

## **School Psychology Program**

### **Student Handbook**

**2021 – 2022**

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](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

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. Kathryn 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 cognitive-developmental 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 have to be implemented immediately. In these instances, students will be informed about and will be held to the new requirements and standards which will 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 [\*Graduate School of Education's Handbook for Advanced Degree Students\*](#).

The Berkeley School Psychology Program is housed in the Graduate School of Education (GSE). The GSE 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 GSE 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 properly to understand the Graduate Division and GSE requirements, it is essential that students obtain and become familiar with the most recent copy of the *Handbook for Advanced Degree Students* from the GSE. This document guides planning for all significant degree goals, describes procedures for completing advanced

degree programs in the GSE, 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 *GSE Handbook for Advanced Degree Students*, see the *Guide to Graduate Policy* (available at: <http://www.grad.berkeley.edu/policies/guides/category/ggp/>).

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, available at <http://www.apa.org/ethics/code/>) and the National Association of School Psychologists (Principles for Professional Ethics (<https://www.nasponline.org/standards-and-certification/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 (see <http://sa.berkeley.edu/code-of-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), 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 Graduate 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 GSE website with an asterisk next to their names: <https://gse.berkeley.edu/people/faculty>.

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 16 – 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 Graduate 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 at least 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 may fulfill the internship requirement in one of two ways. They may choose to complete the internship locally at a non-accredited site that has to be approved by the program and meet specific requirements (including supervision by a licensed psychologist and required training experiences), or they may seek out and apply to an APA-accredited internship. Going to a non-accredited site may preclude you being licensed in some states and take away your option to be board-certified later in your career. 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 GSE, 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 GSE Senate faculty who provide theoretical and scientific leadership in their own academic areas of specialization. Program faculty, both within the Graduate 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 *Graduate 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 it ensures that regular contact and 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 *GSE 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.

<b>Core Faculty</b>	<b>Areas of Specialization</b>
Alejandra Ojeda-Beck	Literacy development; multiple literacies; graphic novels; academic vocabulary and incidental vocabulary learning
Kathryn 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

<b>Associated Faculty</b>	<b>Areas of Specialization (Psychology/Development emphasis)</b>
Alisa Crovetti	Neuropsychology of learning and social challenges; the development of strategic reading skills in children; adolescent development; child psychotherapy
Anne Cunningham*	Context, instruction and disability in reading acquisition and development
Karen Draney	Quantitative methods; measurement in education
Darlene Francis	Behavioral neuroscience; developmental psychobiology; animal models; stress; maternal care; gene-environment interaction

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 2021**

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) Graduate School of Education (GSE) requirements; and (b) School Psychology Program requirements. The list below is THE definitive list of approved courses and alternates for 2021–2022 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 GSE 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 *GSE Handbook* for details regarding GSE requirements, as well as important timelines for completion of course work and papers. [https://gse.berkeley.edu/sites/default/files/advdegreehandbook\\_2018-19\\_final.pdf](https://gse.berkeley.edu/sites/default/files/advdegreehandbook_2018-19_final.pdf)

Please pay attention to the procedures for applying for a waiver of a GSE 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. However, before asking an instructor for a 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 (EDUC299) 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.

### GSE Course Requirements

- A. Core Course Requirement: **2 courses – EDUC 268 (Fall and Spring)**  
**1 course – GSE “Speaker Series”**
  
- B. Methodology: Superseded by School Psychology Program methodology requirements
  
- C. Academic Preparation: **8 units** in an academic discipline, which are met within the GSE, **and a minimum of 2 courses (totaling at least 6 units)** in a Department outside of the GSE. 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 History/Systems and Ethics	<b>EDUC 213A &amp; EDUC 213B</b>
Social Bases of Behavior	<b>EDUC 298C (Fall)</b>
Biological Bases of Behavior (3 units)	<b>EDUC 208 (Spring)</b>
	<b>PubHlth 216A OR PSY 210A or B</b>
<u>Methodology</u>	
Statistics	<b>EDUC 293A – Data I</b>
Statistics	<b>EDUC 275B – Data II</b>
Qualitative	<b>EDUC 228A</b>
Research seminar	<b>EDUC 204C</b> with Drs. Worrell and Yang (Students typically enroll in their advisor’s seminar)

#### Scientific Psychology Preparation – Advanced

<u>Discipline Specific Knowledge</u>	<u>Core Courses</u>
Developmental Psychopathology	<b>EDUC 210</b>
Social Bases of Behavior	<b>EDUC 215 &amp; EDUC 200D</b>
<u>Methodology</u>	
Psychometrics	<b>EDUC 274A</b>
Research Methods	<b>EDUC 217</b>

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

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

## **Professional Requirements – Basic**

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

Lifespan Review and Early Development Through Middle Childhood	<b>EDUC 213A</b>
Adolescent and Adult Development	<b>EDUC 213B</b>
Social Bases of Behavior	<b>EDUC 208</b>
History/Systems of Psychology and Ethics	<b>EDUC 298C</b>
Pre-Practicum: Elementary, Middle & High School settings (fall and spring)	<b>EDUC 313A/B</b>

*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.*

### **Assessment Courses (Year 2)**

Assessment of Cognitive Functioning	<b>EDUC 207B</b>
Developmental, Learning, and Social Emotional Disorders in Children	<b>EDUC 207C</b>
Practicum: Cognitive Assessment (fall); Other Psychological Assessment (spring)	

*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.*

Legal Issues in Educational Practice (Year 3)	<b>EDUC 263A</b>
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Ethnic and Cultural Differences	<b>EDUC 200D</b>
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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	<b>EDUC 213C</b>
Educational Interventions	<b>EDUC 213D</b>
Practicum: Consultation & Intervention (fall and spring)	<b>EDUC 313C/D</b>

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

Developmental Psychopathology Course (Year 3)	<b>EDUC 210</b>
Practicum: Advanced Psychological Assessment	<b>EDUC 313E</b>

*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	<b>EDUC 413A</b>
Mental Health Treatment – Part II	<b>EDUC 413B</b>
Advanced Practicum: Mental Health Interventions	<b>EDUC 313 F/G</b>

*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 may choose to apply to an APPIC/APA accredited internship, or they may choose to do 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 1,000 hours completed in a school setting. This requirement ensures that the internship is appropriate to the specialty of school psychology and that students meet CTCC requirements 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, 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.

All 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 *GSE 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 an acceptable dissertation and the predoctoral internship to receive the Ph.D. Degree. (See the *GSE 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 *GSE 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:

- 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, with test results that have 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.*

### 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: <https://mandatedreporterca.com/>. *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.*

Second year students must complete the “School Personnel” training module: <https://mandatedreporterca.com/training/school-personnel>. *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 second year.*

Third year students must complete the “Mental Health and Social Workers” training module: <https://mandatedreporterca.com/training/mental-health-social-workers>. *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 third 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. 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 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 students 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 interview for the *Advanced Practicum in Intervention* in the 4<sup>th</sup> year, 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 first day of the spring semester (typically the student's sixth semester in residence) of the 3<sup>rd</sup> year in order to proceed with practicum interviews.* 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 Advanced Practicum sites.*

### Internship

A full time, 1,500-hour internship is the culminating professional experience and is typically completed in Year 5. Students are expected to apply to an APA accredited/APPIC internship, either with the Berkeley Psychology Internship Consortium or at another internship site. The Internship must provide a minimum of 1,000 hours in a school setting to meet CTCC requirements for the School Psychologist Credential. Alternatives to these internships should 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.

*Please note that the Program Coordinator must approve all internships.*

Before a student is allowed to apply for an internship, 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 received approval from the Graduate Division to take the Oral Qualifying Exam and have a date scheduled with their committee;
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 met before an application for internship is submitted. It is also important to note that students will not be able to begin their internship until they have advanced to doctoral candidacy, which means that they have PASSED the oral qualifying exam.* 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. In 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 Clear 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 a credential program. The information from this interview is then used to revise portions of the following year’s intern seminar. The credential documents and California state school psychology certification standards are provided in [Appendix D](#). 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 at the following website:

<https://apps.nasponline.org/standards-and-certification/approved-application/index.aspx>

## 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 are able to accrue 1,500 predoctoral number of hours in the Internship year. 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 internships. The California Board of Psychology website provides a full explanation of the regulations governing accrual of hours and licensure: <http://www.psychboard.ca.gov>.

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 following links provide especially useful information and guidance:

<https://www.psychology.ca.gov/applicants/index.shtml> – overview of license process

<https://www.psychology.ca.gov/applicants/license.shtml> – describes qualifications to apply for a psychologist license

FAQs: <https://www.psychology.ca.gov/licensees/faq.shtml>

The program now has a partially affiliated doctoral internship, the [Berkeley Psychology Internship Consortium \(B-PIC\)](#), which is an APPIC member program. Students are strongly encouraged to apply to B-PIC, but they may choose to apply to another APPIC-approved or APA-accredited internship. Reviews for any internship site that is not APPIC-approved or 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 ([https://www.psychology.ca.gov/applicants/sup\\_agree.shtml](https://www.psychology.ca.gov/applicants/sup_agree.shtml)). 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). If 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 ([https://www.psychology.ca.gov/applicants/psychassis\\_inst.shtml](https://www.psychology.ca.gov/applicants/psychassis_inst.shtml))

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 1-unit Supervision course provided by the program. At the end of the training experience, the supervisee and supervisor sign a “Verification of Experience“ form ([https://www.psychology.ca.gov/applicants/sup\\_agree.shtml](https://www.psychology.ca.gov/applicants/sup_agree.shtml)), 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. Students planning to move to another state should familiarize themselves with the requirements for licensure in that state.

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). For further information about the specific requirements for each course, please review Sections 1382 through 1382.5 of the California Code of Regulations at [http://www.psychology.ca.gov/laws\\_regs/index.shtml](http://www.psychology.ca.gov/laws_regs/index.shtml). Most of these courses can be taken through UC Berkeley Extension. For a schedule of classes and more information visit their website: <https://extension.berkeley.edu/>. 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 Graduate School of Education’s Director of Student Services, who will prepare the letter and obtain the required signatures from the Dean of the Graduate School of Education and the University Registrar.

For information regarding what is required in order to become a Licensed Educational Psychologist, visit the BBS website at <https://www.bbs.ca.gov/applicants/lep.html>

## **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 pre-doctoral psychology internships. During their internship years, 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.

#### 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.

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, 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.

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 four committees: The Program Advisory Committee, Social Engagement 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 weekly social gatherings for students to get together 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.

Finally, this committee heads the action of an APA Citizen Psychologist Project for the whole program to increase community engagement and promote interactions among members of the program outside of structured academic settings. Projects are developed with partner community organizations such as Through the Looking Glass or Clinica Legal de la Raza. Students are invited to suggest future projects and partner organizations through the Social Engagement Committee.

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 *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 at <https://uhs.berkeley.edu/caps>.

The Graduate Assembly has put together a Graduate Student Wellness Guide, with contains information about programs and services that are designed to meet the unique needs of Graduate Students. For more information about special workshops and classes, visit their website: <https://ga.berkeley.edu/resources/graduate-student-wellness-guide/>.

For *urgent mental health concerns*, drop-in crisis counseling is available to students (see <https://uhs.berkeley.edu/counseling/urgent>).

When UHS is closed, the following resources are 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. For more information visit their website: <https://ga.berkeley.edu/resources/housing-guide/>

## Basic Needs Center for Grad Students

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”.

More information can be found at <http://basicneeds.berkeley.edu>

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](mailto:basicneedssupport@berkeley.edu) or come to the Basic Needs Center (MON-FRI 10-6 PM) located in the BNORTH (lower-level) 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 at a “ReUSE station” on campus (Barrows Hall) 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.

For more information visit their website: <https://reuse.berkeley.edu/>

### Gender Equity Resource Center

We support an inclusive and equitable campus. The GenEq website has a wealth of educational information and community empowerment resources:

<https://campusclimate.berkeley.edu/students/ejce/geneq>

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 "consultations" and "check in groups" to support in a variety of skills (research, writing, time management/organization, goal setting, etc.). More information can be found at this website:

<https://grad.berkeley.edu/professional-development/student-services/>

They also offer specific supports for writing. More information can be found here:

<https://grad.berkeley.edu/professional-development/graduate-writing-center/>

### Free software!

Software Central is a consolidation of several IST sites that offer software to UC Berkeley faculty, staff and students. The products available through this site are listed on their website:

<https://software.berkeley.edu/>

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. More information can be found at: <https://dlab.berkeley.edu/services>

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 website (<https://internationaloffice.berkeley.edu/students>), which provides extensive information on a wide range of topics. To obtain guidance on individual issues, students can visit the office for advising 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.

The following link provides top tips for maintaining international student status:

<https://internationaloffice.berkeley.edu/students/current/top-10-tips-maintaining-your-fj-student-status>.

### 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. See the following link for more information: <https://internationaloffice.berkeley.edu/living/ssn>

### Program Lending Library

The following publications are available for students to check out:

- American Psychological Association. (2005). *Quick reference to the diagnostic criteria from DSM-IV*. American Psychological Association.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (2014). *Standards for educational and psychological testing*. American Educational Research Association. (Also available online)
- Brock, S. E., & Jimerson, S. R. (Eds.). (2012). *Best practices in school crisis prevention and intervention* (2nd ed.). NASP Publications.
- Cook, C. R., Wright, D. B., Gresham, F. M., & Burns, M. K. (2010). *Transforming school psychology in the RTI era: A guide for administrators and school psychologists*. LRP Publications.
- Creswell, J. W., & Creswell, J. D. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Cunningham, A. E., & Zibulsky, J. (2014). *Book smart: How to develop and support successful motivated readers*. Oxford University Press.
- Dawson, P., & Guare, R. (2010). *Executive skills in children and adolescents: A practical guide to assessment and intervention* (2nd ed.). The Guilford Press.
- Dinkmeyer Sr, D., McKay, G. D., & Dinkmeyer, J. S. (1989). *Parenting young children: Helpful strategies based on systematic training for effective parenting (STEP) for parents of children under six*. American Guidance Service.
- Espin, C. A., McMaster, K. L., Rose, S., Wayman, M. M. (Eds.). (2012). *A measure of success: The influence of curriculum-based measurement on education*. University of Minnesota Press.
- Evans, D. L. (2005). *Treating and preventing adolescent mental health disorders: What we know and what we don't know: A research agenda for improving the mental health of our youth*. Oxford University Press.
- Fabiano, G. A. (2016). *Interventions for disruptive behaviors: Reducing problems and building skills*. The Guilford Press.
- Fagan, T. K., & Wise, P. S. (2007). *School psychology: Past present, and future* (3rd ed.). NASP Publications.
- Flanagan, D. P., & Harrison, P. L. (Eds.). (2012). *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed.). The Guilford Press.
- Frisby, C. L. (2013). *Meeting the psychoeducational needs of minority students: evidence-based guidelines for school psychologists and other school personnel*. John Wiley & Sons.
- Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2014). *Handbook of positive psychology in schools* (2nd ed.). Routledge.
- Galvan, J. L. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Pycszak Publishing.
- Grimm, L. G., & Yarnold, P. R. (1995). *Reading and understanding multivariate statistics*. American Psychological Association.
- Guralnik, D. B. (Ed.). (1978). *Webster's new world dictionary of the American language* (2nd. ed.). Avenel Books.
- Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Student-level services*. NASP Publications.
- Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Data-based and collaborative decision making*. NASP Publications.



- Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Systems-level services*. NASP Publications.
- Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Foundations*. NASP Publications.
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Paul H. Brookes Publishing.
- Hart, C. (2010). *Doing a literature review: Releasing the social science research imagination*. Sage Publications.
- Harvey, V. S., & Struzziro, J. A. (2008). *Professional development and supervision of school psychologists: From intern to expert* (2nd ed.). Corwin Press.
- Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.). (2016). *Handbook of response to intervention* (2nd ed.). Springer.
- Kane, T. S. (1994). *The new Oxford guide to writing*. Oxford University Press.
- Keith, T. (2006). *Multiple regression and beyond*. Routledge.
- Keo-Meier, C., & Ehrensaft, D. (Eds.). (2018). *The gender affirmative model: An interdisciplinary approach to supporting transgender and gender expansive children*. American Psychological Association.
- Knowles, M. (1990). *The adult learner: A neglected species* (4th ed.). Gulf Publishing Company.
- Lambert, N. M. (1965). *The protection and promotion of mental health in schools*. U.S. Department of Health, Education, and Welfare.
- Lambert, N. M., & McCombs, B. L. (1998). *How students learn: Reforming schools through learner-centered education*. American Psychological Association.
- Langley, R. (1970). *Practical statistics simply explained* (2nd ed.). Dover Publications.
- Lines, C., Miller, G., & Arthur-Stanley, A. (2011). *The power of family-school partnering (FSP): A practical guide for school mental health professionals and educators*. Routledge.
- Marckwardt, A. H., & Cassidy, F. G. (1967). *Scribner handbook of English* (3rd. ed.). Scribner.
- McCardle, P., & Chhabra, V. (Eds.). (2004). *The voice of evidence in reading research*. Paul H. Brookes Publishing.
- McDonald Connor, C., & McCardle, P. (Eds.). (2015). *Advances in reading intervention: Research to practice to research*. Paul H. Brookes Publishing.
- Mennuti, R. B., Christner, R. W., & Freeman, A. (Eds.). (2012). *Cognitive-behavioral interventions in educational settings: A handbook for practice* (2nd ed.). Routledge.
- Miller, D. C. (Ed.). (2010). *Best practices in school neuropsychology: Guidelines for effective practice, assessment, and evidence-based intervention*. John Wiley & Sons.
- Miller, P. H. (2011). *Theories of developmental psychology* (5th ed.). Worth Publishers.
- Miller, P. H. (2016). *Theories of developmental psychology* (6th ed.). Worth Publishers.
- National Research Council. (2000). *Preventing reading difficulties in young children*. National Academy Press.
- O'Connor, R. E., & Vadasy, P. F. (Eds.). (2011). *Handbook of reading interventions*. The Guilford Press.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (Eds.). (2018). *Talent development as a framework for gifted education: Implications for best practices and applications in schools*. Prufrock Press.
- Ozonoff, S., Dawson, G., & McPartland, J. (2002). *A parent's guide to Asperger syndrome and high-functioning autism: How we meet the challenges and help your child thrive*. The Guilford Press.
- Plotts, C. A., & Lasser, J. L. (2013). *School psychologist as counselor: A practitioner's handbook*. NASP Publications.
- Pyrczak, F., & Bruce, R. R. (1998). *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioral Sciences* (2nd ed.). Routledge.
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- Rollnick, S., Kaplan, S. G., & Rutschman, R. (2016). *Motivational interviewing in schools: Conversations to improve behavior and learning*. The Guilford Press.
- Rovine, M. J., & von Eye, A. (1991). *Applied computational statistics in longitudinal research*. Academic Press.
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TABLE 1: Timeline for Course Completion and Achievement of Program Benchmarks

		Fall 1st year	Spring 1st year	Fall 2nd year	Spring 2nd year	Fall 3rd year	Spring 3rd year	Fall 4th year	Spring 4th year	Fall 5th year	Spring 5th year
GSE Course Re- quire- ments	2 Core course – 290A for two semesters	268	268								
	Speaker Series										
	1 Quantitative Methods – 293A (fall)	293A									
	1 Qualitative Methods - 228A or other										
	1/2 Courses outside of GSE										
	2/2 Courses outside of GSE										
School Psy- cho- log- y Re- qui- re- me- nts- Sci- enti- fic Pre- par- atio- n											
	3 Courses in Social Development – 208, 215 & 200D		208								
	1 Core course in Biological Bases of Behavior-PubHlth 216A										
	1 Measurement Course – 274A					274A					
	1 Quantitative Methods - 275B		275B								
	1 Course in Research Methods						217				
School Psy- cho- log- y Re- qui- re- me- nts - Pro- fes- sio	1 Professional Seminar for 6 semesters	213A	213B	213C	213D			413A	413B		
	1 Supervision Session for 6 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										
	1 Law Course						263A				

nal Pre par atio n													
	Research Groups (minimum 4 semesters)												
Pro gra m Be nch ma rks	Prequalifying Paper 1	Draft	Edits & Final										
	Prequalifying Paper 2		Draft	Edits & Final									
	Oral Examination						Prep/Take	Take					
	Dissertation						Topic & Approval		Research/Draft/Edit				
	School Psychologist Credential											1000 hr min	
	Board of Psychology License											1500 hr internship	

## **TABLE 2: Checklist of Required Coursework, Practicum and Internships**

### Graduate School of Education Course Requirements

- 2 GSE Core courses (EDUC 268, fall and spring + “Speaker Series”)
- 1 Quantitative methods (statistics) course (EDUC 293A)
- 1 Qualitative methods course (EDUC 228A)
- 2 Courses from outside the GSE (“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)
- 3 Courses in social development (EDUC 208, EDUC 215 and EDUC 200D)
- 1 Core course in biological bases of behavior (PubHlth 216A or PSY210B)
- 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-D)
- 2 Assessment courses (EDUC 207B-C)
- 1 Seminar in developmental psychopathology (EDUC 210)
- 1 Law course (EDUC 263A)
- 1 Course in “Ethnic and Cultural Differences” (usually 200D)
- 2 Professional seminars during year four (EDUC 413A-B)
- 1 Supervision class to accompany all 6 professional seminars (EDUC 313A-G)
- 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 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 Psychotherapeutic Intervention - minimum 2 days/week
- Year 5 – Full-time Internship - minimum 1,500 hours

**TABLE 3: Sequence of School Psychology and Other Required Coursework**

<b>FIRST YEAR</b>	
<b>Fall</b>	<b>Spring</b>
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 268 – Introduction to the GSE	EDUC 268 – Introduction to the GSE
EDUC 298C – History/Systems/Ethics	EDUC 208 – Social Bases of Behavior
Research seminar – Dr. Worrell, Dr. Yang, or other faculty member	Research seminar – Dr. Worrell, Dr. Yang, or other faculty member
1 additional course - Academic Preparation, GSE or Program Required Course	1 additional course -Academic Preparation, GSE or Program Required Course

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

<b>SECOND YEAR</b>	
<b>Fall</b>	<b>Spring</b>
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, Dr. Yang, or other faculty member	Research seminar – Dr. Worrell, Dr. Yang, or other faculty member
1 additional course -Academic Preparation, GSE or Program Required Course	1 additional course -Academic Preparation, GSE or Program Required Course

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

<b>THIRD YEAR</b>	
<b>Fall</b>	<b>Spring</b>
EDUC 274A – Measurement	
EDUC 210 -Developmental Psychopathology	EDUC 263 – Education Law
EDUC 313E – Practicum in School Psychology: Advanced Assessment	EDUC 217 Research Methods
Research seminar – Dr. Worrell, Dr. Yang, or other faculty member	Research seminar – Dr. Worrell, Dr. Yang, or other faculty member
1 additional course -Academic Preparation, GSE or Program Required Course	1 additional course -Academic Preparation, GSE 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 third year, it is expected that students have completed the 2nd PQ paper and completed all requirements to pass the prequalifying review. They should also have begun preparing for the oral exam (if not taken the exam).*

<b>FOURTH YEAR</b>	
<b>Fall</b>	<b>Spring</b>
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
EDUC 413L – Consultation Lab	EDUC 413L – Consultation Lab
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 course) 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 the end of the seventh semester, and who do not have a date set for their Oral Qualifying Exam will not be allowed to apply for the Internship.***

*Students should be actively working on their dissertation. In order to apply for the [Doctoral Completion Fellowship \(DCF\)](#) students **MUST** have completed both prequalifying papers, passed Prequalifying Review, taken the oral examination, and be advanced to doctoral candidacy. Students may [activate the DCF](#) (which provides tuition remission and a stipend of \$11,500 per semester) at this point.*

<b>FIFTH YEAR</b>	
<b>Fall</b>	<b>Spring</b>
EDUC 313 H –School Psychology Internship	EDUC 313 I –School Psychology Internship
Research seminar – Dr. Worrell, Dr. Yang, or other faculty member 1 additional course, if needed	Research seminar – Dr. Worrell, Dr. Yang, or other faculty member 1 additional course, if needed

*During the fifth year, it is expected that students will be in a full-time 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 6<sup>th</sup> year, at which point the Ph.D. will be awarded.*

**TABLE 4: Coordination of School Psychology Coursework with Fieldwork**

<b>FIRST YEAR</b>			
<b>Fall</b>		<b>Spring</b>	
Course	Fieldwork	Course	Fieldwork
EDUC 213A - Theoretical and Empirical Bases for School Psychology: Part 1	Pre-practicum placement as a “participant/observer” in an <b>elementary level classroom</b> (one full day per week for 12 weeks; 96 hours)	EDUC 213B - Theoretical and Empirical Bases for School Psychology: Part 2	Pre-practicum placement as a “participant/observer” in a <b>middle school setting</b> (one full day per week for 6 weeks; 48 hours)  practicum placement as a “participant/observer” in a <b>high school setting</b> (one full day per week for 6 weeks; 48 hours)

  

<b>SECOND YEAR</b>			
<b>Fall</b>		<b>Spring</b>	
Course	Fieldwork	Course	Fieldwork
EDUC 213C – School Based Consultation	practicum placement (one full day per week for 12 weeks; 96 hours)	EDUC 213D – Educational Interventions	practicum placement (one full day per week for 12 weeks; 96 hours)
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 “ <b>assessment trainee</b> ” (any level, K-12) (one full day per week for 12 weeks; 96 hours)

  

<b>THIRD YEAR</b>			
<b>Fall</b>		<b>Spring</b>	
Course	Fieldwork	Course	Fieldwork
EDUC 210 –Developmental Psychopathology	Advanced practicum in assessment in the UC Berkeley Psychology Clinic (approx 30 hours)	EDUC 263A – Education Law	None

  

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

  

<b>FIFTH YEAR</b>			
<b>Fall</b>		<b>Spring</b>	
Course	Fieldwork	Course	Fieldwork
EDUC 313H – School Psychology Internship	Doctoral Internship (full time; 750 hrs)	EDUC 313I – School Psychology Internship	Doctoral Internship (full time; 750 hrs)



**Table 5: Overview of Practicum Experiences**

<b>What/When</b>	<b>How much time</b>	<b>Where</b>	<b>Activities Performed</b>
<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 assessment of reading 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)
<i>Intermediate - 2nd year</i>			
Assessment - fall	1 day/wk (90 hrs)	Independent practice	10 cognitive test administrations
Assessment - spring	1 day/wk (90 hrs)	School setting (any level)	6 comprehensive psycho-educational assessments
Consultation & Intervention - fall & spring	1 day/wk (180 hrs)	Elementary 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	30 hrs	Psychology Clinic	One comprehensive psychological assessment
<i>Advanced - 4th year</i>			
Advanced Intervention -fall & spring	2 days/wk (500)	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 Graduate 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, Denise Oldham ([ask\\_ophd@berkeley.edu](mailto:ask_ophd@berkeley.edu)(link sends e-mail)), before responding to reports of harassment that come to his/her attention.

## Appendix B

### Graduate 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 see the UC Berkeley School Psychology Program web site at <https://gse.berkeley.edu/admission-outcome-data>.
- For information about how to apply see the UC Berkeley Graduate School of Education web site at <https://gse.berkeley.edu/admissions-application-instructions>.

#### Administrative and Financial assistance:

- See the *Graduate School of Education Handbook for Advanced Degree Students* <http://gse.berkeley.edu/handbook-advanced-degree-students>.
- For general information about financial aid see the UC Berkeley School Psychology Program web site at <https://gse.berkeley.edu/cognition-development/school-psychology>.
- For information about how to apply for financial assistance see the UC Berkeley Graduate School of Education web site at <https://gse.berkeley.edu/admissions-fees-and-financial-support>.

#### 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 at <https://policy.ucop.edu/doc/2710540/PACAOS-Appendix-C>
- 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](mailto: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](mailto: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 *Graduate School of Education Handbook for Advanced Degree Students*  
<http://gse.berkeley.edu/handbook-advanced-degree-students>

**Due Process, student retention and termination decisions**

- See *The Guide to Graduate Policy* (Topic E) at the UC Berkeley Graduate Division web site at <http://www.grad.berkeley.edu/policies/ggp/ggp.pdf>

## Appendix C

- 1) [1<sup>st</sup> Year Pre-Practicum Description – Elementary School Setting](#)
- 2) [1<sup>st</sup> Year Pre-Practicum Description – Secondary School Setting](#)
- 3) [Assessment Practicum Description](#)
- 4) [Consultation and Intervention Practicum Description](#)
- 5) [Advanced Assessment Practicum Description](#)
- 6) [Advanced Practicum in Psychotherapeutic Intervention](#)
- 7) [Internship Orientation and Agreement Forms](#)

**School Psychology Program**  
**Description of First Year Pre-Practicum**

Fall Semester – Elementary Setting

1. 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).
2. 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 studentsWorking 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.
3. 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.
4. 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).
5. 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.
6. The student’s course instructor and supervisor is Dr. Alejandra Ojeda-Beck. She can be reached by email at [aojedabeck@berkeley.edu](mailto:aojedabeck@berkeley.edu), or by phone (510) 642-4202, should you have any questions or concerns.
7. The student’s Program Coordinator is Dr. Kate Perry. She can be reached by email at [kperry@berkeley.edu](mailto:kperry@berkeley.edu) or by phone (510) 642-4202, should you have any questions or concerns.
8. This description/assignment incorporates the terms and conditions of the active MOU between the Regents of the University of California on behalf of the Graduate School of Education and the school district.

**School Psychology Program**

**Description of First Year Pre-Practicum**

Spring Semester: Middle and High School Settings

1. 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.
2. 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.
3. 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).
4. 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](mailto: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.
5. 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.
6. This description/assignment incorporates the terms and conditions of the active MOU between the Regents of the University of California on behalf of the Graduate School of Education and the school district.



## 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.

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](mailto: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](mailto: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.).

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). Finally, in both December and May, the field supervisor will be asked to complete a written evaluation. At least one teacher who has engaged in consultation with the student will also be asked to complete an evaluation.

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 Sally Payson Hays. She can be reached at [slphays@berkeley.edu](mailto:slphays@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](mailto: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 Intervention**

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-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 1<sup>st</sup> 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 Sally Payson Hays. She can be reached at [slphays@berkeley.edu](mailto:slphays@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](mailto:kperry@berkeley.edu).

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**SCHOOL PSYCHOLOGY INTERNSHIP: INITIAL SITE VISIT & TRAINING ORIENTATION**

**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).
- 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**

**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 Graduate 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

### California School Psychology Internship Credential Standards Certification

School Psychology Program, U.C. Berkeley

Pupil Personnel Services Credential - School Psychology Internship Authorization

Student's Name: \_\_\_\_\_

Course	Date	Units	Grade	Standards
Development (ED213A, B)		(3)		2,17
Assessment (ED 207B, C)		(4,4)		4,22,25
Statistics (ED293A & L/ED275B & L)		(4,4)		15,23,24,25
Legal (ED263A or approved alternate)		(2)		6,19
First Year Seminar (ED 213A,B) & Supervised Field Placement (313A, B)		(4,4) (1,1)	3,5,6-10,12,13,15,18,19,25	
Second Year Seminar (ED 213C-D) & Supervised Field Placement (313C, D)		(4,4) (1,1)	4,5,7-12,14,18,20-23,25	
Fourth Year Seminar (ED 413A-B,L) Supervised Practicum (313F, G)		(4,4) (1,1)	3,13,14,16,18,19,20,25,26	
One from the following: Social Influences (ED200D) or ED215		(3)		3,18

Divisional Review - (date, adviser)

MA Degree - (date, adviser)

Field Placements (date, district-school/agency, supervisor)

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*Standards are listed on the back of this document*

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For the Admissions, Certification, and Review Committee      Date

Exit Interview:

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Student      Date

Employing District:      Employing County:      Beginning Date:



## Appendix D-1

### California School Psychology Credential Standards Certification

School Psychology Program, U.C. Berkeley  
 Pupil Personnel Services Credential - School Psychology Authorization  
 Student's Name: \_\_\_\_\_

Course	Date	Units	Grade	Standards
Development (ED213A, B)			(3)	2,17
Assessment (ED 207B-C)			(4,4)	4,22,25
Educational Measurement (ED274A)			(4)	4,21-24
Statistics (ED293AL/ED275BL)			(4,4)	15,23-25
Legal (ED263A or approved alternate)			(2)	6,19
Social Influences (ED200D or ED215)			(2)	3,18
First Year Seminar (ED 213A,B) & Supervised Field Placement (313A/B)			(4,4)	3,5,6-10,12,13,15,18,19,25
Second Year Seminar (ED 213C-D) & Supervised Field Placement (313C, D)			(4,4) (1,1)	4,5,7-12,14,18,20-23,25
Fourth Year Seminar (ED 413A-B) & Supervised Internship (313F, G)			(4,4) (1,1)	3,13,14,16,18-20,25,26
School Based Internship (313 H, I)			(1,1)	

Application to Qualifying Exam: \_\_\_\_\_

Community-Based Internship: \_\_\_\_\_

School Internship: \_\_\_\_\_

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*Standards are listed on the back of this document*

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For the Admissions, Certification, and Review Committee \_\_\_\_\_ Date

Exit Interview: \_\_\_\_\_  
 Student \_\_\_\_\_ Date

California School Psychology Generic Credential Standards

1. Has been exposed to program with cohesive design and cogent rationale
2. Knowledge of typical and atypical growth and development
3. Knowledge of effects of ethnic, cultural, socioeconomic and environmental factors on pupil learning
4. Knowledge of current theories and methods of assessment
5. Knowledge of comprehensive prevention and early intervention for achievement
6. Knowledge of professional codes of ethics and current legal mandates
7. Knowledge of family-school collaboration
8. Knowledge of principles underlying self esteem development/opportunities to assess own self-esteem
9. Knowledge of how schools can enhance student safety and violence prevention
10. Knowledge of theories, models and processes of consultation
11. Knowledge of learning theories and factors influencing congruence between instruction and pupil learning assets
12. Knowledge of how to serve as systems change agent to develop programs supporting pupil learning
13. Knowledge of how to collaborate effectively with community-based agencies and other professionals
14. Knowledge of human relations (self-awareness, sensitivity to others, skillfulness in relating to others)
15. Knowledge of current technology for facilitating program management and student achievement
16. Knowledge of models of supervision used to mentor pre-professionals

School Psychology Specialization Credential Standards

17. Has core knowledge-base in the discipline of psychology (biological, learning, socio-cultural, development)
18. Has foundation in knowledge base of education (school organization/operation, service delivery systems)
19. Knowledge of legal, ethical and professional foundations of school psychology
20. Has knowledge of and interpersonal skill in facilitating consultation and collaboration
21. Can help design, implement and evaluate wellness, prevention and intervention programs
22. Knowledge of how to do individual assessment, including contextual influences and IDEA procedures
23. Knowledge of how to plan and evaluate local school programs and interpret findings to others
24. Knowledge of principles of research design and computer technology
25. Has spent a minimum of 450 clock hours in professional practica, at least 300 in a K-12 setting
26. Has spent a minimum of 1200 clock hours in internship settings, at least 800 in K-12 setting under supervision of credentialed school psychologist

## 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 GSE and School Psychology coursework
- complete first prequalifying paper
- file “Outline of Program for M.A. Degree” (See GSE Handbook)
- obtain MA degree

Second year objectives:

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

Fourth year objectives:

- take the Oral Examination and pass “Dissertation Proposal Review” (if not already done)
- complete any remaining required GSE 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 GSE Handbook)
- if not already completed, student will file dissertation

## 2) Ethical and Legal Standards

### 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 field placements and internships. 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 enter 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 assessment cases 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 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 faculty members as appropriate.
- When issues in your personal life are affecting your performance, you have a responsibility to inform the program faculty of these issues. 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 will be interpreted as a violation of Program policy and the ethics code and the Program will not grant permission to the student to pursue their plans.
- Students must share all agreements/contracts they *intend* to sign with outside agencies with the Program Coordinator, who will review them to ensure that they are consistent with program policy and ethical and legal codes.
- 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.
- 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 consider participating in therapy if they think it will be helpful.
- 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 participated in a discussion during which each point was discussed, that you have read this document in its entirety, and that you understand these policies and agreements.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student 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: <https://diversity.berkeley.edu/principles-community> and the institution’s Statement of Ethical Values and Standards of Ethical Conduct: <https://ethics.berkeley.edu/code-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  
<http://policy.ucop.edu/doc/7000470/ElectronicCommunications>
  - Campus Online Activities  
<https://security.berkeley.edu/campus-online-activities-policy>

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 also 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

**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:**

*The following documentation is attached:*

**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) [1<sup>st</sup> Year Pre-Practicum Evaluation – Elementary School Setting](#)
- 2) [1<sup>st</sup> 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 – Psychotherapeutic Intervention](#)
- 13) Prequalifying Paper Rubric

## School Psychology Program

Fall Semester 1st year Pre-Practicum: Elementary School Setting

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.

<b>5</b>	<b>Advanced Competence:</b> 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.
<b>4</b>	<b>Competent:</b> 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>
<b>3</b>	<b>Maturing Competence:</b> 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.
<b>2</b>	<b>Emerging Competence:</b> 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.
<b>1</b>	<b>Insufficient Competence:</b> 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.
<b>N/O</b>	<b>Not Observed:</b> 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

<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.						
<b>Overall Professional Values and Attitudes Rating:</b> 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.						
<b>Overall Communication and Interpersonal Skills Performance Rating:</b> 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.						
<b>Overall Intervention Rating:</b> 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”):

<b>Individual and Cultural Diversity</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Individual and Cultural Diversity Rating:</b> 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

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.

<b>5</b>	<b>Advanced Competence:</b> 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.
<b>4</b>	<b>Competent:</b> 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>
<b>3</b>	<b>Maturing Competence:</b> 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.
<b>2</b>	<b>Emerging Competence:</b> 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.
<b>1</b>	<b>Insufficient Competence:</b> 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.
<b>N/O</b>	<b>Not Observed:</b> 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 information observation
- Formal and/or informal communications
- Documentation review (e.g., email communications, lesson plans)
- Comments from other staff/faculty

<b>Professional Values and Attitudes</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Professional Values and Attitudes Performance Rating:</b> Engages in practice that displays competency in professional values, attitudes and behavior.							

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

<b>Communications and Interpersonal Skills</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Communication and Interpersonal Skills Performance Rating:</b> 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 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.						
<b>Overall Intervention Rating:</b> 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”):

<i>Individual and Cultural Diversity</i>		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.						
<b>Overall Individual and Cultural Diversity Rating:</b> 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**

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.

<b>5</b>	<b>Advanced Competence:</b> 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.
<b>4</b>	<b>Competent:</b> 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>
<b>3</b>	<b>Maturing Competence:</b> 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.
<b>2</b>	<b>Emerging Competence:</b> 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.
<b>1</b>	<b>Insufficient Competence:</b> 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.
<b>N/O</b>	<b>Not Observed:</b> 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.						
<b>Overall Professional Values and Attitudes Rating:</b> 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.						
<b>Overall Communication and Interpersonal Skills Performance Rating:</b> 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 supervisor and school staff.						
8	Consults and collaborates effectively with other professionals also assessing the same student.						
<b>Overall Assessment Performance Rating:</b> 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).						
<b>Overall Ethical and Legal Standards Rating:</b> - 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.						
<b>Overall Intervention Rating:</b> 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.						
<b>Overall Individual and Cultural Diversity Rating:</b> 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.						
<b>Overall Effective Application of Research Rating:</b> 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:

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.

<b>5</b>	<b>Advanced Competence:</b> 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.
<b>4</b>	<b>Competent:</b> 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>
<b>3</b>	<b>Maturing Competence:</b> 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.
<b>2</b>	<b>Emerging Competence:</b> 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.
<b>1</b>	<b>Insufficient Competence:</b> 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.
<b>N/O</b>	<b>Not Observed:</b> 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.						
<b>Overall Professional Values and Attitudes Rating:</b> 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.						
<b>Overall Communication and Interpersonal Skills Performance Rating:</b> 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”):

<b>Consultation and Interprofessional/Interdisciplinary Skills</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Consultation and Interprofessional/Interdisciplinary Skills Rating:</b> Engages in practice that reflects an ability to assist in defining and refining student issues and facilitating opportunities for joint reflection and intervention planning.							

<b>Intervention</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Intervention Performance Rating:</b> 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).						
<b>Overall Ethical and Legal Standards Rating:</b> - 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.						
<b>Overall Individual and Cultural Diversity Rating:</b> 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.						
<b>Overall Effective Application of Research Rating:</b> 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:**

1. Please provide a brief overall evaluation of your experience with this student.
1. Please comment on the student's strengths, including activities and situations in which they were most effective.
1. Please provide any suggestions you have for areas of growth.
1. 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.

<b>5</b>	<b>Advanced Competence:</b> 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.
<b>4</b>	<b>Competent:</b> 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>
<b>3</b>	<b>Maturing Competence:</b> 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.
<b>2</b>	<b>Emerging Competence:</b> 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.
<b>1</b>	<b>Insufficient Competence:</b> 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.
<b>N/O</b>	<b>Not Observed:</b> Student has not had an opportunity to demonstrate a particular competency (e.g., the student has not yet been trained in assessment).

<b>Professional Values and Attitudes</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Professional Values and Attitudes Rating:</b> 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”):

<b>Communications and Interpersonal Skills</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Professional Values and Attitudes Rating:</b> 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”):

<b>Consultation and Interprofessional/Interdisciplinary Skills</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Consultation and Interprofessional/Interdisciplinary Skills Rating:</b> 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"):

<b>Intervention</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Intervention Performance Rating:</b> 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 rate the performance of the student using the rating scale below. Please check “N/O” if the student was not observed performing a given task.

<b>5</b>	<b>Advanced Competence:</b> 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.
<b>4</b>	<b>Competent:</b> 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>
<b>3</b>	<b>Maturing Competence:</b> 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.
<b>2</b>	<b>Emerging Competence:</b> 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.
<b>1</b>	<b>Insufficient Competence:</b> 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.
<b>N/O</b>	<b>Not Observed:</b> 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

<b>Professional Values and Attitudes</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Professional Values and Attitudes Rating:</b> 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”):

<b>Assessment</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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 “3”):



<b>Communications and Interpersonal Skills</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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.						
<b>Overall Communications and Interpersonal Skills Performance Rating:</b> 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 “3”):

<b><i>Ethical and Legal Standards</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
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).						
<b>Overall Legal and Ethical Standards Performance Rating:</b> 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”):

**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.**

- 1. Experience obtained (e.g., type of case):
- 2. 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 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.

<b>5</b>	<b>Advanced Competence:</b> 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.
<b>4</b>	<b>Competent:</b> 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>
<b>3</b>	<b>Maturing Competence:</b> 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.
<b>2</b>	<b>Emerging Competence:</b> 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.
<b>1</b>	<b>Insufficient Competence:</b> 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.
<b>N/O</b>	<b>Not Observed:</b> 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 setting.						
2.	Behaves in a professional manner with teachers, staff, and students/clients/parents						
3.	Demonstrates the ability to anticipate disruptions in professional functioning and intervene early.						
4.	Prepares for and actively seeks out supervision and demonstrates openness and responsiveness to feedback.						
5.	Demonstrates initiative.						
6.	Meets deadlines for clinical documentation, notes, and other record-keeping and administrative tasks.						
<b>Overall Professional Values and Attitudes Rating:</b> 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. 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/students and co-workers (especially regarding dual relationships and personal disclosure with clients and parents).						
<b>Overall Legal and Ethical Standards Performance Rating:</b> 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 knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities.						
2.	Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.						
3.	Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.						
4.	Works effectively with the range of diverse individuals and groups encountered in the setting.						
5.	Recommends and implements 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.						
6.	Incorporates culturally relevant information when conducting assessments (including use of non-discriminatory practices) and designing interventions and considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.						
<b>Overall Individual and Cultural Diversity Performance Rating:</b> 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.	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.	Applies interpretations of assessment results when forming case conceptualization and classifications and generating recommendations, while guarding against decision-making biases.						
6.	Communicates assessment findings orally in a manner that is accurate, effective, and sensitive to a range of audiences.						
7.	Writes comprehensive reports that address referral questions, report data accurately, and provide recommendations to facilitate student progress.						
<b>Overall Assessment Performance Rating:</b> 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.							

<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 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 specific to different clients and concerns.						
5.	Evaluates the effectiveness of interventions and adapts goals and methods based on information obtained with progress monitoring in order to address client needs.						
6.	Evaluates students' risk of harm to self or others and takes appropriate steps to safeguard clients (safety planning and follow up).						
7.	Demonstrates skill in developing psychotherapy treatment plans collaboratively with clients.						
8.	Demonstrates ability to reflect on and use transference and countertransference material to further therapeutic gains.						
9.	Identifies and effectively addresses personal (countertransference) issues that may interfere with the intern's role as a therapist.						
<b>Overall Intervention Performance Rating:</b> 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>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).						
3.	Applies knowledge of consultation in direct (or simulated) consultation with interprofessional groups such as multidisciplinary teams (e.g., parents, teachers, other professionals).						
4.	Assists students, families, teachers and others in gaining access to and effectively using school and community resources and coordinating them when appropriate.						
<b>Overall Consultation Performance Rating:</b> Engages in effective practice of consultation and collaboration on multidisciplinary teams.							

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

<i>Effective Application of Research</i>		1	2	3	4	5	N/O
1.	Demonstrates the ability to apply knowledge of professional literature and research findings to inform all aspects of professional practice.						
2.	Provides information about relevant research findings to school personnel, parents, and the public.						
3.	Uses data from progress monitoring (appropriately sensitive measures) to evaluate outcomes of services/interventions and modifying interventions as needed.						
4.	Assists others with the interpretation of data to evaluate student functioning, or the effectiveness of classroom/school level programs, to facilitate accountability.						
<b>Overall Research Performance Rating:</b> <i>Understands</i> the scientific foundation of professional practice and applies it broadly by engaging in effective screening, assessment, intervention and evaluation activities.							

**Comments on Skills** (please provide an explanation for any rating below “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 (e.g., including clients, supervisors, and other professionals).						
2.	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.						
3.	Demonstrates a strong grasp of professional language and concepts.						
4.	Demonstrates 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.						
6.	Takes an active role in individual and group supervision.						
<b>Overall Communications and Interpersonal Skills Performance Rating:</b> 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.	Demonstrates basic knowledge of supervision models and practices.						
2.	Identifies and tracks progress achieving the goals and tasks of supervision.						
3.	Provides helpful supervisory input in peer and group supervision.						
<b>Overall Supervision Rating:</b> 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.).

Agency Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_



**School Psychology Program**

School Based Internship Evaluation

Student Intern:

District/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 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.

<b>5</b>	<b>Advanced Competence:</b> 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.
<b>4</b>	<b>Competent:</b> 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>
<b>3</b>	<b>Maturing Competence:</b> 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.
<b>2</b>	<b>Emerging Competence:</b> 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.
<b>1</b>	<b>Insufficient Competence:</b> 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.
<b>N/O</b>	<b>Not Observed:</b> 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.						
<b>Overall Professional Values and Attitudes Rating:</b> 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.						
<b>Overall Legal and Ethical Standards Performance Rating:</b> 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.						
<b>Overall Individual and Cultural Diversity Performance Rating:</b> 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.							
<b>Overall Assessment Performance Rating:</b> 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”):**

<b>Consultation and Interprofessional/Interdisciplinary Skills</b>		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.						
<b>Overall Consultation Performance Rating:</b> Engages in effective practice of consultation and collaboration on multidisciplinary teams.							

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

<b>Intervention</b>		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 student (safety planning and follow up).						

<b>Overall Intervention Performance Rating:</b> 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.							
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**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.						
<b>Overall Research Performance Rating:</b> <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.						
<b>Overall Communications and Interpersonal Skills Performance Rating:</b> 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.						
<b>Overall Supervision Rating:</b> 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**

<b>Name:</b>	<b>Date:</b>
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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.

<b>5</b>	<b>Advanced Competence:</b> 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.
<b>4</b>	<b>Competent:</b> 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 <b>for their level of training</b> and demonstrates readiness for the next level - practicum, internship, or entry-level practice.</i>
<b>3</b>	<b>Maturing Competence:</b> 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.
<b>2</b>	<b>Emerging Competence:</b> 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..
<b>1</b>	<b>Insufficient Competence:</b> 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.
<b>N/O</b>	<b>Not Observed:</b> 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. <b>Research</b> (participation in research seminars; progress on prequalifying papers and/or dissertation).	Self-Rating	Faculty Rating

II. <b>Ethical and Legal Standards:</b> 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

III.A. <b>Communication skills: Writing</b> (progress on written class assignments)	Self-Rating	Faculty Rating

III.B. <b>Communication skills: Oral</b> (participation and presentations in seminars; case presentation in supervision and consultation group)	Self-Rating	Faculty Rating

III.C. <b>Interpersonal Skills:</b> 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



<b>IIID. Interpersonal Skills:</b> 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

<b>IVa. Professional Values &amp; Attitudes:</b> Conforms to institutional (university/school/clinic) behavior standards (appropriate dress/demeanor); demonstrates reliability, responsibility and accountability.	Self-Rating	Faculty Rating
<b>IVb. Professional Values &amp; Attitudes:</b> 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

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

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.



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

Student Name: \_\_\_\_\_

Observer: \_\_\_\_\_

Test: WISC-V \_\_\_\_\_

**Before Beginning**

	<b>Circle</b>	<b>One</b>
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

*Starting/Stopping Considerations*

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

*Starting/Stopping Considerations*

16. Starts with appropriate item	Yes	No
17. Discontinues subtest correctly	Yes	No

Total score \_\_\_\_\_ Yes; \_\_\_\_\_ No

*\*Proficiency expectation is 70% or more of total items in "Yes" column are observed.*

This evaluation was reviewed on: \_\_\_\_\_(Date)

\_\_\_\_\_  
Faculty Signature  
Student Signature

\_\_\_\_\_  
Observer\_\_\_\_\_

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
- N/O = no opportunity or not applicable

<b>Consultation and Interprofessional/Interdisciplinary Skills</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>N/O</b>
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.				
<b>Intervention</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>N/O</b>
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 70% 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

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
- N/O = no opportunity or not applicable

**Basic Skills**

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

**Intermediate Skills**

1. Therapeutic rapport clearly established		Yes	No	N/A	N/O
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2. Uses spontaneous self-disclosure appropriately	Yes	No	N/A	N/O
3. Responds to personal questions with appropriate boundaries	Yes	No	N/A	N/O
4. Uses re-framing as a therapeutic technique when appropriate	Yes	No	N/A	N/O
5. Provides psychoeducation when appropriate	Yes	No	N/A	N/O
6. Openly addresses issues of difference between client and therapist	Yes	No	N/A	N/O
7. Demonstrates collaborative goal setting and/or reference to client's goals	Yes	No	N/A	N/O
8. Avoids responding negatively to client's negative projections	Yes	No	N/A	N/O
9. Uses art, play, and/or sandtray techniques effectively	Yes	No	N/A	N/O

**Advanced Skills**

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

**Total number of items scored Yes OR No:** \_\_\_\_\_

**Total number Yes** \_\_\_\_\_ **/Total Number No** \_\_\_\_\_ = **% Proficiency** \_\_\_\_\_

*\*Proficiency expectation is 70% or more of total items in "Yes" column are observed*

This evaluation was reviewed on: \_\_\_\_\_  
(Date)

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Student Signature

**School Psychology Program**

Prequalifying Paper Rubric - Conceptual

Student Name \_\_\_\_\_

Faculty Name \_\_\_\_\_

Paper title: \_\_\_\_\_

Date paper was “signed off”: \_\_\_\_\_

Conceptual Paper					
	Insufficient Competence	Emerging Competence	Developing Competence	Competent	Advanced Competence
<b>Content</b>	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
<b>Organization &amp; Style</b>	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:

## Prequalifying Paper Rubric - Empirical

Student Name \_\_\_\_\_

Faculty Name \_\_\_\_\_

Paper title: \_\_\_\_\_

Date paper was “signed off”: \_\_\_\_\_

<b>Empirical Paper</b>					
	<b>Insufficient Competence</b>	<b>Emerging Competence</b>	<b>Developing Competence</b>	<b>Competent</b>	<b>Advanced Competence</b>
<b>Content</b>	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
<b>Organization &amp; Style</b>	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: