Comments (please explain any ratings below a “3”):

| <i>Effective Application of Research</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|--|--|---|---|---|---|---|-----|
| 1. | Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications). | | | | | | |
| 2. | Demonstrates the ability to disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level. | | | | | | |
| 3. | Demonstrates the ability to apply knowledge of professional literature to inform all aspects of professional practice. | | | | | | |
| 4. | Uses data from progress monitoring (appropriately sensitive measures) to evaluate outcomes of services/interventions and modify interventions as needed. | | | | | | |
| 5. | Assists others with the interpretation of data to evaluate student functioning, or the effectiveness of classroom/school level programs, to facilitate accountability. | | | | | | |
| Overall Research Performance Rating: <i>Understands</i> the scientific foundation of professional practice and applies it broadly by engaging in effective screening, assessment, intervention and evaluation activities. | | | | | | | |

Comments (please explain any ratings below a “3”):

| <i>Communications and Interpersonal Skills</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Develops and maintains positive and productive working relationships with a wide range of individuals (clients, colleagues, communities/organizations, supervisors and supervisees). | | | | | | |
| 2. | Demonstrates a strong and thorough grasp of professional language and concepts. | | | | | | |
| 3. | Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated. | | | | | | |
| 4. | Demonstrates effective interpersonal skills and the ability to manage difficult communication well. | | | | | | |
| 5. | Demonstrates the ability to manage communications in group settings, such as multi-disciplinary team meetings where participants are engaged in joint problem-solving. | | | | | | |
| Overall Communications and Interpersonal Skills Performance Rating: Engages in practice that reflects development of effective communication and interpersonal skills, including inclusivity, clarity and sensitivity across multiple recipient communities. | | | | | | | |

Comments (please explain any ratings below a “3”):

| <i>Supervision</i> | | 1 | 2 | 3 | 4 | 5 | N/O |
|---|--|---|---|---|---|---|-----|
| 1. | Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals (e.g., role played supervision with others, peer supervision with other trainees/peers). | | | | | | |
| 2. | Applies the supervisory skill of observing in direct or simulated practice. | | | | | | |
| 3. | Applies the supervisory skill of evaluating in direct or simulated practice. | | | | | | |
| 4. | Applies the supervisory skills of giving guidance and feedback in direct or simulated practice. | | | | | | |
| Overall Supervision Rating: Engages in practice that displays competency in understanding supervision requirements and engaging in effective and appropriate behaviors during supervision. | | | | | | | |

Comments (please explain any ratings below a “3”):

General Evaluation

1. Strengths: Please comment on any areas of strength or significant growth.
2. Suggested areas of improvement or growth. Please comment on any ratings below “3” and explain any concerns you have about this trainee.
3. Please comment on this student’s level of preparation and supervision provided by UC Berkeley faculty (amount of contact, format, suggestions for improvement, noted strengths, areas for improvement, etc.).

Field Supervisor signature: Date:

Intern signature: Date:

University Supervisor signature: Date:

Program Coordinator signature: Date:

School Psychology Program End of Year Faculty and Student Self-Evaluation

| | |
|--------------|--------------|
| Name: | Date: |
|--------------|--------------|

The following represent competencies that you as a school psychology graduate student will develop during the course of your training. Please refer to the benchmarks and evaluation items on this [document](#) that are specific to your stage of training and reflect on your experiences across the year (fieldwork, course participation/performance, etc.). Then rate your performance using the following rubric and provide comments in the box below each competency.

| | |
|------------|---|
| 5 | Advanced Competence: The student has an advanced skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work. Supervision focuses on further refining advanced performance of this skill. |
| 4 | Competent: The student effectively utilizes the skill and consistently applies it in their work, without need for assistance. Supervision focuses on developing advanced understanding and performance of this skill. <i>This is the level of competence that indicates a student has met expectations for their level of training and demonstrates readiness for the next level - practicum, internship, or entry-level practice.</i> |
| 3 | Maturing Competence: The student is aware of the competency and applies it in their work, without need for assistance in most cases. Supervision is routine and focuses on consistent use and continued advancement of the skill. |
| 2 | Emerging Competence: The student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill.. |
| 1 | Insufficient Competence: The student does not understand or is unable to demonstrate the skill that is expected at this time in the training experience effectively OR the student exhibits behaviors indicating lack of readiness for the work that is required. Supervision alone is not sufficient in order for the student to perform their duties; additional structured training opportunities or remediation appear necessary. |
| N/O | Not Observed: The student has not had an opportunity to demonstrate a particular skill or clinical area; for example, if they have not yet been required to write assessment reports. |

Before beginning your self-ratings on the next page, please take the opportunity to let us know if there is anything you think we should know or take into consideration that would help us understand your ratings. Similarly, feel free to provide any information about your experiences and the context in which your learning and development took place this year that you feel the faculty should be aware of as they make their ratings of your competencies.

| |
|--|
| |
|--|

| | | |
|--|-------------|----------------|
| I. Research (participation in research seminars; progress on prequalifying papers and/or dissertation). | Self-Rating | Faculty Rating |
| | | |

| | | |
|---|-------------|----------------|
| II. Ethical and Legal Standards: Demonstrates honesty, integrity and awareness of ethical principles and codes of conduct, relevant laws and regulations, ethical issues, and how to address problems should they arise. | Self-Rating | Faculty Rating |
| | | |

| | | |
|--|-------------|----------------|
| IIIA. Communication skills: Writing (progress on written class assignments) | Self-Rating | Faculty Rating |
| | | |

| | | |
|--|-------------|----------------|
| IIIB. Communication skills: Oral (participation and presentations in seminars; case presentation in supervision and consultation group) | Self-Rating | Faculty Rating |
| | | |

| | | |
|--|-------------|----------------|
| IIIC. Interpersonal Skills: frequency/quality of contact with <i>research faculty advisors</i> ; ability to cooperate, avoid inappropriate negative behaviors, and demonstrate appropriate assertiveness. | Self-Rating | Faculty Rating |
| | | |
| IIID. Interpersonal Skills: frequency/quality of contact with <i>Health Service Psychology faculty</i> ; ability to cooperate, avoid inappropriate negative behaviors, and demonstrate appropriate assertiveness. | Self-Rating | Faculty Rating |
| | | |

| | | |
|--|-------------|----------------|
| IVa. Professional Values & Attitudes: Conforms to institutional (university/school/clinic) behavior standards (appropriate dress/demeanor); demonstrates reliability, responsibility and accountability. | Self-Rating | Faculty Rating |
| | | |
| IVb. Professional Values & Attitudes: Openness and responsiveness to supervision and feedback; ability to recognize one's status as a trainee; ability to view one's self objectively and critically; ability to attain congruence between own perceptions and those of others. | Self-Rating | Faculty Rating |
| | | |

| | | |
|--|-------------|----------------|
| Professional Competencies (indicate N/A for those competencies in which you have not yet been trained) | Self-Rating | Faculty Rating |
| V. Assessment | | |
| VI. Consultation | | |

VII. Intervention

| | |
|--|--|
| | |
|--|--|

Name of school/school district where you completed any practicum or internship assignment this year:

Name of agency (program) or school district where you will complete a practicum or internship next year (if known):

Student Signature* : _____

Faculty Signatures: _____

*Note: If there is disagreement between faculty and student ratings that is of concern to the student, they will be invited to submit a written response explaining what they disagree with and why. If the student chooses to do this, the response will be attached to this evaluation form.

Direct Observation - Standardized Assessment Skills

Date: _____

Student Name: _____ house

Observer: _____

Test: WISC-V

Before Beginning

| | Circle | One |
|--|---------------|------------|
| 1. Positions child correctly | Yes | No |
| 2. Sits directly across from child | Yes | No |
| 3. Attempts to establish rapport | Yes | No |
| 4. Tells child breaks are OK and to let examiner know when he or she needs a break | Yes | No |
| 5. Does not prolong getting-acquainted period | Yes | No |
| 6. Avoids use of terms <i>intelligence</i> and <i>test</i> when introducing test | Yes | No |
| 7. Responds truthfully to any questions child has about purpose of testing | Yes | No |
| 8. Keeps test materials in order | Yes | No |
| 9. Keeps test kit out of child's view | Yes | No |
| 10. Begins test when rapport has been established | Yes | No |
| 11. Positions Record Form and Administration and Scoring Manual so that child cannot read questions or answers | Yes | No |
| 12. Introduces test by reading direction in Administration and Scoring Manual Verbatim. | Yes | No |

Block Design

Background Considerations

| | | |
|---|-----|----|
| 1. Places Stimulus Book 1 properly | Yes | No |
| 2. Reads directions verbatim | Yes | No |
| 3. Repeats directions correctly, as needed | Yes | No |
| 4. Uses stopwatch | Yes | No |
| 5. Places intact model or Stimulus Book and blocks accurately | Yes | No |
| 6. Presents blocks to child with proper variety of surfaces facing up | Yes | No |
| 7. Shows different sides of blocks correctly while reading directions | Yes | No |

| | | |
|---|-----|----|
| 8. Points to model and pictured design correctly | Yes | No |
| 9. For items 1 to 3, demonstrates task by using blocks to construct model | Yes | No |
| 10. For items 4 to 13, gives child only pictured design to use as a reference for constructions | Yes | No |
| 11. Does not permit child to rotate model or Stimulus Book for any item | Yes | No |
| 12. Prompts correctly if child attempts to construct design on top of Stimulus Book page | Yes | No |
| 13. Disassembles child's constructions and scrambles block correctly | Yes | No |
| 14. Times correctly | Yes | No |
| 15. Administers trials correctly | Yes | No |
| 16. Corrects only first time child rotates his or her construction 30 degrees or more | Yes | No |
| <i>Starting/Stopping Considerations</i> | | |
| 17. Starts with appropriate item | Yes | No |
| 18. Administers items in reverse sequence correctly | Yes | No |
| 19. Discontinues subtest correctly | Yes | No |

Similarities

Background Considerations

| | | |
|--|-----|----|
| 1. Reads items verbatim | Yes | No |
| 2. Repeats items correctly, as needed | Yes | No |
| 3. Queries correctly | Yes | No |
| 4. Provides acknowledgment of correct answer only on sample item | Yes | No |
| 5. For sample item and items 1,2,5,6,8, and 9, give child correct answers | Yes | No |
| 6. For items 3,4,7, and 10 to 23, does not give child correct answers | Yes | No |
| 7. Prompts correctly if child's response indicates he or she misheard a word | Yes | No |

Starting/Stopping Considerations

| | | |
|--|-----|----|
| 8. Starts with appropriate item | Yes | No |
| 9. Administers items in reverse sequence correctly | Yes | No |
| 10. Discontinues subtest correctly | Yes | No |

Matrix Reasoning

Background Considerations

| | | |
|---|-----|----|
| 1. Reads directions verbatim | Yes | No |
| 2. Places Stimulus Book 1 properly | Yes | No |
| 3. Points to visual stimuli, response options, and box with questions mark when administering each item | Yes | No |
| 4. Provides rationale for responses to sample items | Yes | No |

| | | |
|---|-----|----|
| 5. Grants additional time appropriately | Yes | No |
| 6. Repeats directions as needed | Yes | No |
| 7. Shortens or eliminates direction appropriately | Yes | No |
| 8. Provides assistance only on two sample items. | Yes | No |

Starting/Stopping Considerations

| | | |
|---|-----|----|
| 9. Starts with appropriate item | Yes | No |
| 10. Administers items in reverse sequence correctly | Yes | No |
| 11. Discontinues subtest correctly | Yes | No |

Digit Span

Background Considerations

| | | |
|--|-----|----|
| 1. Reads directions verbatim | Yes | No |
| 2. Reads directions clearly | Yes | No |
| 3. Shields digits in Administration and Scoring Manual and on Record Form from child's view | Yes | No |
| 4. Reads digits clearly, at rate of one digit second, and drops voice slightly per on last digit | Yes | No |
| 5. Continues to present remainder of trial and allows child to respond if child begins to respond before examiner finishes reading a trial | Yes | No |
| 6. Does not repeat any digits on any trial of a series during subtest | Yes | No |
| 7. Administers both trials of each item for Digit Span Forward, Digit Span Backward, and Digit Span Sequencing. | Yes | No |
| 8. For Digit Span Backward, give appropriate feedback | Yes | No |
| 9. For Digit Span Sequencing, gives appropriate feedback | Yes | No |

Starting/Stopping Considerations

| | | |
|--|-----|----|
| 10. Starts with appropriate item | Yes | No |
| 11. Discontinues Digit Span Forward correctly | Yes | No |
| 12. Discontinues Digit Span Backward correctly | Yes | No |
| 13. Discontinues Digit Span Sequencing correctly | Yes | No |

Coding

Background Considerations

| | | |
|--|-----|----|
| 1. Provides smooth working surface | Yes | No |
| 2. Reads directions verbatim | Yes | No |
| 3. Points to key while reading directions | Yes | No |
| 4. Uses stopwatch | Yes | No |
| 5. Notes child's handedness on Record Form | Yes | No |

| | | |
|--|-----|----|
| 6. Gives child number 2 pencil without eraser | Yes | No |
| 7. Does not provide or allow child to use eraser | Yes | No |
| 8. Completes demonstration items and then sample items | Yes | No |
| 9. Corrects child's mistakes when administering sample items | Yes | No |
| 10. Waits until child understands task before starting subtest | Yes | No |
| 11. Times correctly | Yes | No |
| 12. Prompts correctly if child begins to complete test items before instructions are finished | Yes | No |
| 13. Allows spontaneous corrections, unless corrections are done repeatedly or impede performance | Yes | No |
| <i>Starting/Stopping Considerations</i> | | |
| 14. Starts with appropriate item | Yes | No |
| 15. Discontinues subtest correctly | Yes | No |

Vocabulary

Background Considerations

| | | |
|--|-----|----|
| 1. Reads directions verbatim | Yes | No |
| 2. Reads items verbatim | Yes | No |
| 3. Repeats directions correctly, as needed | Yes | No |
| 4. Proceeds correctly if child's response suggests he/she misunderstood a word | Yes | No |
| 5. Places Stimulus Book 1 properly and opens it to appropriate page | Yes | No |
| 6. For items 5, 6, 9, and 10, follows directions if child doesn't give a 2-pt response | Yes | No |
| 7. For items preceded with an asterisk, queries correctly | Yes | No |
| 8. Queries appropriately when response is not clear | Yes | No |

Starting/Stopping Considerations

| | | |
|---|-----|----|
| 9. Starts with appropriate item | Yes | No |
| 10. Administers items in reverse sequence correctly | Yes | No |
| 11. Discontinues subtest correctly | Yes | No |

Figure Weights

Background Considerations

| | | |
|---|-----|----|
| 1. Reads directions verbatim | Yes | No |
| 2. Places Stimulus Book 1 properly | Yes | No |
| 3. Uses stopwatch | Yes | No |
| 4. Times correctly | Yes | No |
| 5. Points correctly while reading directions on sample and test items | Yes | No |
| 6. Provides feedback only on sample items | Yes | No |
| 7. Gives special instructions to introduce item 27 | Yes | No |

| | | |
|--|-----|----|
| 8. Says “Let’s try another one” after each item, as appropriate | Yes | No |
| 9. For items 1 to 18, prompts correctly if child hasn’t responded after 10 sec | Yes | No |
| 10. For items 19 to 34, prompts correctly if child hasn’t responded after 20 sec | Yes | No |
| 11. Asks appropriate question if intended response is not clear | Yes | No |
| 12. Removes Stimulus Book 1 correctly | Yes | No |
| <i>Starting/Stopping Considerations</i> | | |
| 13. Starts with appropriate time | Yes | No |
| 14. Administers items in reverse sequence correctly | Yes | No |
| 15. Discontinues subtest correctly | Yes | No |

Visual Puzzles

Background Considerations

| | | |
|--|-----|----|
| 1. Reads directions verbatim | Yes | No |
| 2. Places Stimulus Book 1 properly | Yes | No |
| 3. Uses stopwatch | Yes | No |
| 4. Times correctly | Yes | No |
| 5. On demonstration item, points correctly while explaining task | Yes | No |
| 6. Does not give sample item until child understands task | Yes | No |
| 7. On sample item, points correctly while explaining task | Yes | No |
| 8. Gives appropriate feedback regardless of whether child gives corrects or incorrect answer to sample item | Yes | No |
| 9. Turns pages of Stimulus Book 1 correctly | Yes | No |
| 10. Points across response options and to picture of completed puzzle while administering items | Yes | No |
| 11. Repeats directions correctly, as needed | Yes | No |
| 12. Follows directions correctly when child says one or more pieces are incorrectly oriented relative to completed puzzle | Yes | No |
| 13. Give appropriate feedback if child selects fewer than three response options for an item | Yes | No |
| 14. On all items, gives appropriate feedback if child hasn’t responded after 20 sec | Yes | No |
| 15. Removes Stimulus Book 1 correctly | Yes | No |

Starting/Stopping Considerations

| | | |
|---|-----|----|
| 16. Starts with appropriate item | Yes | No |
| 17. Administers items in reverse sequence correctly | Yes | No |
| 18. Discontinues subtest correctly | Yes | No |

Picture Span

Background Considerations

| | | |
|---|-----|----|
| 1. Reads directions verbatim | | |
| 2. Repeats directions correctly, as needed | Yes | No |
| 3. Uses stopwatch | Yes | No |
| 4. Times correctly | Yes | No |
| 5. Positions Stimulus Book 2 correctly | Yes | No |
| 6. Exposes each stimulus page one time only | Yes | No |
| 7. Does not provide names of any pictured objects on stimulus or response pages | Yes | No |
| 8. Scores intended responses | Yes | No |
| 9. Administers items B and C when appropriate | Yes | No |
| 10. For items 1, 2, 4, and 5, gives child correct answer if he or she does not obtain perfect score | Yes | No |
| <i>Starting/Stopping Considerations</i> | | |
| 11. Starts with appropriate item | Yes | No |
| 12. Administers items in reverse sequence correctly | Yes | No |
| 13. Discontinues subtest correctly | Yes | No |

Symbol Search

Background Considerations

| | | |
|---|-----|----|
| 1. Provides smooth working surface | Yes | No |
| 2. Reads directions verbatim | Yes | No |
| 3. Uses stopwatch | Yes | No |
| 4. Uses own pencil for demonstration items | Yes | No |
| 5. Gives child number 2 pencil without eraser | Yes | No |
| 6. Open Response Booklet 1 to appropriate page | Yes | No |
| 7. For demonstration items, points to target symbol(s) and search group while reading directions | Yes | No |
| 8. For demonstration items, draws diagonal line through target symbol or NO box | Yes | No |
| 9. For sample items, points to target symbol(s) and search group and gives appropriate directions | Yes | No |
| 10. Give appropriate feedback if child makes correct response on first sample item | Yes | No |
| 11. Corrects error immediately if child makes an error on sample item | Yes | No |
| 12. Waits until child understands directions before proceeding to test items | Yes | No |
| 13. After child understand task, opens Response Booklet 1 and turns to appropriate page | Yes | No |
| 14. Time correctly | Yes | No |
| 15. Gives appropriate prompts | Yes | No |
| <i>Starting/Stopping Considerations</i> | | |
| 16. Starts with appropriate item | Yes | No |

17. Discontinues subtest correctly

Yes No

Total score _____ Yes; _____ No

**Proficiency expectation is 80% or more of total items in the “Yes” column are observed.*

This evaluation was reviewed on: _____(Date)

Faculty Signature

Student Signature

Direct Observation: Consultation

Student:

Date:

Faculty Supervisor:

Observation of Consultation Session included review of (check all that apply):

- ☐ Transcription of full or partial (circle one) consultation session
- ☐ Videotape of full or partial (circle one) consultation session
- ☐ Audiotape of full or partial (circle one) consultation session
- ☐ Simulated consultation session with faculty member and peers

Competency Ratings

- Yes = observed and done effectively
- No = done ineffectively/incorrectly OR not done when should have been done
- N/A = unable to observe OR no opportunity to demonstrate OR situation did not call for technique

| Consultation and Interprofessional/Interdisciplinary Skills | | Yes | No | N/A |
|---|--|-----|----|-----|
| a. | Asks meaningful, focusing questions based upon concerns the consultee presents. | | | |
| b. | Solicits and utilizes consultee's observations and knowledge regarding student performance to develop ideas for how to address problems. | | | |
| c. | Makes effective use of student data. | | | |
| d. | Obtains detailed, well-chosen academic and/or behavioral information on student performance in order to address specific concerns. | | | |
| e. | Shares observations about students' behavior that improves the consultee's understanding of class problems. | | | |
| f. | Provides psychological information or knowledge that may improve the consultee's understanding of classroom problems. | | | |
| g. | Works with the consultee to develop jointly produced and mutually acceptable interventions. | | | |
| Intervention | | Yes | No | N/A |
| a. | Helps develop meaningful, practical strategies to address individual student issues. | | | |
| b. | Helps develop and evaluate possible methods to address students' academic issues. | | | |

| | | | | |
|----|---|--|--|--|
| c. | Helps develop and evaluate possible methods to address students' behavioral or social issues. | | | |
| d. | Identifies possible modifications to class-wide practices to increase student performance/ improve student functioning. | | | |
| e. | Knows of and/or finds resources available to address issues that have been discussed. | | | |

Total number of items scored Yes OR No: _____

Total number Yes _____ **/Total Number No** _____ = **% Proficiency** _____

(*Proficiency expectation is 80% or more of total items in "Yes" column are observed)

The following represent particular skills or knowledge areas that might be reflected in consultation interactions. In the first column, please put a check (✓) next to those that were topics of discussion during the consultation session. In the second column, please put an X (✗) next to any topics that the student was able to share specialized/scientific knowledge.

| | | | | | | |
|---------------------------------------|--|--|--|---|--|--|
| cognitive aspects of behavior | | | | math skill development/ mathematics curriculum | | |
| social aspects of behavior | | | | reading skill development/ reading curriculum/ | | |
| affective aspects of behavior | | | | interpreting assessment data | | |
| developmental aspects of behavior | | | | individual cognitive assessment | | |
| socio-cultural influences | | | | individual social/emotional assessment | | |
| problem prevention/early intervention | | | | group assessment | | |
| interpreting and applying research | | | | behavioral management techniques | | |

This evaluation was reviewed on: _____
(Date)

Faculty Signature

Student Signature

Direct Observation: Intervention

Date: _____

Student Name: _____

Faculty Supervisor: _____

Observation of Session included review of (check all that apply):

- ☐ Transcription of full or partial (circle one) session
- ☐ Videotape of full or partial (circle one) session
- ☐ Audiotape of full or partial (circle one) session
- ☐ Videotape of re-enacted full or partial (circle one) session
- ☐ Audiotape of re-enacted full or partial (circle one) session

Competency Ratings

- Yes = observed and done effectively
- No = done ineffectively/incorrectly OR not done when should have been done
- N/A = unable to observe OR no opportunity to demonstrate OR situation did not call for technique

Basic Skills

| | Circle | One* | |
|---|---------------|-------------|-----|
| 1. Appears/sounds relaxed and comfortable | Yes | No | N/A |
| 2. Speaks slowly and clearly in language client understands | Yes | No | N/A |
| 3. Uses nonverbal communication (e.g., smiling, eye contact, look of concern) appropriately to communicate responsiveness to client | Yes | No | N/A |
| 3. Demonstrates warmth and caring | Yes | No | N/A |
| 4. Demonstrates empathy | Yes | No | N/A |
| 5. Demonstrates curiosity and interest in client | Yes | No | N/A |
| 6. Demonstrates congruence or "genuineness" | Yes | No | N/A |
| 7. Keeps to time frame and ends session appropriately | Yes | No | N/A |
| 9. Is comfortable with and allows silences | Yes | No | N/A |
| 10. Avoids asking too many questions of client | Yes | No | N/A |
| 11. Uses reflection as a therapeutic tool | Yes | No | N/A |
| 12. Sets limits on client's behavior appropriately when necessary | Yes | No | N/A |
| 13. Provides appropriate play therapy materials | Yes | No | N/A |
| 14. Avoids giving advice | Yes | No | N/A |
| 15. Discusses termination appropriately | Yes | No | N/A |

Intermediate Skills

| | | | |
|---|-----|----|-----|
| 1. Therapeutic rapport clearly established | Yes | No | N/A |
| 2. Uses spontaneous self-disclosure appropriately | Yes | No | N/A |
| 3. Responds to personal questions with appropriate boundaries | Yes | No | N/A |

| | | | |
|---|-----|----|-----|
| 4. Uses re-framing as a therapeutic technique when appropriate | Yes | No | N/A |
| 5. Provides psychoeducation when appropriate | Yes | No | N/A |
| 6. Openly addresses issues of difference between client and therapist | Yes | No | N/A |
| 7. Demonstrates collaborative goal setting and/or reference to client's goals | Yes | No | N/A |
| 8. Avoids responding negatively to client's negative projections | Yes | No | N/A |
| 9. Uses art, play, and/or sandtray techniques effectively | Yes | No | N/A |

Advanced Skills

| | | | |
|---|-----|----|-----|
| 1. Uses motivational interviewing techniques effectively | Yes | No | N/A |
| 2. Uses CBT informed techniques effectively | Yes | No | N/A |
| 3. Uses SFT informed techniques effectively | Yes | No | N/A |
| 4. Uses interpretation effectively | Yes | No | N/A |
| 5. Interprets countertransference and/or transference effectively | Yes | No | N/A |
| 6. Uses family systems informed techniques effectively | Yes | No | N/A |
| 7. Uses DBT informed techniques effectively | Yes | No | N/A |
| 8. Uses validation and mirroring strategically | Yes | No | N/A |
| 9. Uses confrontation and challenging client strategically | Yes | No | N/A |

Total number of items scored Yes OR No: _____

Total number Yes _____ **/Total Number No** _____ **= % Proficiency** _____

**Proficiency expectation is 80% or more of total items in "Yes" column are observed*

This evaluation was reviewed on: _____
(Date)

Faculty Signature

Student Signature

Berkeley School of Education
UNIVERSITY OF CALIFORNIA

School Psychology Program

Prequalifying Paper Rubric - Conceptual

Student Name _____

Faculty Name _____

Paper title: _____

Date paper was “signed off”: _____

| Conceptual Paper | | | | | |
|---------------------------------|---|--|---|--|--|
| | Insufficient Competence | Emerging Competence | Maturing Competence | Competent | Advanced Competence |
| Content | Superficial coverage of the topic; Minimal background research; Use of unreliable or unscientific sources | Limited/narrow coverage of the topic; Arguments are limited; Use of extant literature is limited | Appropriate coverage of the topic; Coverage of the extant literature is adequate; Arguments are plausible but not always persuasive | Broad coverage of the topic; Resolves or acknowledges contradictory ideas or research findings; Good coverage of the extant literature | Comprehensive and cogent coverage of the topic; Consideration of multiple related issues as needed and anticipation of counterarguments; Excellent coverage of the extant literature |
| Organization & Style | Poor organization; Minimal use of APA style other written conventions; Difficult to understand | Basic organization; Inconsistent use of APA style and other written conventions | Adequate organization; Competent use of APA style and other written conventions, but with some gaps in usage and errors | Clear organization; Competent use of APA style and other written conventions with few errors | Logical and clear organization; Minimal or no errors in APA style and other written conventions |

Rubric score- Content:

Rubric score- Organization & Style:

Comments:

School Psychology Program

Prequalifying Paper Rubric - Empirical

Student Name _____

Faculty Name _____

Paper title: _____

Date paper was “signed off”: _____

| Empirical Paper | | | | | |
|---------------------------------|---|---|--|---|--|
| | Insufficient Competence | Emerging Competence | Maturing Competence | Competent | Advanced Competence |
| Content | Incoherent introduction to topic; Inappropriate use of data analysis; Inaccurate interpretation of results; Poor discussion of findings and spotty connection to the literature | Introduction does not provide solid basis for research questions; Some, but not all, data analysis is inappropriate; Some, but not all interpretations of results are faulty or inaccurate; Limited discussion of findings and connection to the literature | Coherent but somewhat limited introduction to research questions; Appropriate use of data analysis; Accurate interpretation of results; Appropriate discussion of findings, but limited connection to the literature | Strong introduction that provides a solid rationale for the research questions; Appropriate use of data analysis; accurate and clear interpretation of results; strong discussion of findings and thoughtful connection to the literature | Polished introduction with strong basis for research questions; Advanced use of data analysis; accurate and insightful interpretation of results; High level discussion of findings and meaningful connections to the literature, while also anticipating counterarguments |
| Organization & Style | Poor organization; Minimal use of APA style other written conventions; Difficult to understand | Basic organization; Inconsistent use of APA style and other written conventions | Adequate organization; Competent use of APA style and other written conventions, but with some gaps in usage and errors | Clear organization; Competent use of APA style and other written conventions with few errors | Logical and clear organization; Minimal or no errors in APA style and other written conventions |

Rubric score- Content:

Rubric score- Organization & Style:

Comments: