

The School Psychology Program
HANDBOOK

Department of Graduate Psychology
College of Health and Behavioral Studies
James Madison University
Harrisonburg VA 22807

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<http://psyc.jmu.edu/school/>

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The University

Welcome to the School Psychology Program at James Madison University! The purpose of this handbook is to help your experience here be a successful one. JMU was established in 1908 and is named for James Madison, fourth president of the United States and "Father of the Constitution." In its 100-year history, James Madison University has grown from a state normal and industrial school for women to today's comprehensive university. As a comprehensive university, JMU offers programs in the liberal arts, sciences, business, education, fine arts, communication, and health and human services, including over 25 graduate majors. Current total enrollment is approximately 20,181 consisting of approximately 18,431 undergraduate students and 1,750 students taking graduate courses or other classes beyond the baccalaureate level. JMU has 111 major campus buildings on 712 acres, including a 31-acre farm. JMU offers its students a full program of extracurricular and social programs, as well as a diversified program of intercollegiate and intramural athletics.

For several years, JMU has been among the highest ranked public institutions in *U.S. News & World Report's* regional surveys. The University also has been cited by *U.S.A. Today*, *Changing Times* and *Money* magazines, and in several guides to America's most prestigious colleges and universities.

The Department of Graduate Psychology

The Department of Graduate Psychology at JMU is a unit with ten graduate programs and 150 graduate students. We are served by 34 full-time faculty, 12 instructors, and 12 teaching and graduate assistants. The graduate assistants are shared with our sister unit, the Department of Psychology with 800 undergraduate majors and one of the largest departments of psychology in the region. Accomplishments of the faculty include numerous national leadership positions in professional organizations such as presidencies, memberships on board of directors, extensive involvement with accreditation agencies, and significant leadership positions that have influenced the course of professional psychology and counseling. Within the Commonwealth of Virginia our faculty members have held prominent leadership positions involved with the formulation of public policy regarding the provision of psychological services to children, adolescents, and families.

Graduate Training in Psychology

The Department of Graduate Psychology at James Madison University has a long history of graduate training in Psychology. Both the School Psychology and Counseling Psychology programs were begun in 1968. Initially, both of these programs offered only the masters degree. The Educational Specialist degree was instituted in the School Psychology Program in 1981, and in the Community Agency Counseling Program in 1984. In addition, the Department began a master's degree program in General Psychology in 1977, and the Ph.D. Program in Assessment and Measurement in 1998. The JMU Combined-Integrated Doctoral Program in Clinical and School Psychology, accredited by the American Psychological Association in 1996, is an innovative, applied professional psychology program that leads to the awarding of the Doctorate of Psychology (Psy.D.) degree. The department's mission is to transform students into outstanding practitioners and scholars of psychology. Faculty and students work

to create a community that celebrates diversity and creativity, and that values learning, scholarship, and service to others

The School Psychology Program

Mission Statement

The School Psychology Program at James Madison University is housed within the Department of Graduate Psychology and the College of Health and Behavioral Studies. The School Psychology Program is fully approved by the National Association of School Psychologists (NASP) with our last full approval granted in 2012. The program receive unconditional approval by the Council for the Accreditation of Educator Preparation and NASP in the mid cycle review in 2015. Central to the program focus is the understanding of children within a systems context, including the family, the school, and the socio-cultural environment. The program emphasizes the role of the culturally competent school psychologist as that of a facilitator of an individual's overall well-being and potential. Within an integrated theoretical framework, students are prepared to be culturally competent, interpersonally skilled, data-oriented problem solvers. Students are prepared in assessment for intervention, prevention, counseling, educational and mental health consultation, behavior management, and applied research. They are prepared to be applied child and adolescent psychologists in diverse educational and mental health settings. The program expects students to have a commitment to academic excellence, personal growth, professional responsibility, sensitivity to and understanding of human diversity, and effective interpersonal relationships.

Program Goals

Specifically, graduates of the School Psychology Program are required to be competent in the following areas:

1. Students will achieve a breadth of understanding of the foundations in the knowledge base of psychology and related disciplines, including: Biological Bases of Behavior, Human Learning, Social and Cultural Bases of Behavior, Life-Span Development, and Individual Differences, including Developmental Psychopathology.
2. Students will achieve basic knowledge of educational issues including instructional design, effective educational environments, academic interventions, and organization and operation of schools.
3. Students will possess knowledge and expertise to collaborate with families and with community and school professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth.

Areas of knowledge and practice shall include:

- Assessment for intervention - cognitive, educational, social, behavioral, emotional;
- Individual counseling within a systems context;

- Group counseling;
 - Consultation with parents/families;
 - Consultation with teachers/community professionals;
 - Professional Development for school personnel;
 - Consultation for systems/organizational change.
4. Students will achieve basic knowledge and skills in research/evaluation methods, statistics, and measurement to evaluate professional practices and programs.
 5. Students shall have a knowledge base specific to school psychology and will apply this knowledge to promote a best practice approach to professional service. This knowledge base includes:
 - History and foundation of school psychology;
 - Roles and functions of school psychologists;
 - Legal, ethical, and professional standards;
 - Alternative models for the delivery of school psychology services;
 - Emergent technologies.
 6. Students will demonstrate a commitment to personal growth, self-awareness, and sensitivity to and understanding of others. They will apply this orientation to build and maintain effective relationships with children, adolescents, parents, teachers, colleagues, and other professionals.
 7. Students will demonstrate personal and professional characteristics of a culturally competent practitioner. (Refer to Culturally Competent Practitioner Initiative description).

ADMISSION TO PROGRAMS

The School Psychology program is a continuous program which requires full-time enrollment and residency of all students.

Master's Degree (Level I):

The James Madison University School Psychology Program seeks a diverse student population. JMU does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation, sexual orientation, disability (in compliance with the Americans with Disabilities Act) with respect to employment or admissions, or in connection with its programs or activities.

Minimum admission requirements for entry into the Master's level (Level I) of the school psychology program include: completion of a baccalaureate degree with a designated above average grade point average, designated above average scores on the general portion of the Graduate Record Examination, three completed reference forms from individuals familiar with the student's potential for graduate education, a personal goals statement, a minimum of 18 credit hours of undergraduate psychology and/or related educational or behavioral science courses (including statistics), successful performance in a personal interview conducted by the faculty and students, and a writing sample.

Educational Specialist Degree (Level II):

Minimum admission requirements for the Educational Specialist degree in School Psychology include a 3.5 grade point average in the Master's program. For those students currently in the JMU (Level I) program, a satisfactory review by the Program Committee, which includes assessment of the student's interpersonal skills, aptitude for school psychology, and "passing" scores on the required Master's level comprehensive examination are also necessary for admission to this level (Level II). Level II decisions by the faculty are based on classroom performance as well as ethical and personal-social behavior of students seeking to become professional psychologists. Students applying to the program with a Master's degree from another institution will be required to proceed through the Graduate School's application process including submitting three references, evidence of satisfactory performance in the Master's degree program, a personal interview with the faculty and a writing sample.

Deadline for application materials: February 1 for all admissions. Screening interviews are then held in late February and early March for admission to the following Fall semester.

EXPECTATIONS FOR STUDENTS

Commitment to academic excellence:

The depth and breadth of the curriculum reflect the expectation for excellence. Students are expected to fulfill all course requirements and are encouraged to extend their knowledge beyond minimal course requirements.

Commitment to ethical and professional behavior:

The expectations for ethical and professional behavior are discussed during advising sessions, in courses, and in practicum. Professional and ethical behavior is monitored throughout the students program following National Association of School Psychologists (NASP) and American Psychological Association (APA) standards. Students may receive an unsatisfactory grade in practicum and other courses for ethical and professional behavioral problems.

Commitment to respect for human diversity, and the development of effective interpersonal relationships:

These expectations are based on the belief that fellow students, staff and faculty, as well as clients, deserve respect, cooperation, and sensitivity and should be treated accordingly.

Commitment to personal growth and self-awareness: These expectations are discussed initially in the screening interviews. Expectations for self growth continue to be discussed in the advising process and experienced in a variety of courses. Students are strongly encouraged to participate in personal counseling while in the program. Services are available at no cost through the JMU Counseling and Student Development Center.

Process Groups:

Since an important value of an effective mental health professional is a commitment to personal growth and self-awareness, each student will participate in a process group. The group meets weekly for

approximately 6 sessions during the second year of the program. The group provides a forum for discussing personal, professional and ethical issues that arise during training. The process group focuses on professional development and personal concerns that arise in that context such as stress management, group dynamics, and conflict resolution. As such, the group is designed to be non-evaluative and provide a safe environment to explore these issues in greater depth than possible in other training experiences.

The process group is an opportunity for students to understand the influence of their personal issues that emerge in relating to clients and colleagues – for example, counter-transference with clients and effective collaboration with other professionals.

The process group is not supervision, group therapy, or case consultation. While this is not a therapy group, the process group leaders follow the same guidelines of confidentiality. Therefore, they do not share any information with faculty members unless student or client well-being is of concern. We invite students to take full advantage of this opportunity by taking risks, participating fully in the experience of sharing and listening, and contributing to the group.

*The Department of Graduate Psychology is committed to the success of the students in each of its programs. Because of this commitment, faculty members within the Department frequently discuss students' academic progress and professional development. As appropriate, the Academic Unit Head and other members of the JMU community (e.g. those that teach students in courses and practica, internship, assistantship, and research supervisors) maybe included in such conversations.

Please see JMU's [Student Handbook](http://www.jmu.edu/handbook/) for a detailed description of university policies and regulations, including grievance procedures: (<http://www.jmu.edu/handbook/>).

ADVISING, TRANSFER HOURS AND FINANCIAL AID

A. Advising

Students are assigned faculty advisors upon acceptance to the program. Faculty welcome involvement in program planning, courses, and activities. **Students must meet with their advisors at least once each semester to discuss their progress in the program. Students are expected to be thoroughly familiar with program requirements** and are responsible for completing paperwork by the deadline stated. Every student will have an email account which is the primary means of communication.

Students may also seek assistance from the Director of the School Psychology Program or other school psychology committee members. It is the responsibility of students to stay in contact with their advisors.

B. Transfer Hours

One-third of the total hours required with a B grade or better may be transferred into the Masters degree. Courses may not be transferred for credit if used for another degree. Advisors review each

Program of Study, and in some cases, may waive certain course requirements as appropriate for either the Master's degree or the Ed.S. degree. Forms for transfer approval or waivers should be obtained from the Graduate School website.

C. Financial Aid

The university has a limited number of teaching and graduate assistantships which are highly competitive. The Department of Graduate Psychology has assistantships available for psychology students, including the Test Library, undergraduate teaching support, and administrative support. Many students find assistantships in other departments across campus.

Graduate assistants (GA) may assist faculty members in preparing for instruction, in conducting classes and tutoring. Other duties assumed by GA's may include: grading papers, conducting research and library work, maintaining the test library, and assisting program coordinators. GA's work 20 hours a week, carry a course load of nine to twelve credit hours of study, and must be enrolled in a degree program. Teaching assistants (TA) are expected to instruct six credit hours of course work per year. TA's carry a course load of six to nine credit hours of study and must be enrolled in a degree program.

Applicants should have overall undergraduate records of "B" or higher. Application forms are available online at the JMU Joblink site. TA's and GA's are available in other departments, and other forms of financial aid can be explored with the Office of Financial Aid and Scholarships located in Warren Hall. Students need to apply each year that they wish to have a GA/TA and may maintain the position in the Department of Graduate Psychology for no more than two years. If students wish to obtain additional employment while holding a GA/TA, discussion with the Program Director should occur to ensure that all responsibilities can be maintained.

Fellowships may be available for those without a graduate assistantship. A Financial Aid Form (FAF) form must be on file at the JMU Financial Aid Office before applying for a fellowship. Fellowship applications are available at the graduate office and are due before the first day of classes each semester.

PROGRAM OF STUDY

The program is designed to prepare students for employment in a variety of settings including schools, mental health clinics, rehabilitation agencies, and private practice settings. An emphasis is placed on an integrated model of training with a substantial focus on field and practicum experiences.

The first level of the program includes basic psychological foundations and leads to a Master of Arts degree (33 credit hours). Successful completion of the Master's degree and faculty approval enables the student to move to the Educational Specialist level of the program. A second year of course work, in addition to a research project and a 10 month internship, leads to the Educational Specialist degree (an additional 45 credit hours).

To be admitted to the Educational Specialist level of the school psychology program, students must

have completed a Master's degree in psychology or a related field. Students who have an appropriate Master's degree but who have specific deficiencies can be admitted to the Educational Specialist program provided that these deficiencies are included in the Educational Specialist program of study.

Students completing only the Master's degree are not eligible for licensure as a school psychologist. The Educational Specialist degree is the entry-level credential in school psychology and leads to eligibility for licensure as a school psychologist by the Commonwealth of Virginia Department of Education. To be recommended for licensure to the Commonwealth of Virginia Department of Education, students must complete all program requirements. After additional supervised experience, students are eligible to sit for the licensure examination given by the Commonwealth of Virginia Board of Psychology for private practice credentials as school psychologists.

The National Certification School Psychology (NCSP) Examination given by the National Association of School Psychologists (NASP) must be taken prior to graduation during the internship year. Scores are sent to JMU for program feedback and improvement.

The concentration in school psychology is approved by the Commonwealth of Virginia Department of Education and is approved by the National Association of School Psychologists (NASP), and accredited by the Council for Accreditation of Educator Programs (CAEP). The NASP/CAEP approval and accreditation assures the graduates of the JMU program are eligible for certification/licensure in most states. The JMU program is fully accredited.

COURSE SEQUENCING

The following represents semester-by-semester sequencing of courses in the program as outlined in the current catalog:

Year 1 Master of Arts Degree

Fall Semester

PSYC 525 Role and Function of the School Psychologist
PSYC 605 Research and Inferential Statistics
PSYC 618 Social and Emotional Development
PSYC 674 Assessment I (Cognitive Assessment)

Spring Semester

PSYC 527 Psychological Foundations of Education
PSYC 606 Advanced Measurement Theory
PSYC 626 Advanced Developmental Psychopathology
PSYC 777 Assessment II (Psycho-educational Assessment)

Summer Session *

PSYC 661 Counseling Techniques

PSYC 695 Practicum in School Psychology
PSYC 749 Multicultural Perspectives of Intervention

Total Semester Hours (Year I): 33

* Comprehensive exam is given in June

Year 2 Educational Specialist Degree

Fall Semester

PSYC 750 Consultation and Intervention Techniques
PSYC 778 Advanced Practicum in School Psychology
PSYC 779 Assessment III (Personality Assessment)
PSYC 880 Introduction to Child and Adolescent Neuropsychology

Spring Semester

PSYC 609 Applied Research Methods
PSYC 755 Cognitive and Behavioral Interventions with Children and Adolescents
PSYC 751 Psychotherapy with Children and Adolescents
PSYC 778 Advanced Practicum in School Psychology

Summer Session

READ 658* Principles, Practices, and Applications of Reading Assessment
PSYC 713* Professional Practice Issues in Rural School Psychology Practice

*on occasion, other courses may be substituted with approval of the School Psychology Program faculty

Year 3 Educational Specialist Degree

Planning for internship begins in the year prior to internship. Two preparation seminars are held in which students are oriented to the procedures followed in identifying sites, interviewing, resume preparation, etc. The arrangement for the internship is a cooperative venture, shared by the student and the internship coordinator. **A total of 9 hours of Internship and 6 hours of PSYC 800, Research Project in School Psychology, are required during the third year.**

Fall Semester

*PSYC 790 Internship in School Psychology
PSYC 800 Ed.S. Research Project- 2 credit hours

Spring Semester

PSYC 790 Internship in School Psychology

PSYC 800 Ed.S. Research Project- 2 credit hours

Summer Session

PSYC 790 Internship in School Psychology

PSYC 800 Ed.S. Research Project- 2 credit hours

* See Internship Guidelines for details.

Total Semester Hours (Year 2): 45

Total Semester Hours for Program: 78

OBJECTIVES AND COURSE EXPERIENCE

Objectives for the Ed.S. program in School Psychology are taken from the current national standards for practice through our approval body, The National Association of School Psychologists (NASP). In some areas our program exceeds national standards, e.g. our thesis requirement. We strive to provide best practice training and involve current students, alumni, and field supervisors in our curriculum development each year. In 2010, NASP created a *Model for Comprehensive and Integrated School Psychology Services* to improve consistent implementation of School Psychology Services across the nation. The model places practice domains/objectives within 3 categories: Practices that permeates all levels of service delivery (Domains 1 & 2)); Direct and indirect services to children, families and schools (Domains 3-7); and Foundations of service delivery (Domains 8-10). The content of the objectives remains the same as the previous 2000 version with technology objectives now subsumed under domain 5 (school-wide practices to promote learning), and cultural influences integrated within multiple domains. This model of practice is consistent with our program's integrated curriculum and cultural competent practice emphasis. The ten domains of practice objectives from the NASP 2010 Practice Model are:

1. Data-based decision making and accountability.

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2. Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services

3. Interventions and instructional support to develop Academic Skills.

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

4. Interventions and mental health services to develop social and life skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

5. School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

6. Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response

7. Family School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

8. Diversity in Development and Learning.

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

9. Research and program evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings

10. Legal, Ethical and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

The following table illustrates how these ten domains of practice are currently addressed in coursework over the 3 years of training. These same domains of practice guide both the practicum and internship evaluations and are intended to provide students with a concrete plan of professional development.

NASP Domains Covered by Courses (ALL courses are “PSYC” unless noted)

| NASP Domains | I | II | III | IV | V | VI | VII | VIII | IX | X |
|----------------------|---|--------------------------------|--|---|---|------------------------------------|--------------------------------------|---------------------------------------|---------------------------------|---|
| | Data-based decision making and accountability | Consultation and collaboration | Interventions & instructional support to develop academic skills | Interventions and mental health services to develop | School-wide practices to promote learning | Preventive and responsive services | Family school collaboration services | Diversity in development and learning | Research and program evaluation | Legal, ethical, and professional practice |
| 525 Role of the SP | | | | | ✓ | | | ✓ | | ✓ |
| 527 Ed Psych | | | ✓ | | | | | | | |
| 605 Statistics | | | | | | | | | ✓ | |
| 606 Measurement | | | | | | | | | ✓ | |
| 609 Research Methods | | | | | | | | | ✓ | |
| 626 Psychopathology | | | | ✓ | | | | ✓ | | |
| 661 Counseling | | | | ✓ | | | | | | |
| 695 Practicum | ✓ | | ✓ | ✓ | | | | | | |
| 618 Development | | | | | | | | ✓ | | |
| 674 Cognitive | ✓ | | | | | | | | | ✓ |

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| Assessment | | | | | | | | | | |
| 713 Rural Practice | | ✓ | | | | ✓ | ✓ | ✓ | | ✓ |
| 749 Multicultural Interventions | | | | | | | | ✓ | | |
| 750 Consultation | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| 751 PsychoTx | ✓ | | | ✓ | ✓ | | | | | |
| 755 Cognitive-Behavioral Interventions | ✓ | | ✓ | ✓ | ✓ | | | | | |
| 777 Psychoeducational Assessment | ✓ | | ✓ | | ✓ | | | | | |
| 778 School based Practicum | ✓ | ✓ | | | ✓ | | | ✓ | | |
| 779 Social-Emotional Assessment | ✓ | | | ✓ | ✓ | | | ✓ | | |
| 790 Internship | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 800 Thesis | * | * | * | * | * | * | * | * | ✓ | ✓ |
| 880 NeuroPsychology | ✓ | | ✓ | | | | | ✓ | | |
| READ 658 | | | | | | | | | | |

*Depends on student thesis topic

STUDENT PROGRESS AND RETENTION

Review of Student Progress

The School Psychology Program faculty maintains a continuous monitoring of student progress throughout the program. A full Committee review of each student's progress occurs each semester, and specific feedback is provided with regard to growth and problem areas. Additionally, self-evaluation is expected. Each student maintains a portfolio throughout the program, which includes:

1. A professional identity statement.
2. Evaluation forms (completed by the student with the advisor or supervisor), which assesses student progress. (See Appendices D, E, F, H, I).
3. Work samples (papers, reports, case studies, etc.).
4. Resume.
(See portfolio and time frame, Appendix J.)
5. Professional Development Progress Form

An action plan must be developed for any student receiving the lowest performance rating on any item of practicum or internship evaluations. Remediation of identified problem areas, determined from evaluations, course performance, and professional interactions, may be planned for a student when the faculty believes it to be in the best interest of both the student and the program. A plan for remediation steps may include, but are not limited to: taking an extra course; repeating a course; entering counseling; and slowing down academic progress. In rare instances, a student may be counseled by advisors and faculty into considering an alternative career path.

Students are placed on probation by the program if they receive a "C" in any course; students may be dismissed from the program if they receive two "C's" or one "F or U". A grade of "Unsatisfactory" in practicum is considered an "F". Graduate School policy states a student will be dismissed from the degree program if they receive a total of three "Cs" or one "F or U". A student cannot graduate with a GPA below a 3.0.

The appeal of a committee decision regarding retention is to be initiated by the student through the program director who refers the appeal to the committee.

Problem Identification, Remediation and Retention/Termination

In the event that program faculty consider that a student is not making adequate progress in performance or conduct, despite feedback and/or a remediation plan, the following steps will be followed:

Step 1. Informal Resolution and Consultation

In most cases, the best way to address a problem with student progress is for faculty to meet directly with the student and discuss any issues or concerns. Because this step is so often necessary if not sufficient for problem resolution, there should be very compelling reasons for its nonoccurrence. Problems or conflicts appear to have the best chance of successful resolution when the parties involved 1) exercise ethical sensitivity, maturity, good judgment, discretion, and care, 2) remain open to feedback and dialogue, 3) take responsibility for personal and professional growth and development, 4) attempt to discern whether problems should be attributed to situational or dispositional factors, and 5) recognize that graduate-level training can be difficult and stressful at times. Of course, there may be circumstances that suggest a direct meeting is not a good first step, or that consultation with appropriate individuals should precede or accompany such a meeting. In such cases, an individual who is concerned about a student, or the student her or himself, is advised to consult directly with the student's advisor and/or the Program Director, and/or the Department Head, in an attempt to determine what course of action seems best.

Step 2. Feedback and Problem Identification Meeting

If Step 1 does not resolve the problem situation, or if an urgent or critical problem arises for which informal consultation and resolution is deemed by the faculty to be inadequate, the student's advisor or supervisor should discuss the situation with core program faculty and/or other relevant faculty (as appropriate) to determine the best course of action. Following such consultation, the student's advisor/supervisor and other faculty as deemed appropriate should meet with the student and give specific examples of difficulties that have been identified, and the reasons for continuing concern. Presuming that the advisor or supervisor determines—in consultation with the core program faculty—that the difficulties may be resolvable, steps for resolution will be recommended, and a time frame for remediation agreed upon by all relevant

parties. The faculty member follows this meeting by writing a letter to the student outlining the agreements reached during the meeting. The letter is reviewed by the student for accuracy, and then signed and returned to the advisor/supervisor. A copy of the letter is sent to the student and the original is placed in the student's file. A copy of the letter is presented to the program committee at the next scheduled meeting for their review.

Step 3. Recurring or Critical Problems

If the student continues to have difficulties and/or the situation is not sufficiently resolved as a result of Step 2, the student will receive a letter detailing

- a) specific continuing concerns in conduct or performance,
 - b) notification of a meeting between the student and his or her advisor, plus the Program Director, and at least one other core program faculty member, to address the concerns, and hear a response from the student. The Program Director will notify the Department Head as to the nature of the student's difficulties, and may request that other relevant individuals attend the meeting with the student. In some cases, faculty may consult with the University Behavioral Assessment Team or other appropriate individuals.
 - c) possible outcomes of the meeting, which may include
 - i. Dismissal from the program and possible termination of any GA position.
 - ii. Probationary continuation in the program and termination of any GA position.
 - iii. Probationary continuation in the program and probationary continuation in any GA position.
 - iv. Continuation in the program and probationary continuation in the GA position.
 - v. Unconditional continuation in the program and in any GA position.
- Options ii - iv will involve the development of a new remedial plan and timeline for resolution. A written contract will be developed by this committee with specific remedial procedures and timeline(s). This agreement is signed by all and a copy is given to the student. The original is placed in the student's file.

d) Information about how the student could appeal the decision of the faculty in the event of options i - iv. (See Appeals Procedure below.)

Step 4. Insufficient Resolution

If dismissal is the option selected by faculty, or if the student does not make progress toward resolution of the identified difficulties within the timeline established in options ii - iv, and if the core faculty agrees (by majority vote) that such is the case, the Program Director may either 1) begin procedures to terminate the student's program (by specifying in writing to the Department Head and Dean of the college and the Dean of the Graduate School why the student's program is being terminated), and/or 2) permit the student to withdraw from the program. In either case, a letter is forwarded from the Program Director on behalf of the program core faculty and program committee to 1) the student and 2) the Department Head and Deans specifying the outcome of this process. Academic, vocational, and personal counseling may be suggested to the student, and the option to transfer earned credits to a new program may

be considered if such an option is appropriate.

Termination of a Student's Program

If the steps described above do not correct the situation, the student's program will be terminated. As noted in the JMU Graduate Catalog, a student may also be terminated from the program for a failing or unsatisfactory grade in a course, for violations of the JMU Honor Code, or for failing "to make satisfactory progress toward the degree." If a student's program is terminated, the student's assistantship and tuition funding will cease. The student will not be permitted to enroll in any classes where credit(s) will be applied to the student's program.

Step 5. Due Process and Appeals Procedure

Unless the student's difficulties involve a major disciplinary action or necessitate involvement of the JMU Behavioral Assessment Team and/or Office of Judicial Affairs, all of the preceding steps are handled within the Department of Graduate Psychology. The University, the department and the program assure each student that his or her rights are respected and that due process is followed, in accordance with the guidelines in the JMU Student Handbook, the Graduate Catalog, and Department of Graduate Psychology, and University policies. If a student wishes to challenge a decision by the program, the student has the right to appeal. The appeals procedure will be described in the letter described in Step 3 above, and is detailed below.

1. If a student decides to appeal a decision of the faculty taken at Step 4 or 5, he or she must notify the chair of the department appeals committee of his or her intention to appeal, within two days of receiving notification of the decision. The time and date of this deadline and the name of the appeals committee chair will be included in the letter.

2. The Department of Graduate Psychology Appeals Committee is made up of all program directors with the exception of any who have been involved in the process to this point (e.g. the student's program director) and any who may be involved at a later stage (e.g. a Program Director who also serves as University Ombudsman). The Department Head appoints one of the committee members as chair. The Department Head may meet with the student to act as an impartial guide to the process and procedures. The head also ensures that due process is followed, and that the process is fair.

3. After notifying the chair of the appeals committee of his or her intent to appeal, the student then has up to **one week** to write a letter explaining the grounds of the appeal. The date that this letter is due and the name of the appeals committee chair will be specified in the letter from the faculty given to the student in Step 3 above.

4. The appeals committee may consider the fairness of the decision, possible flaws in the process, and/or additional evidence. The committee may request a copy of the letter presented to the student in Step 3 and/or other documents such as semester performance evaluations. The committee may also choose to meet with the student. The committee's decision will be given to the student in writing as soon as possible but in all cases within one week of the receipt of the appeal letter or meeting with the student, whichever is later.

5. In the event that a student concern emerges for which the procedures described here are inadequate or otherwise unsuited, perhaps because the concern is unusual or unique, the Graduate Coordinating Council of the Department will be convened by the Department Head and an appropriate procedure will be developed.

6. Students are advised that the Office of the University Ombudsman is committed to providing students with impartial, independent and confidential support regarding university policies, procedures and regulations. See <http://www.jmu.edu/stulife> .

The faculty of the Department of Graduate Psychology believes that these procedures are in accord with accepted practices and the ethical standards of our accrediting bodies and professional associations (e.g. the APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics.)

Students Experiencing Financial, Health, or Emotional Difficulties

Situations involving students who are experiencing unusual financial, or physical/mental health crises, but who are in good standing in the program otherwise, are processed in as confidential a manner as possible. Supportive consultation is offered, and it may be necessary for the student to leave the program on a temporary basis. Students in such situations are strongly encouraged to seek counseling services (potential clinician names and numbers are available to students). Students experiencing financial, physical, or emotional difficulties can meet with any faculty member with whom they feel most comfortable. If the situation must move beyond this meeting, the faculty member should contact the Program Director (in consultation with the student) for further suggestions. Students are advised that JMU's Office of Disability Services (ODS) is available as a resource to consider a range of accommodations for a wide range of conditions. No accommodations can be made by faculty without an approved plan from ODS. See <http://www.jmu.edu/ods>.

Student Rights and Program Grievance Procedures

In addition to other relevant information provided in the individual program handbooks, information regarding student rights appears in the University Student Handbook and the Graduate Catalog. As indicated above in Steps 1- 5 (under *Review of Student Progress and Retention in the Graduate Program*), students are encouraged to present any concerns directly to their Program Director and/or their advisor. If the concern cannot be resolved at the Program Director or advisor level, the Program Director or advisor may bring the complaint to the Program Committee for discussion and decision. Following this discussion, the Program Director will provide a written response to the student no later than two weeks after discussion of the grievance by the Program Committee.

If the student is unsatisfied with this response, he or she may 1) request further review of the grievance by the Department Head, and/or 2) pursue a formal hearing on the grievance via the policies and procedures described in the Graduate Catalog and Student Handbook of James Madison University. In either case, the student is advised to consult University Policy, the JMU Graduate Catalog and Student Handbook to determine which course of action is most appropriate for the respective grievance; the Graduate Catalog and Student Handbook are distributed to students upon admission to James Madison University. The Grade Review procedure is described in the online Graduate Catalog (2015)

<http://www.jmu.edu/gradcatalog/15/academic-policy/academic-policy.shtml#GradeReviewProcedures>

The Graduate Catalog and Student Handbook also provide contact information for various University offices and personnel who may provide additional assistance and/or information to students regarding due process and grievance procedures.

Students are referred to the JMU Graduate Catalog, General Appeal Process, for additional information.

COMPREHENSIVE EXAMINATIONS: Master's Degree Evaluation

The School Psychology Program requires a comprehensive examination (comps) for the Master's degree. This exam allows the student to demonstrate an integration and synthesis of the knowledge base covered in the foundational areas of school psychology for preparation for the Ed.S. level of training. The examination is normally conducted in June of the first year. Please check with the Director for the exact date for each year.

The comps consist of a five to six hour essay examination and covers content in the following course areas: Developmental Psychology, Developmental Psychopathology, Psychological Foundations of Education (human learning, cognition, and classroom applications), Professional Issues in School Psychology (i.e., role and function, ethics, current professional practice issues), Cognitive and Educational Assessment, Measurement, and Statistics.

Students type their responses directly on a computer using an ID number for confidentiality. Two to three faculty members read each question, without knowing the identity of the student. Grades are fail, low pass, pass, or high pass. If a student fails one question, only that part of the exam will be retested. Failure of two responses or more constitutes failure of the entire exam. A retake of the exam may be granted with program committee approval. Successful completion of the exam is required to receive the Master's degree. A preparation seminar is held each semester approximately one month before the exam.

PERFORMANCE BASED EVALUATIONS

In addition to the Professional Development Progress Report and the comprehensive exams, there are 4 other opportunities for students to demonstrate competency.

1. Verbal and written case presentations are made to faculty and fellow first year students during their summer clinical practicum. Case presentations are evaluated on the basis of criteria related to competencies in assessment, communication of results, and relevance of recommendations for intervention.
2. Students submit cases involving assessment and intervention during the internship year and present this to the internship coordinator and fellow interns. Competencies are evaluated as indicated in # 1 above.

3. Students make a conference presentation on a case, their research project, or an intervention strategy at the annual Department of Graduate Psychology Research and Practice Symposium held in the spring for all graduate students, faculty, and field supervisors. Feedback on performance is given to presenters from those in attendance and from faculty.
4. Each student defends the Ed.S. research project to a committee of 3 faculty members prior to graduation. Competency criteria are reflected on the evaluation form used for this purpose.
5. Each student completes a portfolio which is reviewed by the student's advisor during the second year. Feedback is given using the Portfolio Rubric indicating sufficient/adequate evidence of the required competencies. This portfolio is intended to support the student's professional development and internship search process.

DEADLINES AND OTHER IMPORTANT INFORMATION

A. Application for Graduate Degree

An Application for a Graduate Degree **must be completed online** by the student and approved by the student's advisor and Program Director by the 2nd week of the student's final semester. For the master's degree, this will be at the beginning of the summer session. For interns, application for the Ed.S. degree **must be submitted in January to participate in May Commencement exercises**. Check the current graduate catalog for the exact due date.

B. Course Load

Full-time students can carry a minimum of 9 semester hours and a maximum of 12 semester hours during the regular semester, and a maximum of 12 hours during the summer. Exceptions may be made to underload/overload semester hours on a case-by-case basis by the Dean of the Graduate School. During internship, 5 semester hours constitutes full-time status.

C. Lab Fees

In order to maintain the high quality of updated assessment materials in the Psychological Assessment Resource Center (PARC), the Department charges a lab fee in certain graduate courses for testing materials used. Students will be notified of this requirement at the beginning of the course.

D. Mentoring Program

Throughout the year, the students meet as a group and individually to discuss courses, program requirements, and to socialize. The objective of the mentoring program is to create a sense of community and support among the School Psychology students. Program sponsored pizza lunches for all students and faculty are planned regularly throughout the academic year, as another opportunity to discuss program related issues and to have fun! Individual mentoring opportunities are also supported by the program. Students are strongly encouraged to participate in these support opportunities.

E. Program Completion

A student must complete the program within 7 years. During the internship year, the student is required to take the PRAXIS School Psychology Exam which enables the student to be eligible for listing in the Registry of Nationally Certified School Psychologists. Graduates of the School Psychology program are expected to perform well on the NCSP School Psychology Exam and the program's "passing" score is based on the current acceptable score for NASP's NCSP. Monitoring of test results assists the faculty in insuring the curriculum remains current and sufficient.

When the program is completed, the student is eligible for licensure by the Commonwealth of Virginia Department of Education. Details regarding the licensure process are found in the catalog. Licensure for private practice is a separate process and involves application to:

Commonwealth of Virginia Board of Psychology
6606 West Broad Street, 4th Floor
Richmond, VA 23230-1717.

When in doubt, read the graduate catalog and see the program director!!

ORGANIZATIONS

National Association of School Psychologists

The national professional organization with which our program affiliates is the National Association of School Psychologists (NASP). The School Psychology faculty strongly encourages students to become student members while in the program. Application forms can be obtained online at nasponline.org

The American Psychological Association (APA), Division of School Psychology (Division 16) also offers reduced membership rates for students.

State Association

Our state association is the Virginia Academy of School Psychologists (VASP). Students are also encouraged to become members of this organization, and attend conferences. PSYC 525, Role of the School Psychologist, requires membership in either the state or national association.

Psychology Graduate Student Association (PGSA):

The Psychology Graduate Student Association (PGSA) is an organization for all psychology graduate students. The purpose of the organization is to serve as a liaison between faculty and graduate students. The organization attempts to keep faculty informed about student concerns as well as keeping students informed of departmental activities. The organization also provides an excellent opportunity to get to know other graduate students and serves as a support system.

REFERENCES AND JOB SEARCH

Students are responsible for preparing resumes and requesting references from faculty as needed. They may use the credentials and job search services of the Offices of Career Services.

The Program faculty remain current in regard to the job market, announce and post job openings, encourage use of the Career and Academic Planning Services, and write recommendation letters for students. The faculty reserve the right to deny a request for a reference if for any reason a positive endorsement cannot be made. In such cases, the faculty member will discuss the refusal with the student.

PROGRAM STRUCTURE, ORGANIZATION, AND EVALUATION

The core faculty are comprised of department faculty who are primarily responsible for teaching in the School Psychology Program; one serves as Director. Associate members also teach courses and participate in planning. The School Psychology Program faculty meet monthly to plan and revise policy and curriculum, discuss professional and training issues, and to review student progress. One first year and one second year student (selected by their classmates or on a rotating basis) serve on the program committee as student representatives. They participate in all committee activities, with the exception of student review. Suggestions and feedback from students are welcomed by the program to assist in on-going evaluation and improvement. It is the responsibility of the student representatives to solicit questions and comments from their peers to bring to the committee meetings. Additionally, an external advisory committee, comprised of area practitioners and field-based supervisors, meets once per year to offer suggestions and evaluative feedback.

Further program evaluation is completed by alumni surveys every 3 years, with feedback reviewed and revisions made in the program as needed.

Program Faculty:

Although many faculty in the Department of Graduate Psychology contribute in vital ways to the School Psychology Program, there is a core faculty predominately associated with the program. In addition, there are associate members of the School Psychology Program Committee who contribute to teaching and decision making within the program. Faculty associated with the program include:

Core Faculty:

Tammy D. Gilligan, Ph.D. in School Psychology (University of South Carolina). Program Director and Professor of Psychology. Research Interests: mindfulness in the k-12 setting, school based consultation and interventions, assessment and promotion of child and adolescent well-being, prevention, culturally competent practice models.

Debi Kipps-Vaughan, Psy.D. in Clinical, Counseling and School Psychology (James Madison

University). Assistant Professor of Psychology. Research Interests: development of educational and psychological programs, anger control and management, psychotherapy, family therapy, program evaluation.

Ashton Trice, Ed.D. in Educational Psychology (West Virginia University) Professor of Psychology. Research Interests: children's career development, high stakes assessment and language development, transition services

Patricia J. Warner, Ph.D. in School Psychology (Texas A&M University). Professor of Psychology. Research Interests: cultural and language issues related to the provision of psychological services, training issues, emotional intelligence and well being, gifted/talented education.

Associate Faculty:

Keston Fulcher, Ph.D. in Assessment and Measurement (James Madison University). Associate Professor of Psychology and Director of CARS. Research Interests: Validity in higher education assessment, measuring cognitive and developmental changes in college students

Ginger Griffin, Ed.S. in School Psychology (James Madison University). Co-Director and Staff Psychologist at the Shenandoah Valley Child Development Center. Areas of Interest: Psychological Assessment; Parent Consultation; ADHD; Development and Preschool Issues.

Michelle Kielty, Ph.D. in Counseling (University of North Carolina). Professor of Psychology and Director of School Counseling Program. Areas of interest: spiritual issues in counseling, counseling children and adolescents, girls' leadership and self concept.

Elena Savina, Ph.D. in School Psychology (University of Central Arkansas). Associate Professor of Psychology. Research Interests: multicultural issues, psychological assessment.

Timothy Schulte, Psy.D. in Clinical and School Psychology (James Madison University). Professor of Psychology. Research Interests: Clinical Supervision; LD and ADHD in college populations; childhood depression; alternative healing practices.

Culturally Competent Practitioner Initiative

The James Madison University School Psychology Program's *Culturally Competent Practitioner Initiative* (CCPI) was developed in response to calls by the major national professional organizations of school psychologists (National Association of School Psychologists [NASP] and the American Psychological Association [APA]) to train professionals who are equipped to provide services to children and families whose cultural beliefs, values, and expectations are different from the mainstream. The calls by these organizations are themselves in response to the changing demographics of the American school population. For example, in the county where the JMU program is located, at least 40% of children enrolled in public schools speak a language other than English at home, and they speak over 40 different languages (the three major are Spanish, Russian, and Kurdish). When one of these children experiences learning, behavioral or social difficulties at school, it is often the school psychologist who leads the effort to disentangle language, culture, and disability issues through assessment; engages the participation of parents; and assists the school and larger system to meet the needs of the individual student. The JMU School Psychology program is committed to training culturally competent practitioners who possess unique consultative and assessment skills to better meet the needs of diverse student populations. (Refer to the CCPI Elements below.)

Focused Training

All graduate students enrolled in the JMU School Psychology Program will participate in the CCPI. In this focused training, curriculum, didactic, and experiential components dealing with cultural and linguistic diverse students and their families have been integrated into every required course.

Examples include:

1. In the assessment sequence, attention to issues surrounding the unbiased testing of minorities, immigrants, and students learning English are covered and graduate students complete practicum coursework with cultural and linguistic minority children.
2. In the educational foundations course, graduate students learn to locate and integrate relevant information and schools in different countries.
3. In the statistics and research courses methods of analysis which will allow the effects of culture and language to be evaluated are presented.
4. Additional training opportunities are provided outside of coursework through a series of intentional and sequenced workshops (working effectively with translators and interpreters; nondiscriminatory assessment of diverse students [Dr. Samuel Ortiz]). All graduate students are required to attend these program sponsored workshops, engage in clinical practice with culturally and/or linguistically diverse students (at least 30% of clinical work will involve factors of diversity), and will have the opportunity to develop a research thesis incorporating cultural and/or linguistic diversity issues.

Engaging in culturally competent school psychology practice requires a commitment to life-long, continuous learning and professional development. Some graduate students enrolled in the JMU School Psychology Program may strive to gain expanded experiences related to Culturally Competent Practice and to pursue particular areas of personal interests. For example, some students will have at least emerging second language skills and adequate prior experiences with diverse populations and may choose to:

- engage in clinical work with at least 50% of cases involving issues of diversity,
- further develop second language skills through an approved course of study or practice
- conduct a research thesis in an area of diversity
- complete an internship with a focus on practice with diverse students and families.

Evaluation

Because training practitioners with specific cultural competencies targeted to the delivery of psychological services within school settings is a relatively new emphasis within school psychology, no “tried-and-true” methods of evaluating programs or individuals exist. The James Madison University School Psychology Program has developed several measures of knowledge, attitudes, and professional skills specific to school psychology, and they are currently being refined and normed. Evaluation of individuals also occurs through comprehensive examinations, portfolio assessment, and the advising sessions. Program faculty expect changes in knowledge, attitudes and skills as a result of the CCPI. All students are *required* to participate in evaluation of the Culturally Competent Practitioner Initiative for completion of the program.

CCPI Elements

Issues of diversity, advocacy and social justice are integrated in all coursework

- ❖ At least one targeted course objective in each syllabus
- ❖ Targeted readings and culturally focused texts and activities (e.g., *Comprehensive Handbook of Multicultural School Psychology*)

Required course: Psyc 749 Multicultural Perspectives in Intervention

Practicum experiences to include diversity

- ❖ Home visits through Healthy Families Agency
- ❖ Ratio of field work (goal of at least 30% of practicum work with cultural aspect)

Program Sponsored Training Modules:

- ❖ Assessment of Culturally and Linguistically Diverse students (e.g., Cross-battery approach & Ortiz matrix)
- ❖ Working with Interpreters and Translators
- ❖ Working with GLBT students
- ❖ Effective classroom management with diverse populations

Community Awareness Experiences linked to curriculum (students will visit):

- ❖ Harrisonburg City Schools Welcome Center
- ❖ VA School for Deaf and Blind
- ❖ Alternative Schools
- ❖ Head Start Classrooms

Evaluation of Cross Cultural Skills and Knowledge

- ❖ Participation in program evaluation
- ❖ Assessment of cross-cultural knowledge on comprehensive exams

- ❖ Portfolio Evaluation
- ❖ Student Self-Report/evaluation of skills and knowledge

The School Psychology Field Placement Handbook

THE SCHOOL PSYCHOLOGY PRACTICUM SEQUENCE

Guidelines

Psychology 695: Practicum in School Psychology (3 credit hours)

Psychology 778: Advanced Practicum in School Psychology (6 credit hours)

Purpose of Practicum:

The purpose of practicum is to provide opportunities for students to practice, under supervision, the application of the knowledge and skills needed to become competent school psychologists. The practicum courses are designed to be a sequence of supervised experiences. They begin as a part of coursework class assignments during the first semester and continue throughout the program, and formally take place in both the public schools and the JMU Shenandoah Valley Child Development Center; other additional sites may be used as well, such as mental health clinics, residential or private schools, or specialized educational settings.

Students are required to complete a minimum of 400 clock hours of practicum experiences prior to beginning their internships. Practicum should be viewed as a continuous series of applied experiences associated with coursework while at JMU. During the first year, fall and spring semesters, practicum experiences may include a “shadowing” experience, clinic and classroom observations, screening for the Head Start Program, and interviews with educational and mental health professionals for a total of approximately 40 hours. During the summer session practicum (PSYC 695) and the second year practicum (PSYC 778) students can expect to devote approximately 15 hours per week to these experiences, including at least 2 hours per week of group supervision on campus.

The University Practicum Coordinator monitors the availability of field experiences and practicum placement opportunities to maintain a base of reliable school and clinical settings. It is a high priority to offer students field experiences that maintain best practice standards. Site visits and annual professional sharing meetings with practicum supervisors are conducted to support a collaborative relationship with regional school psychologists and practitioners.

Course Objectives for PSYC 695/778:

The course objectives are to provide students with:

1. An introduction to understanding children within a systems frame work including the family, school, community and culture;
2. An orientation to psychological service delivery models and technology;
3. Individual psychological and educational assessment for intervention within a multidisciplinary framework;
4. Individual and group counseling;
5. Mentoring and case management;
6. Behavior management, and other solution focused interventions; and
7. Collaboration/consultation with school professionals and families regarding the learning and social/emotional needs of children/adolescents

Distribution of Hours

Practicum experience is divided into direct service, preparation/professional development, observation, and supervision. The following guidelines are minimum expectancies to insure a broad range of experience in enhancing skill development as well as personal growth and integration:

50% Direct service: Case-related activities

15% Preparation/Professional development

10% Observation

25% Supervision.

Direct service is defined as all case-related activities including all forms of data gathering (assessment, classroom observation, intake, file review, collateral contacts) consultation, counseling, other interventions, and report writing (limit 4 hours per case).

Preparation/Professional development includes literature or test review, seminars, workshops, professional field experiences, process group and case staffing not associated with supervision.

Observation is defined as a live or tape review of another professional's work.

Supervision is received from a variety of sources including practicum class, group seminars, CDC team meetings, and individual meetings with the course instructor or site supervisor.

All students are required to maintain a log of their practicum experiences. This log should contain a daily listing of activities with the corresponding time commitment to each activity.

At the end of each practicum, students must submit their logs (signed by the site supervisor) to the course instructor. These logs will be kept in the student's file. It is the responsibility of the student to retain copies of logs in a personal file.

Supervision

Most supervision involves a combination of activities. These may include didactic instruction, case discussions, review of audio or videotapes, role plays, direct observation of sessions, joint assessment/therapy, and opportunities to observe the supervisor. An opportunity to process the affective experiences associated with becoming a professional takes place with your supervisor as well. Students participate in group sessions during the second year to discuss issues such as stress management, personal growth, and interpersonal relationships.

Practicum supervisors act as mentors to students by helping them acclimate to the school or clinic and by modeling professional behaviors, as well as providing feedback. Student's are expected to be prepared to learn new skills and respond positively to constructive feedback.

Evaluation is a shared responsibility of the student, site supervisor, and course instructor.

Knowledge, skills, and professional behaviors are evaluated using the instruments developed for this purpose. Students will also have an opportunity to complete evaluations of their site and supervision.

PSYC 695: Introductory Practicum in School Psychology (Clinic Based)

First Year (Summer Session) - 3 credit hours

While students have the opportunity to observe and interact with children, and become acquainted with schools throughout the fall and spring semesters, the first clinical practicum (PSYC 695) takes place during the summer of the first year of the program, after completion of 24 credit hours of coursework. This practicum experience includes closely supervised assessment/consultation cases at the JMU Child Development Center (CDC). The CDC is a multidisciplinary clinic that provides psychological services to the community, serving as a training site for students in psychology, and other disciplines including special education, nursing, , and social work.

As part of their practicum experiences, students may visit the child's school to conduct classroom observations and gather information from school records, interview significant others, conduct home visits, administer, score, and interpret tests, develop recommendations for intervention, and provide written and oral reports to parents at informing meetings. Practicum experiences may include participation in direct service activities available through the clinic or area school systems. This practicum provides approximately 100 clock hours toward the total of 400 hours.

See the syllabus for PSYC 695 for specific course requirements, including readings, assignments, etc. Students will meet regularly as a group with the clinic supervisor and course instructor, as well as participating in individual supervisory sessions.

PSYC 778: Advanced Practicum in School Psychology (School Based)**Second Year (Fall & Spring Semesters) - 6 credit hours**

This practicum experience takes place during the fall and spring semesters of the second year in the same site. During the school based practicum, the student usually spends one full day in the schools each week. Students meet weekly for two hours as a group with the university course instructor as well as meeting individually with the instructor. Also, the student meets weekly with their site supervisor at the school. The checklist of activities and evaluation forms (included in this handbook) are reviewed with the supervisor at the beginning of the practicum to set goals and clarify expectations, and at the mid-point and end of the experience to assess progress. This practicum (Fall and Spring combined) involves approximately 300 clock hours toward the total of 400 hours.

Expected Student Outcomes (PSYC 778)

Expected student outcomes include successful completion of the following tasks:

1. A minimum of 9 (cumulative over practicum sequence) comprehensive psychological evaluations for intervention using traditional and alternative methods of evaluation, with feedback provided to teachers and parents.
2. One individual counseling case.
3. One co-led group counseling experience.
4. One data based intervention case (academic, behavioral, social or emotional goals)
5. One consultation case involving teachers and parents.

Experience with children/adolescents should be across the age span of pre-school through adolescence, with a variety of learning and/or emotional/behavioral needs from a diversity of cultural backgrounds. Additionally, students will have the opportunity to grow personally and professionally, with expectations for:

1. effective oral and written communication skills;
2. effective interpersonal relationships;
3. professional and ethical responsibility;
4. flexibility and creativity in data based problem solving;
5. initiative and resourcefulness;
6. dependability;
7. emotional maturity and increased self-awareness; and
8. sensitivity and respect for human diversity

Evaluation (695 & 778)

A "Satisfactory" grade is awarded upon successful completion of course requirements and demonstration of professional work characteristics as evaluated by the site supervisor and course instructor, using the practicum *School Psychology Practicum Evaluation Form* and other evaluation criteria. Students who do not successfully complete a practicum may be required to participate in additional practicum experiences, or an additional practicum, in order to be recommended for internship. An individual plan will be developed for the student to facilitate a successful outcome. A grade of "Unsatisfactory" may lead to termination from the program.

Practicum Sites

In addition to the CDC and ISLA team participation, the School Psychology Program maintains on-going practicum arrangements with a number of school divisions in Virginia. Faculty meet with practicum supervisors regularly at school sites and for one on-campus group discussion and luncheon.

JAMES MADISON UNIVERSITY
THE SCHOOL PSYCHOLOGY INTERNSHIP

PSYC 790: Internship in School Psychology (9 credit hours)

Overview of Internship Guidelines (Note that these guidelines are general in nature. Specific requirements, dates and expectations are outlined in the course syllabus constructed each semester by the University Internship Coordinator.)

The Internship in School Psychology is seen as that part of the training program which provides the student and supervisors a chance to evaluate the student's knowledge and skills in a controlled but real and practical setting. It is viewed as an opportunity for the student to develop a clear and professional identity and move toward assumption of full responsibility as a school psychologist. The Internship is seen as that point of training which integrates all previous training experiences by means of practical application in the schools and in some cases additional settings.

As per NASP guidelines, the internship is provided at the end of the formal training period (after the completion of at least 60 graduate course hours, including at least 400 supervised practicum hours, in both school settings and the JMU Child Development Clinic.)

The internship occurs on a full-time basis over a period of one academic (10 month) year (minimum 1200 hours with at least 600 hours in a school setting) or occasionally on a half-time basis over a period of two consecutive years. It is designed to meet the specific training objectives of our program. Nine hours of credit are awarded with students registering for these hours over a three semester period.

Purpose of the Internship Experience

Students will collaborate with school professionals, families, and communities in designing, implementing and evaluating prevention programs and interventions that respond to the educational and mental health needs of children and youth and will meet the following goals:

1. Apply knowledge and techniques in psychology to provide direct services to children and their parents including assessment, counseling and consultation.
2. Provide indirect services to children, parents, teachers and other school personnel such as consultation, parent education, staff development and program development.
3. Demonstrate an orientation as a data-oriented problem solver/evaluator/researcher. This orientation is evidenced by significant activity in using valid and reliable assessment techniques, primary research, and program evaluation.

4. Demonstrate an orientation as a facilitator/collaborator/planner in identifying and meeting the mental health and educational needs of individuals and systems.
5. Demonstrate an orientation as an advocate/catalyst for the development of human potential in children, parents, teachers and other school personnel within a multicultural context.

Specific Objectives

1. To provide a broad overview of public school organization, including school policies, personnel practices, and the various specialists employed by schools.
2. To provide orientation to the variety of school services subsumed under the department titles such as Special Education Services, Pupil Personnel Services, Special School Services, Child Study Services, and the like, as these services relate to the total school organization and to the community at large.
3. To provide awareness of the relationship between special school services and community services and agencies.
4. To develop sensitivity to understanding of various cultures and to develop assessment and intervention skills with culturally diverse children, parents and school communities.
5. To develop understanding and skill in working with diverse teachers and other school staff.
6. To develop sensitivity for and knowledge of classroom interaction and factors which influence classroom atmosphere as well as overall school climate.
7. To develop an awareness of human growth and development as it relates to sequencing of social, emotional and academic skills and instructional materials and techniques.
8. To enhance the role perception of a school psychologist or a supporting school staff member who has the same commitment to the goals of education as do other school staff members.
9. To provide an opportunity for the intern to develop and refine skills in psycho-educational assessment and intervention design, implementation and effectiveness.
10. To develop awareness of the variety of sources of information in the comprehensive case study, i.e., the cumulative folder, community agency resources, parent conferences, and the like.
11. To assist the intern in distilling data for a written report and formulation of meaningful recommendations and/or follow-up case conferences and consultation.
12. To help the intern develop consultation and counseling techniques.
13. To focus the intern's attention on the importance of a team approach and on the communication process among school-based specialists.
14. To develop a research frame of reference so that the intern is aware of opportunities and necessity for research in the schools.
15. To promulgate an attitude of professional ethics, responsibility, and growth in the intern.
16. To communicate effectively with parents and school personnel concerning the implications of educational and mental health information.
17. To be aware of efficient and ethical technology procedures.

The internship experience is considered to be a cooperative venture among several parties; however, primary responsibilities rest with the JMU training program and the public internship site. Other cooperating participants may be from a variety of field agencies. Open lines of

communication among all those in the internship are essential to provide maximum benefit to the intern.

It is expected that the internship should be comprehensive and well balanced in roles and functions in school psychology. A *maximum of 50* and a *minimum of 20* psychological evaluations are permitted over a 10-month, full-time experience to ensure the intern's consistent involvement in other service delivery roles.

Site Selection

The primary consideration in intern placement is the adequacy of a school division as an intern training site, though the needs of the local system must also be taken into consideration. The James Madison University intern should **not** be seen as a primary means for the local district to gain assistance with psychometric work.

The following considerations provide general criteria for intern placement:

1. There should be one individual in the school division directly responsible for the supervision of the intern. The on-site supervisor shall be responsible for no more than two (2) interns. The university supervisor will be responsible for a maximum of twelve (12) interns per academic year. This on-site supervisor should be a school psychologist licensed or certified by the appropriate State Department of Education and/or licensed by the State Board of Psychology as a school psychologist. The James Madison University School Psychology Program Committee must approve this supervising psychologist. It is the responsibility of the school division to have the person asked to serve as the supervisor send a vita of training and experience, with a transcript of graduate credit to the program coordinator for approval prior to selection of the district as an internship site. These credentials will be on file with the program coordinator for review by accreditation teams. Once a supervisor is approved and credentials are on file, that person may serve as a supervisor on a continuing basis. Psychiatrists, social workers, counselors, or psychologists may assist with the supervision in the case of agency placements. The expertise and experience of the supervisor will be an important consideration in intern site selection.
2. Adequate facilities for supervisors and interns are important consideration to ensure maximum efficiency in assessment, counseling, and other intern activities. Office, secretarial, and other professional support must be provided. The school division should provide professional materials and reimburse the intern for mileage and other professional expenses, in the same manner as other staff psychologists. The interns are usually awarded a stipend, which the school division forwards directly to the intern.
3. Proximity of the intern site to James Madison University is encouraged. Sites are preferred within driving radius of James Madison University, since the intern will participate in 4 on-campus seminars per year. The on-site supervisor will be invited to attend one of these seminars. Exceptions are made, however, when a student wishes to relocate to another state. Out-of-state placements must meet JMU guidelines for approval.

Specific Supervision: Responsibilities of Local Districts

It is assumed that the most highly qualified person available will serve in the capacity of supervisor.

While academic degrees and years of experience do not necessarily correlate perfectly with professional competence, it is the best criteria at our disposal, and it is hoped that the school psychologist who is supervising will have the Ed.S., Ed.D., Ph.D., or Psy.D. degree and three years of experience. The supervisor is seen as an exceedingly important professional model, as well as one who is responsible for the administrative welfare of the intern.

It is believed that the student provides a sufficient amount of service to the school district to justify the release of two hours per week of an internally employed supervisor from regular duties or case load. If a qualified internal supervisor is not available from the school district, the program coordinator will assist in locating a qualified supervisor who could be employed by the school district for that specific purpose. However, it is the school district's responsibility to obtain a supervisor acceptable to the JMU school psychology program faculty. Any fees for field supervision must be paid by the school district.

The field supervisor will be invited to attend one professional seminar at James Madison University during each year he/she works with an intern. This seminar will involve formal presentations by the interns to the supervisors, JMU faculty, and school psychology students in training. The field supervisor also may serve as a member of the school psychology program's External Advisory Board.

Supervisory Personnel

Two persons have primary responsibility for internship supervision. They are the James Madison University Internship Coordinator and the field supervisor (the on-site supervising school psychologist).

I. The Internship Coordinator is the representative of the School Psychology Program at James Madison University. He/she is the liaison person among schools and agencies, the School Psychology Program Coordinator, and the School Psychology Program faculty. The Internship Coordinator will assist students in obtaining appropriate internship sites. The responsibilities of the Internship Coordinator include the following:

- A. All internship contracts which are to be consummated with a school district or agency should be cleared with the Internship Coordinator.
- B. The internship site selection and arrangements are to be planned and implemented by the Internship Coordinator. He/she is responsible for:
 1. Making contracts for each intern placement with the school district or agency supervisor.
 2. Assisting in the negotiation of the remunerative plans between the intern and the school district or agency.

3. Confirming on-site supervision for the intern. If no acceptable on-site supervisor is available from the internally employed professionals, the Internship Coordinator may offer assistance in locating a qualified supervisor.

C. Provide internship guidelines for both the intern and the supervising psychologist and ensure that these arrangements are mutually agreeable to the supervisor, the intern, and the School Psychology Program Faculty.

D. Discuss the intern's work with the supervising psychologist and other appropriate persons in the school district or agency.

E. The coordinator plans his/her visits and phone conferences in advance and informs the intern and supervising psychologist of the nature and extent of his/her planned communication. At least one visit will be made by the Internship Coordinator for placements within reasonable driving distance. The coordinator will communicate with the supervising psychologists via email, memos, and telephone.

F. Designate the final grade (Satisfactory or Unsatisfactory) for the internship experience for the university records based on various sources of data about the intern's performance. However, this grade should be arrived at through consultation with the supervising psychologist in the internship site.

G. Plan the internship experience with the supervising psychologist and intern so that it is the most meaningful experience for the intern and, when possible, so that it also meets the on-site needs of the employing school district or agency.

H. Critically evaluate the professional log and sample assessment and intervention reports of the intern. If areas of student improvement are needed, it is the responsibility of the coordinator to attempt implementation of these improvements with the student and the supervisor.

I. If questions of professional ethics arise, the coordinator is expected to respond appropriately, and, if necessary, to seek the advice of colleagues in the School Psychology Program Faculty.

J. Plan for and implement the seminars to be attended by the interns and their supervisors. These seminars will be held 4 times during the academic year.

II. The Supervising Psychologist is approved by the James Madison University School Psychology Program faculty. He/she must be certified by the appropriate state Department of Education for practice as a School Psychologist. Other personnel may work in a supervisory capacity with a James Madison University School Psychology Intern (psychiatric social workers, clinical psychologists, special educators, and the like), but must be members in good standing in their respective professional organizations and certified by approving state agencies. The supervising specialist who assumes the responsibility for directing and supervising the school

psychology trainee should be an individual of proven excellence in this field. He/she should be capable of guiding the graduate student successfully through the internship experience.

The supervising specialist will be expected to fulfill the following responsibilities:

A. Coordinate the internship program with the public school administrators, or agency directors, and the James Madison University Internship Coordinator.

B. In conjunction with the James Madison University Internship Coordinator, the supervising psychologist should provide the orientation period for the intern at the beginning of the internship experience.

C. The supervising psychologist will have a minimum of 2 hours of direct supervision with the intern each week. Some direct observation of the intern's activities at the beginning of the experience is expected.

D. He/she should provide the intern with as many of the activities described as essential for an effective internship experience as outlined under the section "Specific Objectives", and all the requirements outlined in the attached *School Psychology Field Experience Checklist*.

E. Primary responsibility for dealing with skill areas in need of improvement rests with the supervising psychologist. This may take the form of formal or informal remediation plans.

F. Evaluation of the intern will be a joint effort between the coordinator and the supervisor and is based on competency in activities listed, on effectiveness in relating to school staff, and on development of an identity as a professional school psychologist. The supervisor, in collaboration with the intern, should forward to the program a final written evaluation of the intern's performance, including completion of the *Field Experience Checklist* and the *School Psychology Internship Evaluation*. Interns will be graded on a satisfactory/unsatisfactory basis.

Intern Responsibilities

A. In order to enhance his/her identification as a developing school psychologist, the student should conduct himself/herself so as to express the same degree of responsibility as to do regular employees of the system or agency. Likewise, as a representative of James Madison University he/she has an obligation to perform at the highest level of professional functioning at all times. The trainee has a responsibility to both the district/agency and to James Madison University.

The intern is required to write a log of his/her experience and submit this professional log weekly to his/her field supervisor. The intern must submit this log each semester to the program's internship coordinator. The log will document intern experiences listed on the *Field Experience Checklist*. Reports and summarizations of the experience may be required to validate the intern experiences. The log, reports, and summary write-ups become a part of the permanent file of the intern and will provide documentation about the internship when required. The

intern's conduct should be governed by professional ethical standards and guidelines as stated by the American Psychological Association and by the National Association of School Psychologists.

B. Requirements: The internship coordinator and the supervising psychologist will plan the program requirements for the student intern. The day-to-day responsibilities and the activities of the intern are described by the *Field Experience Checklist* and in the section below. The internship requirements will reflect a degree of flexibility dependent upon individual interns' backgrounds, experiences and the cooperating site,

C. Comprehensive Service Delivery: The intern, under supervision, should be able to provide effective services in the areas of based decision making, consultation and collaboration, academic and social and life skills development, school-wide promotion of learning, prevention and responsive services, family-school collaboration, effective work with diverse groups in diverse settings, and research and program evaluation. Practices should uphold legal, ethical and professional standards.

D. Reports: The intern will be required to prepare and submit reports on cases to which he/she is assigned. The supervising psychologist will critically evaluate these reports. All supervisors will hold students to professional levels of writing excellence and a high level of integration and efficiency in report writing. Students in the program are indoctrinated with the philosophy that the competent psychologist uses tests and test results to stimulate and sharpen his/her thinking about the dynamic functioning of the child to develop appropriate interventions and to monitor progress. Tests provide information which must be verified by other data and by direct behavioral observation. The supervising psychologist should co-sign and date all reports submitted by interns.

Intern Activities

The coordinator and supervisor will determine a program of activities individually prescribed to suit the needs of the intern. The intern should be included in this planning process. Some supervisors may wish to prescribe in writing the required activities for the intern. Others may prefer to plan on the basis of informal agreements. In either case, requirements should be clear to the intern. The *Field Experience Checklist* and *Experiential Activities Form* should be used in the development of the intern's program of activities.

Supervising psychologists will wish to engage the intern in most of the following activities (also outlined in the Field Experience Checklist):

A. School Orientation: General Overview

1. Classroom observations (special education and regular classroom).
2. Professional teacher programs and meetings.
3. Administrator-staff meetings.
4. In-service training sessions.

5. Meetings of special services personnel (eligibility committees, screening committees).
6. IEP Committee meetings.
7. School Board meetings.
8. PTA meetings.

B. Orientation to Child Study or Special Services in the School and/or Community Agencies.

1. Informal interviews with special educators, principals, reading specialists, teachers, nurses, social workers, visiting teachers, speech therapists, guidance personnel, and other specialists.
2. Observations in special education classrooms and programs.
3. Involvement in case conferences with teachers and specialists.
4. Exposure to routine office procedures (record keeping, report writing, forms, bulletins, folders, file systems, correspondence, test supplies and orders, and the like).
5. Visits to special services
6. Visits to relevant parent groups and organizations

C. Development Skills in Psycho-educational Diagnosis and Formulation of Recommendations.

1. Opportunity to observe and evaluate a variety of populations. (Upper limit is 50 individual assessments).
2. Opportunity to receive referrals and work with a variety of types of referral problems under supervision (class placement, admission or exclusion, learning/behavior problems, and the like).

D. Orientation to Classrooms.

1. Planned classroom observations across a range of school grades.
2. Conferences with curriculum specialists and supervisors of instruction.
3. Discussions with teachers.
4. Discussions with administrators.

E. Development of Skills in Interviewing, Counseling, and Consultation.

1. Supervised data gathering interviews with pupils, parents, and teachers.
2. Supervised interpretive interviews with pupils, parents, and teachers, involving communication or Psycho-educational findings, behavioral management and implementation of recommendations.
3. Involvement in formal and informal teacher and parent conferences and groups.
4. Supervised individual and group counseling of pupils.
5. Supervised participation in preparation of proposals for special education programs, mental health activities in the schools, in-service training programs, etc.
6. Development of effective and consistent follow-up activities to case work.
7. Discussion and implementation of findings at various professional groups (at teacher meetings, at case conferences, etc.).
8. Development of effective relations with community agencies for referral, placement and follow-up.

9. Development of awareness of the interrelation of special education, guidance services, and other child study specialists, each with a valuable contribution to make to the school setting.
10. Application of research skills when warranted.
11. Continuation of professional growth and responsibilities through participation in outside workshops, conferences, etc.

F. The Completion of PSYC 790 (Internship) Requirements

1. Submit one comprehensive assessment report to the Internship coordinator during the first semester of internship.
2. Submit two intervention reports to the internship coordinator during the second semester of the internship. One will be addressing academic needs and the other behavioral needs.
3. Attend the on-campus seminars or with permission of the University Coordinator, participate in seminars via web based system.
4. Participate in the JMU Graduate Psychology Symposium.
5. Participate in peer supervision and discussion via course Blackboard.
6. Take the PRAXIS II specialty exam in School Psychology and submit scores to the program.
7. Submit logs and evaluation in a timely manner.
8. Understand and apply professional standards to practice while adhering to legal and ethical guidelines at all times.

G. The Completion of Psychology 800, Thesis in School Psychology.

Many students will implement their thesis during the internship. Library work, data collection, and writing required for the project are legitimate internship activities. However, the time allowance for these activities during the school day should not be abused. The general guideline of 1/2 to 1 day per month for research is recommended.

Grading for this course is **Satisfactory/Unsatisfactory**. Evaluation will occur at the end of each semester through the use of the School Psychology Evaluation Form to be completed by the *intern and the on-site supervisor* and through the University Internship Coordinator Intern Evaluation form to be completed by the University Internship Coordinator. To receive a grade of "S", all skills must be rated at MEETS EXPECTATIONS or higher. In addition, interns must turn in appropriate logs and complete other internship requirements as specified in the internship course syllabus. If necessary, interns may be asked to participate in an action or remediation plan if skills and performance at the internship site are determined to be MARGINAL or EMERGING in one or more areas of practice or if other areas of professional performance are not adequate. Action and remediation plans will be developed by the university supervisor in collaboration with the site supervisor. Once an action plan is fulfilled, then the university supervisor will assign the appropriate grade for the internship semester. The University Internship Coordinator, in collaboration with program faculty, may determine that a grade of Unsatisfactory is warranted if action or remediation plans are not accepted and fulfilled by the intern.

All interns must adhere to ethical practice and conduct as dictated by the ethical guidelines and standards stated by the National Association of School Psychologists and the American Psychological Association. Unethical or illegal practice or conduct can result in an *Unsatisfactory* grade for the internship experience. This Internship syllabus, Psychology 790, provides additional expectations and requirements for all interns.

Note Regarding Licensure by the State Board of Education:

Students who have completed all program requirements for the School Psychology Program (including their PSYC 800 thesis) will be eligible for certification once their Ed.S. degree is posted by the university. Students who have not completed these requirements will not be recommended for licensure under any circumstances.

James Madison University
Psychology 790
SCHOOL PSYCHOLOGY INTERNSHIP GOALS

Interns are expected to demonstrate the full breadth of knowledge and skills and to be engaged in the continuum of services in practice.

The intern will demonstrate proficiencies and knowledge in these 10 NASP domains of practice:

1. Data Based Decision Making and Accountability.
 - Assessment experiences will span the age range of pre-school through high school and with culturally and linguistically different children as reflected in the site with a range of 20 to 50 evaluations.
2. Consultation and Collaboration:
3. Interventions and Instructional Support to develop Academic Skills
 - Implementation of an academic intervention demonstrating positive impact
4. Interventions and Mental Health Services to develop Social and Life Skills
 - Implementation of socio-emotional or behavioral support intervention demonstrating positive impact
5. School-wide practices to promote learning
 - Provides training for professional staff or parents
6. Preventive and Responsive Services
 - Facilitates group counseling, crisis intervention
7. Family-School Collaboration Services
 - Participates in positive school climate programs, makes a home visit
8. Diversity in development and learning
 - Promotes advocacy, strengthens cultural competency skills
9. Research and Program Evaluation
 - Completion of applied research project (Ed.S. thesis)
10. Legal, Ethical and Professional Practice
 - Participates in local, state or national professional meetings or conferences

The intern will demonstrate competence in the practice of professional school psychology by:

- Taking the National School Psychology Certification Exam administered by ETS and submitting scores to the program.
- Completing all contractual agreements with the internship site and completing all School Psychology Program requirements
- Completing the “Madison Assessment of Cultural Competence in School Psychology” survey
- Applying to the JMU Graduate School for an Educational Specialist degree in school psychology.

PSYC 800: EDS RESEARCH PROJECT (THESIS)

Purpose

The School Psychology Program at James Madison is committed to practice which is empirically grounded. To meet that goal, the program in school psychology trains individuals who are knowledgeable of and versed in current best practices and who are well prepared to assimilate new developments in the field as informed consumers of the research literature. In addition, there is an expectation that JMU-trained school psychologists will be contributors to the research literature as principal investigators and collaborators or as evaluators of programs and services.

The Ed.S thesis is an integral part of the student's curriculum. In it students are able to investigate an area of interest in depth and to develop, analyze, and present new data relevant to that area. The project is also an opportunity for students, under the guidance of a research mentor and a committee of faculty to learn about the conventions and requirements of research, including the use of appropriate design and analytic tools and various forms of professional communication of research findings. At the end of the thesis and the three methods courses leading to it (PSYC 605, 606, and 609) students should be prepared to be independent researchers.

Research not only has the potential to shape the future of the profession but can be professionally helpful to the individual researcher. Professional advancement in some areas is contingent upon research experience; grants and contracts often are awarded to those with prior research activity; individuals who aspire to further graduate education will find admissions and financial support easier to obtain with documented research experience.

Types of Research Projects

Students may undertake any type of research project normally found in school psychology journals, including surveys, program evaluations, test development and validation studies, and experiments, including small "N" and case control clinical studies. With the prior permission of his or her committee, a student may complete a comprehensive critical review of the literature, comparable in scope to reviews published as journal articles or as book chapters. The project, which will be referred hereafter as the "thesis," whether it takes the form of a journal article or an extended study, must relate to the practice of school psychology, but students are encouraged to push the conventional boundaries of the field.

Students are also encouraged to work collaboratively with faculty and other students. Students may decide to work with faculty in areas in which they have developed research programs. Students may decide to work with fellow graduate students. Collaboration often allows projects to expand in scope without requiring students to undertake very large projects individually.

Committee Composition

By the beginning of the second semester of the students' second year, they will select a Chairperson for their committee. The Chairperson must be a core member of the school psychology faculty, as listed in the current *School Psychology Program Handbook*. In consultation with the committee Chairperson, the students will select two additional JMU faculty for the committee. One of these two faculty must also be a member of the School Psychology faculty, and one may be from any division of the University. Committees often are made up of three core school psychology faculty. All members of the committee must be members of the graduate faculty. Once the committee is complete each student must submit a committee approval request to the Graduate School.

Students are advised to select faculty for their committee who **1)** have expertise and interest in the area of their research; **2)** are familiar with the student; and **3)** work well with one another. Students should have a general idea of the nature of their project prior to selecting their committee.

Written Proposal and Defense

Working with their committee Chairperson and other faculty, including the PSYC 609 instructor, students will develop a written proposal of a research project they intend to undertake. The proposal will include **1)** a statement of the problem; **2)** a review of relevant literature; **3)** a proposed methodology; and **4)** a proposed analysis. Students will defend their proposal to their committee in a formal meeting, normally at the end of the second semester. Students who work closely with their Chairperson in developing their proposal will normally encounter few changes during the proposal defense. Committees, however, provide guidance on the project and often require some changes to the original plan. In many cases, the committee will expect simplification or limitations of the thesis. At the proposal defense, the student will receive guidance and approval from the committee about the nature of the final report. Guidelines about the final project report and an evaluation form are attached.

Oral Defense of the Thesis

Upon completion of the final Ed.S thesis, the student will schedule an oral defense with her/his committee with the approval of the committee chair. Committee members require one week's time to review the project before the oral defense. This defense begins with a brief (10-15 minute) presentation by the student of the goals, methods, findings, and implications of the study. Faculty then examine the student about each of these areas. At the end of the defense, students are given written feedback about their presentation and ability to field questions and are given written information about revisions of the paper that are necessary. Rarely are modifications of the EdS thesis not required.

Professional Presentation

All EdS candidates must present at the annual Department of Graduate Psychology Symposium in the Spring semester. Typically, this presentation is based on the student's thesis. Working with their committee chairperson, students should present the results of their thesis professionally, as a poster, paper, or workshop at a state, regional, or national convention, or as a

paper in a journal or newsletter.

The companion document to this paper, “The Ed.S Thesis Guide” provides more complete guidelines regarding preparation of the project.

Deadlines

It is expected that students will develop a research proposal in the context of PSYC 609 (Applied Research Methods) during the Spring semester of their second year. Students should be sufficiently prepared to defend a research proposal to their committee before the end of April of that year. Students must complete their proposal defense prior to December 1 of the first semester of internship. Students who fail to meet this deadline will receive an "I" in their research hours for that semester. **Prior to the defense meeting, students *must* complete the CGOP Committee Approval Form available online.**

Prior to undertaking any research with human subjects, students *must* secure permission of the **James Madison University Institutional Review Board (IRB)** and the IRB or other designated body or individual in a school system where research will be undertaken, in compliance with current federal and state law. Students should consult with their Chairperson as to whether to approach the IRBs prior to or after their Proposal Defense.

Copies of the research proposal and final Ed.S thesis must be received by committee members at least seven calendar days prior to the defense meetings. Students must determine whether faculty require paper copies of the documents or can receive them electronically. Students should distribute copies to committee members only after the Chairperson has given her/his approval of the document. In order for the Chairperson to give approval, he or she must have access to the document well in advance of the seven day period prior to the defense. Keeping your Chairperson informed of progress with progressive drafts is highly advised.

Students should complete and defend their thesis by May 1st of their internship year **and must defend it prior to the July Graduate School deadline if they intend to graduate in summer**. This deadline provides time for students to make revisions to their final product (which are usually necessary) before submitting their title and signature pages to the Graduate School (TGS). Students must submit the final revisions of their thesis to TGS in accordance to the deadline published in the current *Graduate Catalog*. Students who fail to meet this deadline will be required to register for Ed.S Project Continuance in the Fall semester. Paperwork toward certification cannot be initiated until the final copy of the thesis is received by the Graduate School.

Appendix A

GRADUATE ASSISTANTSHIPS

Graduate Assistantships can be extremely helpful in terms of both financing your education and gaining valuable experience. Getting an assistantship, though, is extremely competitive. Although there are several assistantships positions in the Department of Graduate Psychology, the School Psychology program has two positions, both serving the Test Library. The other positions are selected based on skills, applicant pool, and needs of all the graduate programs.

All information regarding types of assistantships, stipends, tuition scholarships, registration policies, and the application process can be found on the Graduate School's web site at <http://www.jmu.edu/grad> and link to Assistantships. All assistantship job postings will be located on the university's online JOBLINK. Instructions are found there to guide you through the process. Questions regarding a particular assistantship should be made directly to the department advertising the opening.

Appendix B

RESOURCES AND SERVICES

Carrier Library 568-6150

Carrier Library serves as a primary base for research at the university. Its' collections include the equivalent of 500,000 volumes, which includes books, bound periodicals, microforms, and government documents. It currently receives 2,450 periodicals. Approximately 500 additional journals can be accessed within 48 hours through the Document Express service. It is open 106 hours a week during the academic year. The Library's professional staff provides instruction of the use of the library's resources upon request.

Campus Card Center 568-6915

The Campus Card center provides a comprehensive service to all users of the debit card/ identification system. Services includes issuing JMU access cards (JAC), campus debit card, and food service accounts. The campus card center is located in Warren Hall.

Postal Services 568-6257

The Office of Postal Services is in Warren Hall (lower level). It is operated by university employees and it handles incoming and outgoing U.S. mail and UPS packages for the university community. It also distributes student mail and departmental mail, sells stamps and pre-stamped envelopes, and provides certified and express mail services.

JMU Bookstore 568-6121

The bookstore at JMU is owned and operated by Follett Higher Education as a service to the community at large as well as the university community. The bookstore has new and used textbooks, general books, reference manuals, office supplies and JMU collegiate clothing and gifts. It also sells computers and supplies, offers FAX and special order services. Visa and Master Card accepted.

Health Center 568-6177

The health center on campus is staffed by physicians, registered nurses, health educators, and administrative staff. The center provides outpatient services, treatment of minor illnesses and educational services regarding health issues. Information regarding student health insurance can also be obtained.

Multicultural Student Services 568-6636

The center for multicultural student services supports students of culturally diverse backgrounds. Staff members address the needs and concerns of students. Staff members also coordinate activities such as lectures, concerts, exhibits and social which allows for further individual student and community development and growth.

Office of Financial Aid and Scholarships 568-7820

This office provides information regarding financial assistance, loans, and scholarships. The University also conducts work-study programs for both undergraduate and graduate students and maintains an Office of Student Employment in Warren Hall (568-6165).

Credit Union 568-7828

Commonwealth One Federal Credit Union, a full-service financial institution, is located in Gibbons Hall (round building).

Center for Off-Campus Life 568-6071

The Center for Off-Campus Living provides a variety of services for students who do not reside on campus. Staff members assist students in finding housing, by providing housing listings and listing regarding roommates. The center also provides information regarding transportation, renter's insurance, renter's rights and responsibilities and information regarding campus resources. The center is in Taylor Hall and has a lounge in which students can rest between classes. Television, microwaves, lunch refrigerator, lockers, and vax terminals are a few of the many other special services that the center offers. Taylor Hall.

<http://web.jmu.edu/ocl>

Counseling and Student Development Center (CSDC) 568-6522

The University's Counseling and Student Development Center is a free resource for students dealing with personal, educational and emotional concerns and questions. The center offers the following services: individual counseling, group counseling, consultation, programs and workshops, psychological testing and national testing. The CSDC is located in Varner House on the Quad.

Parking and Vehicle Registration 568-3300

Parking permits are required if you wish to park anywhere on campus or in commuter lots. Parking permits and vehicle registration forms can be obtained at the Parking Office located underneath the parking deck which is located next to the football field.

University Recreation/UREC 568-8700

The University offers a variety of indoor and outdoor activities which promotes physical health. Aerobics, yoga, swimming, team sports, fitness training and nature hikes are some of the activities that UREC offers.

Public Transportation

Harrisonburg City Transit had various routes throughout the city. JMU students can ride the bus FREE of charge when a valid JMU Access card (JAC) is presented. There are five stops on campus with Godwin Hall being the central arrival and departure point. Bus schedules are available at the Center for Off Campus Living.

Honor System

The academic program at JMU operates under an Honor system which has been adopted by students and faculty and is set to uphold the integrity of the individual and community. All students and faculty are expected to cooperate and abide by the provisions of the Honor System in order to achieve the goals of integrity. Violations of the Honor Code include, but are not limited to, the following actions:

1. Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may

include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers or other supplementary items.

2. Giving false or misleading information regarding an academic matter.
3. Copying information from another student during an examination.
4. Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit.
5. Obtaining prior knowledge of examination materials (including by using copies of previously given examinations obtained from files maintained by various groups and organizations) in an unauthorized manner.
6. Selling or giving to another student unauthorized copies of any portion of an examination.
7. Using a commercially prepared paper or research project or submitting for academic credit any work completed by someone else.
8. Falsifying or attempting to falsify class attendance records for oneself, or for someone else, or having another falsify attendance records on your behalf.
9. Falsifying material relating to course registration or grades, either for oneself or for someone else.
10. Falsifying reasons why a student did not attend a required class or take a scheduled examination.
11. Taking an examination in the place of another student.
12. Making unauthorized changes in any reported grade or on an official academic report form.
13. Falsifying scientific or other data submitted for academic credit.
14. Collaborating in an unauthorized manner with one or more other students on an examination or any work submitted for academic credit.
15. Committing the act of plagiarism - the copying, writing or presenting as one's own the information, ideas or phrasing of another person without proper acknowledgment of the true source.
16. Using computing facilities or library resources in an academically dishonest manner.
17. Falsifying evidence, or intimidating or influencing someone in connection with an honor violation investigation, hearing or appeal.

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Appendix C

2016/2017 PERTINENT UNIVERSITY CALENDAR DATES (Please refer to the JMU website [www.jmu.edu/registrar/academiccalendars.shtml] for the complete academic calendar)

SUMMER SESSION 2017- See online academic calendar for each session and deadlines

Appendix D

James Madison University
Department of Graduate Psychology
School Psychology Summer Multidisciplinary Assessment Practicum Evaluation

Student:

Field-based Supervisor:

Practicum Placement:

University Supervisor:

Period of Evaluation: (Circle) Mid-semester Semester-end Summer

Supervisors: Please provide your feedback regarding your student's level of performance, with respect to provision of psychological services. Your ratings should be based on observation **and/or** reports of performance received from other school personnel, parents and other individuals that are directly associated with the student's practice.

Students: Please rate yourself with respect to your provision of school psychological services. In order to guide your ratings, please use the following descriptions:

- * 1. = The student's performance is below the level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for skill growth.
 - 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
 - 3. = The student's performance meets expectations for their level of training.
 - 4. = The student's performance is above average and he/she can function well independently.
 - * 5. = The student's performance is highly developed and he/she displays professional skills in this area.
- N/A This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the student may not be receiving a full spectrum of experiences.)

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of each category.

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| I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY |
|---|

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

| I. | Summer Evaluation | |
|--|--------------------------|------------|
| | Student | Supervisor |
| 1. Appropriately selects and administers instruments most likely to answer referral questions. | | |
| 2. Explains results to client in manner consistent with their level of understanding. | | |
| 3. Reports accurately reflect client's concerns. | | |
| 4. Reports are concise and clear and written in manner easily understood by parents and teachers. | | |
| 5. Report describes child thoroughly using behavioral examples in addition to scores. | | |
| 6. Recommendations highlight strengths and have positive tone. | | |
| 7. Reports include a statement that addresses validity of findings. | | |
| 8. Demonstrates competent cognitive assessment (administration, scoring, and interpretation.) | | |
| 9. Demonstrates competent achievement assessment (administration, scoring, and interpretation.) | | |
| 10. Conducts behavioral observations of students. | | |
| 11. Demonstrates knowledge of assessment instruments and how to explain results of testing to parents, providing real life examples. | | |
| 12. Answers questions clearly and concisely during informings. | | |
| 13. Explains the implication of diagnoses clearly to parents, professionals, and/or client. | | |
| 14. Respects and shows understanding of parental concerns of results. | | |

Comments (Student):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):

II. CONSULTATION AND COLLABORATION

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| II. | Summer Evaluation | |
|--|-------------------|------------|
| | Student | Supervisor |
| 1. Makes appropriate and professional contact with parents. | | |
| 2. Make appropriate and professional contact with school personnel. | | |
| 3. Gathers information and history during intake by asking appropriate open-ended questions and follow-up queries. | | |
| 4. Gathers information during intake in respectful manner. | | |
| 5. Establishes rapport with parents. | | |
| 6. Gathers information from various sources (medical, educational, other) and was aware of possible sources of information (re)sources. | | |
| 7. Maintains appropriate lines of communication with educational personnel and parents. | | |
| 8. Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately.) | | |
| 9. Establishes rapport with children and/or adolescents. | | |
| 10. Works well with school personnel and community/agency professionals. | | |
| 11. Uses interpersonal skills effectively during team meetings. | | |
| 12. Speaks clearly and effectively. | | |
| 13. Solicits and considers others' points of view. | | |
| 14. Demonstrates appropriate assertiveness. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

III. INTERVENTIONS and INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of each category.

| III. | Summer Evaluation | |
|--|-------------------|------------|
| | Student | Supervisor |
| 1. Links data to interventions | | |
| 2. Interventions are ecologically sound. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

IV. SCHOOL STRUCTURE, ORGANIZATION, AND CLIMATE

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| IV. | Summer Evaluation |
|-----|-------------------|
| | |

| | | |
|--|---------|------------|
| 1. Understands the organization and administrative structure of the school division (e.g., role of SPED Director, school board). | Student | Supervisor |
| 2. Demonstrates effective process skills in team activities. | | |
| 3. Understands the organization and administrative structure of the Child Development Center (e.g., role of director, staff, policies, etc.) | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

| |
|--|
| V. PREVENTIVE AND RESPONSIVE SERVICES |
|--|

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
 - 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill.
A remediation plan may be necessary.
 - 3. = The student's performance meets expectations for their level of training.
 - 4. = The student's performance is above average and he/she can function well independently.
 - * 5. = The student's performance is highly developed and he/she displays professional skills in this area.
- * Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of each category.

| | | |
|--|--------------------------|------------|
| V. | Summer Evaluation | |
| | Student | Supervisor |
| 1 Knows and would be able to apply principles for responding to crises (suicide, death, natural disaster, violence, suspected abuse). | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

| |
|--|
| VI. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE |
|--|

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| VI. | Summer Evaluation | |
|--|-------------------|------------|
| | Student | Supervisor |
| 1. Understands and adheres to state and federal regulations (including procedural safeguards and due process). | | |
| 2. Knows and applies legal and ethical standards in professional activities. | | |
| 3. Keeps supervisors informed of events and activities. | | |
| 4. Is prompt in meeting deadlines and appointments. | | |
| 5. Promptly responds to requests for assistance. | | |
| 6. Establishes appropriate work priorities and manages time efficiently. | | |
| 7. Accepts responsibility for own behavior (acknowledges errors, works toward improvement) | | |
| 8. Accepts and responds constructively to criticism and suggestions from supervisor(s). | | |
| 9. Comes prepared to supervision with notes, data and tentative working hypotheses. | | |
| 10. Seeks feedback from supervisors and peers. | | |
| 11. Demonstrates use of feedback through reports and in practice. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

| |
|---|
| VII. DIVERSITY IN DEVELOPMENT AND LEARNING |
|---|

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| VII. | Summer Evaluation | |
|--|--------------------------|------------|
| | Student | Supervisor |
| 1. Understands influence of own culture, value, belief systems | | |
| 2. Recognizes limits of own cultural and linguistic competencies. | | |
| 3. Understands influence of social, cultural and societal factors. | | |
| 4. Open to learning about different cultures. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

Supervisor: Please indicate your recommendation for this student's next phase of experience:

Date of summer evaluation: _____

Field-Based Supervisor's Signature _____

University Supervisor's Signature: _____

Student's Signature: _____

ACTION PLAN (To be completed for Skill areas receiving a “1” rating):

| Student Self-Evaluation | Supervisor’s Evaluation |
|---|---|
| Areas of Strength | Areas of Strength |
| Areas to Target for Growth and Goals | Areas to Target for Growth and Goals |

Date: _____

Field-based Supervisor's Signature: _____

Student's Signature: _____

University Supervisor’s Signature: _____

Appendix E

James Madison University
Department of Graduate Psychology
School Psychology Practicum Evaluation
MID-SEMESTER

Student: _____

Field-based Supervisor: _____

Practicum Placement: _____

University Supervisor: _____

Supervisors: Please provide your feedback regarding your student’s level of performance, with respect to provision of psychological services. Your comments should be based on observation and /or reports of performance received from other school personnel, parents and other individuals that are directly associated with the student’s practice. Circle one of the options: Exceeds Expectation/ Meets Expectation/ Needs Improvement/ Not Observed for each skill and then provide any comments that may be descriptive of the student’s performance.

Students: Please comment with respect to your provision of school psychological services at the end of each domain and overall experience.

| |
|--|
| I. DATA –BASED DECISION MAKING AND ACCOUNTABILITY |
|--|

- 1) Student demonstrates competent assessment skills; including administration, scoring and interpretation.

Exceeds Expectation Meets Expectation Needs Improvement Not Observed

Supervisor Comments: Describe how the student has demonstrated competent cognitive and (if applicable) achievement assessment. Comment on any areas of concern for the student’s administration, scoring, and interpretation of assessments.

- 2) Student demonstrates report writing that is comprehensive, accurate and clear.

Exceeds Expectation Meets Expectation Needs Improvement Not Observed

Supervisor Comments: Is the student progressing with report writing skills at a level that meets your expectations?

Student Comments: What are your goals for developing test administration skills and report writing skills?

| |
|---|
| II. CONSULTATION AND COLLABORATION |
|---|

- 1) The student demonstrates professional and personable interactions with other adults in the schools that facilitate effective communication.

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

Supervisor Comments: Describe the student's interpersonal communication skills: include comments about how the student listens attentively to others, displays appropriate empathy, speaks clearly and effectively, participates in group discussions and questions appropriately.

- 2) The student establishes rapport easily with students, parents and staff.

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

Supervisor Comments: Describe any strengths or weaknesses observed for the student's ability to establish rapport with children and/or adolescents, as well as adults.

Student Comments: What are your goals for developing effective communication?

**III. INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO
DEVELOP ACADEMIC SKILLS**

- 1) The student demonstrates an understanding of the organization and structure of the school division.

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

Supervisor Comments: Has the student asked questions and demonstrated some interest in understanding the organization of the school division?

Student Comments:

- 1) What experiences have you had to increase your understanding of the organization and administrative structure of the school division (i.e. role of SPED Director, school board)?

- 2) What experiences have you had to increase your knowledge of effective disciplinary policies and practices (class and school wide)?

- 3) What experiences have you had to observe the evaluation of the effectiveness of academic interventions? (Such as participation on a child study team).

IV. SCHOOL WIDE PRACTICES TO SUPPORT LEARNING

- 1) The student demonstrates ethical and professional behavior and understanding of legal standards and practices.

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

- 2) The student demonstrates professionalism, including establishing appropriate work priorities, and managing time efficiently.

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

- 3) The student asks questions that facilitate the student's learning and promote supervision:

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

- 4) The student demonstrates initiative in the practicum experience for understanding the school system, special education policies and procedures, and services in the school buildings.

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

- 5) The student is prompt for appointments and for completing work.

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

- 6) The student keeps the supervisor informed of his/her schedule and class requirements:

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

- 7) The student seeks supervision when needed and receives feedback in a constructive manner:

Exceeds Expectations Meets Expectation Needs Improvement Not Observed

Supervisor Comments: Describe how the student responds to supervision: acknowledges errors, works towards improvement, and accepts and responds constructively to feedback and suggestions from supervisor(s).

Student Comments: What are your goals for developing your professional behavior?

Supervisor Comments Regarding Overall Evaluation:

Student Comments Regarding Evaluation:

Fall Semester: ___ Action Plan needed for current level of practicum experience
___ Progress in practicum as planned
___ Other, please contact field-based supervisor

Date of mid-semester evaluation: _____

Field-Based Supervisor's Signature: _____

Student's Signature: _____

University Supervisor's Signature: _____

Appendix F

James Madison University
Department of Graduate Psychology
School Psychology Practicum Evaluation
END of Semester

Student:

Field-based Supervisor:

Practicum Placement Site:

University Supervisor:

Period of Evaluation: (Circle) Fall Spring Year _____

Supervisors: Please provide your feedback regarding your student's level of performance, with respect to provision of psychological services. Your ratings should be based on observation **and/or** reports of performance received from other school personnel, parents and other individuals that are directly associated with the student's practice.

Students: Please rate yourself with respect to your provision of school psychological services. In order to guide your ratings, please use the following descriptions:

- * 1. = The student's performance is below the level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth. (See action plan outline attached)
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

N/A This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the student may not be receiving a full spectrum of experiences.)

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of each category.

I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

| I. | End of semester Evaluation | |
|---|-----------------------------------|------------|
| | Student | Supervisor |
| 1. Demonstrates competent cognitive assessment (administration, scoring and interpretation). | | |
| 2. Demonstrates competent achievement assessment (administration, scoring and interpretation). | | |
| 3. Uses curriculum-based measures of educational performance. | | |
| 4. Completes thorough assessment of personality, including objective and projective techniques. | | |
| 5. Uses models and methods of assessment that are useful in identifying strengths and needs and understanding problems. | | |
| 6. Writes reports that are comprehensive, accurate, and clear. | | |
| 7. Demonstrates skills for developing effective services and programs. | | |
| 8. Demonstrates competent preschool assessment. | | |
| 9. Uses models and methods of assessment to collect data to translate into decisions about service delivery. | | |
| 10. Conducts observations of the instructional environment(s) that impact a student's functioning. | | |
| 11. Demonstrates knowledge of diagnostic criteria when making service recommendations. | | |
| 12. Measures progress and outcomes. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

II. CONSULTATION AND COLLABORATION

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
 - 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
 - 3. = The student's performance meets expectations for their level of training.
 - 4. = The student's performance is above average and he/she can function well independently.
 - * 5. = The student's performance is highly developed and he/she displays professional skills in this area.
- * Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| II. | End of semester Evaluation | |
|--|----------------------------|------------|
| | Student | Supervisor |
| 1. Maintains appropriate lines of communication with educational personnel and parents. | | |
| 2. Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately). | | |
| 3. Establishes rapport with children and/or adolescents. | | |
| 4. Works well with school personnel and community/agency professionals. | | |
| 5. Uses interpersonal skills effectively during team meetings. | | |
| 6. Speaks clearly and effectively. | | |
| 7. Solicits and considers others' points of view. | | |
| 8. Displays knowledge and skill in consultative problem solving. | | |
| 9. Demonstrates appropriate assertiveness and advocacy. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

III. INTERVENTIONS and INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of each category.

| III. | End of semester Evaluation | |
|---|----------------------------|------------|
| | Student | Supervisor |
| 1. Demonstrates knowledge of effective teaching techniques. | | |
| 2. In collaboration with others, sets appropriate academic goals for students. | | |
| 3. In collaboration with others, evaluates the effectiveness of academic interventions. | | |
| 4. Student has knowledge of biological, cultural, and social influences on academic skills. | | |
| 5. Student has knowledge of evidence-based curricula and instructional strategies. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

IV. INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

| IV. | End of semester Evaluation | |
|--|----------------------------|------------|
| | Student | Supervisor |
| 1. Develops appropriate behavioral, affective, adaptive, and social skills goals. | | |
| 2. Implements strategies to improve behavioral, affective, adaptive and social skills of students. | | |
| 3. Demonstrates knowledge of various counseling/intervention strategies useful in working with school-age children. | | |
| 4. Applies counseling/intervention techniques that are appropriate to the presenting problem in individual counseling. | | |
| 5. Conducts a functional behavior assessment. | | |
| 6. Has knowledge of evidence-based strategies to promote social-emotional functioning and mental health. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

V. SCHOOL WIDE PRACTICES TO SUPPORT LEARNING

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| V. | End of semester Evaluation | |
|--|----------------------------|------------|
| | Student | Supervisor |
| 1. Understands regular education, special education, and other educational and related services. | | |
| 2. Demonstrates knowledge of effective disciplinary policies and practices (classroom and school wide). | | |
| 3. Understands the school as a system and works with others to facilitate a safe, supportive and effective learning community. | | |
| 4. Demonstrates effective process skills in team activities. | | |
| 5. Knows components of effective problem solving team structure and operation | | |
| 6. Utilizes appropriate technology-based resources (e.g., computer scoring, communication, adaptive supports) to assist in assessment and other decision making processes. | | |
| 7. Is able to access, evaluate, and utilize information sources and technology that safeguard or enhance the quality of services | | |
| 8. Demonstrates knowledge of information sources and technology relevant to their work. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

VI. PREVENTIVE AND RESPONSIVE SERVICES

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill.
A remediation plan may be necessary.

- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of each category.

| VI. | End of semester Evaluation | |
|--|----------------------------|------------|
| | Student | Supervisor |
| 1. Demonstrates skill in the application of group counseling techniques. | | |
| 2. Familiar with prevention and risk reduction programs and activities for school implementation. | | |
| 3. Provides or contributes to prevention and intervention programs that promote mental health and physical well-being of students. | | |
| 4. Knows and is able to apply principles for responding to crises . | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

| |
|---|
| VII. FAMILY- SCHOOL COLLABORATION SERVICES |
|---|

| VII. | End of semester Evaluation | |
|--|----------------------------|------------|
| | Student | Supervisor |
| 1. Participates, when feasible, in activities and programs to foster positive school climate. | | |
| 2. Knows how family characteristics and practices affect patterns of attitudes, feelings and behavior. | | |
| 3. Promotes home-school collaboration through effective communication with parents/caregivers. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

VIII. DIVERSITY IN DEVELOPMENT AND LEARNING

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| VIII. | End of semester Evaluation | |
|---|-----------------------------------|------------|
| | Student | Supervisor |
| 1. Understands influence of his/her own culture, value, and belief systems . | | |
| 2. Recognizes limits of own cultural knowledge, awareness and skills. | | |
| 3. Demonstrates knowledge of individual differences, abilities, and disabilities. | | |
| 4. Understands potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning. | | |
| 5. Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

IX. RESEARCH AND PROGRAM EVALUATION

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| IX. | End of semester Evaluation | |
|---|----------------------------|------------|
| | Student | Supervisor |
| 1. Understands research, statistics, and program evaluation methods . | | |
| 2. Plans and conducts investigations and program evaluations for improvement of services. | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

X. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

- * 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- * 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| X. | End of semester Evaluation | |
|--|----------------------------|------------|
| | Student | Supervisor |
| 1. Has knowledge of various service delivery models. | | |

| | | |
|--|--|--|
| 2. Has knowledge of ethical, professional and legal standards | | |
| 3. Practices in ways that are consistent with standards. Demonstrates ethical, legal, & professional behavior. | | |
| 4. Keeps supervisors informed of events and activities. | | |
| 5. Is prompt in meeting deadlines, appointments, and requests for assistance. | | |
| 6. Is involved professionally (organizations, task forces, etc.) | | |
| 7. Establishes appropriate work priorities and manages time efficiently. | | |
| 8. Accepts responsibility for own behavior (acknowledges errors, works toward improvement). | | |
| 9. Accepts and responds constructively to feedback and suggestions from supervisor(s). | | |

Comments (Student):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

Supervisor: Please indicate your recommendation for this student's next phase of experience:

Fall Semester [for Spring]

- remediate current level of practicum experience
- progress in practicum as planned
- OTHER: Please contact university supervisor

Spring Semester [for Next Year]

- remain at current level of practicum
- ready to progress to internship

Date of semester end evaluation: _____

Field-Based Supervisor's Signature _____

Student's Signature: Semester end: _____

University Supervisor's Signature: Semester end _____

ACTION PLAN (To be completed for Skill areas receiving a “1” rating):

| Student Self-Evaluation | Supervisor’s Evaluation |
|---|---|
| Areas of Strength | Areas of Strength |
| Areas to Target for Growth and Goals | Areas to Target for Growth and Goals |

Date: _____

Field-based Supervisor's Signature: _____

Student's Signature: _____

University Supervisor’s Signature: _____

James Madison University
School of Psychology
School Psychology Internship Evaluation

Intern: _____

Field-based

Supervisor: _____

Internship Placement:

University Supervisor:

Period of Evaluation: (Circle) Mid-year Year-end

Supervisors: Please provide your feedback regarding the intern's level of performance, with respect to provision of psychological services. Your ratings should be based on actual observation and/or reports of performance received from school personnel, parents and other individuals that are directly associated with the intern's practice.

Interns: Please rate yourself with respect to your provision of school psychological services. In order to guide your ratings, please use the following descriptions:

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective.
An action plan is required for targeted skill growth.
 - 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
 - 3. = The intern's performance meets expectations for their level of training.
 - 4. = The intern's performance is above average and he/she can function well independently.
 - * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.
- N/A This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the intern may not be receiving a full spectrum of experiences.)

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of each category.

I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| I. | Mid-year Evaluation | | Year-end Evaluation | |
|---|---------------------|------------|---------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Demonstrates competent cognitive assessment (administration, scoring and interpretation). | | | | |
| 2. Demonstrates competent achievement assessment (administration, scoring and interpretation). | | | | |
| 3. Uses curriculum-based measures of educational performance. | | | | |
| 4. Completes thorough assessment of social, emotional and behavioral competencies, including objective and projective techniques. | | | | |
| 5. Uses methods and models of assessment that are useful in identifying strengths and weaknesses and understanding problems. | | | | |
| 6. Uses methods and models of assessment to collect data to translate into decisions about service delivery. | | | | |
| 7. Writes reports that are comprehensive, accurate and clear. | | | | |
| 8. Conducts comprehensive functional behavioral assessments. | | | | |
| 9. Demonstrates competent preschool assessments. | | | | |
| 10. Conducts observations of the instructional environment(s) that impact a student's functioning. | | | | |
| 11. Demonstrates knowledge of diagnostic criteria when making service recommendations. | | | | |
| 12. Uses valid data collection procedures to evaluate and document effectiveness of services provided. | | | | |

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

II. Consultation and Collaboration

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| II. | Mid-year Evaluation | | Year end Evaluation | |
|--|---------------------|------------|---------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Maintains appropriate lines of communication with educational personnel and parents. | | | | |
| 2. Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately). | | | | |
| 3. Establishes rapport with children and/or adolescents. | | | | |
| 4. Works well with school personnel and community/agency professionals. | | | | |
| 5. Uses interpersonal skills effectively during team meetings. | | | | |
| 6. Speaks clearly and effectively. | | | | |
| 7. Solicits and considers others' points of view. | | | | |
| 8. Displays knowledge and skill in consultative problem solving. | | | | |
| 9. Demonstrates appropriate assertiveness and advocacy. | | | | |

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

III. Interventions and Instructional Support to Develop Academic Skills

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skills growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| III. | Mid-year Evaluation | | Year end Evaluation | |
|--|---------------------|------------|---------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Demonstrates knowledge/application of evidence based academic and instructional interventions. | | | | |
| 2. Interventions match appropriately with identified problems .In collaboration with others, understands and sets appropriate academic goals for students. | | | | |
| 3. In collaboration with others, understands and implements appropriate academic interventions for students. | | | | |
| 4. In collaboration with others, evaluates the effectiveness of academic interventions. | | | | |
| 5. Intervention fidelity is assessed. | | | | |
| 6. Follows up to provide necessary support. | | | | |

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

IV. Intervention and Mental Health Services to Develop Social and Life Skills

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action may is required for targeted skill growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| IV. | Mid-year Evaluation | | Year end Evaluation | |
|--|---------------------|------------|---------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Develops appropriate behavioral, affective, adaptive and social skills goals for students. | | | | |
| 2. Implements and evaluates supports and services to improve behavioral, affective, adaptive and social skills of students. | | | | |
| 3. Demonstrates knowledge/application of evidence based counseling/intervention strategies | | | | |
| 4. Applies counseling/intervention techniques that are appropriate to the presenting problem in individual counseling. | | | | |
| 5. Applies counseling intervention techniques in group counseling. | | | | |
| 6. Provides a continuum of developmentally appropriate mental health services (e.g., counseling, classroom emotional learning programs, PBS, parent education, behavioral change programs) | | | | |

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

V. School Wide Practices to Promote Learning

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| V. | Mid-year Evaluation | | Year end Evaluation | |
|---|---------------------|------------|---------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Understands the organization and administrative structure of the school division. | | | | |
| 2. Demonstrates knowledge of effective disciplinary policies and practices (class and school wide) | | | | |
| 3. Understands the school as a system and works with others to facilitate a safe, caring and inviting school community. | | | | |
| 4. Knows components of effective problem-solving team structure and operation. | | | | |
| 5. Demonstrates effective process skills in team activities. | | | | |
| 6. Conducts training activities for professional staff and/or parents/caregivers. | | | | |

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

VI. Preventive and Responsive Services

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| VI. | Mid-year Evaluation | | Year end Evaluation | |
|--|---------------------|------------|---------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Knows/recognizes behaviors and risk factors that are precursors to disorders or threats to wellness. | | | | |
| 2. Demonstrates skill in the application of group counseling techniques. | | | | |
| 3. Is familiar with prevention and risk reduction programs and activities | | | | |
| 4. Provides or contributes to prevention and intervention programs that promote mental health and physical well being of students. | | | | |
| 5. Knows principles for responding to crises (e.g. suicide, death, natural disaster, violence, sexual harassment). | | | | |

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

VII. Family-School Collaboration Services

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| VII. | Mid-year Evaluation | | Year end Evaluation | |
|---|---------------------|------------|---------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Maintains visibility and accessibility in the school. | | | | |
| 2. Participates, when feasible, in activities and programs to foster positive school climate. | | | | |
| 3. Knows of family systems . | | | | |
| 4. Communicates effectively with parents/caregivers. | | | | |
| 5. Creates/strengthens links with community-based agencies, and resources . | | | | |
| 6. Conducts a home visit with school social worker, supervisor, or another colleague. | | | | |

Comments (Intern):

,

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

VIII. Diversity in Development and Learning

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| VIII | Mid-year Evaluation | | Year end Evaluation | |
|---|----------------------------|------------|----------------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Understands influence of own culture, value, and belief systems. | | | | |
| 2. Recognizes limits of own cultural knowledge, awareness and skills. | | | | |
| 3. Demonstrates knowledge of individual differences, abilities, and disabilities. | | | | |
| 4. Understands potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning. | | | | |
| 5. Demonstrates the sensitivity and skills needed to effectively work with individuals of diverse characteristics. | | | | |
| 6. Understands the role and purpose of advocacy in the profession. | | | | |

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

IX. Research and Program Evaluation

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| IX. | Mid-year Evaluation | | Year end Evaluation | |
|---|----------------------------|------------|----------------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Understands measurement practices and outcomes and can explain to others. | | | | |
| 2. Is aware of current literature in the field of school psychology and education. Plans and conducts investigations and program evaluations for improvement of services. | | | | |
| 3. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels. | | | | |
| 4. Designs evaluations relevant to own work. | | | | |

Comments (Intern):

Supervisor's Comments (including collaboration for the "5" ratings in this category):

X. Legal, Ethical and Professional Practice

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
- * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

| IX | Mid-year Evaluation | | Year end Evaluation | |
|---|---------------------|------------|---------------------|------------|
| | Intern | Supervisor | Intern | Supervisor |
| 1. Understands and adheres to state and federal regulations (including procedural safeguards and due process). | | | | |
| 2. Has knowledge of ethical, professional, and legal standards. | | | | |
| 3. Practices in ways that are consistent with standards. Demonstrates ethical, legal, and professional behavior. | | | | |
| 4. Keeps supervisors informed of events and activities. | | | | |
| 5. Is prompt in meeting deadlines and appointments. | | | | |
| 6. Promptly responds to requests for assistance. | | | | |
| 7. Establishes appropriate work priorities and manages time efficiently. | | | | |
| 8. Accepts responsibility for own behavior (acknowledges errors, works toward improvement) | | | | |
| 9. Accepts and responds constructively to feedback and suggestions from supervisor(s). | | | | |
| 10. Participates in local, state and/or national professional association meetings or conferences | | | | |
| 11. Engages in continuous learning (readings, seminars, etc.) | | | | |
| 12. Utilizes information sources and technology in ways that safeguard and enhance service delivery and record keeping. | | | | |

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

Supervisor: Please indicate your recommendation for this individual's next phase of experience:

Fall Semester [for Spring] _____

Spring Semester [for Next Year] _____

___ remain in current level of field experience
___ continue in internship as planned

___ remain in current level of internship
___ ready to work as a credentialed school psychologist

___ OTHER: Please call, phone number(s) _____

Date of Mid-year evaluation: _____

Field-based Supervisor's Signature: _____

Intern's Signature: _____

University Supervisor Signatures _____

Date of year end evaluation: _____

Field-based Supervisor's Signature: _____

Intern's Signature: _____

University Supervisor Signature: _____

*After completing at mid-year, the intern should make a copy of the signed evaluation, retain copy for records, and send original to the university supervisor.

ACTION PLAN (To be completed for Skill areas receiving a “1” rating):

| Student Self-Evaluation | Supervisor’s Evaluation |
|---|---|
| Areas of Strength | Areas of Strength |
| Areas to Target for Growth and Goals | Areas to Target for Growth and Goals |

Date: _____

Field-based Supervisor's Signature: _____

Student's Signature: _____

University Supervisor’s Signature: _____

Appendix H
Internship Log Coding System

CODE

ACTIVITIES

- As** **Assessment Related Activities** (NASP 2.1, 2.2, 2.3). Activities having as a primary focus the gathering of information to answer specific referral questions for both regular and/or special education. These may include but are not limited to administration and scoring of formal and informal tests, report writing, behavioral observations, and review of cumulative records, interviews with parents, staff, agencies, teachers, and data analysis integration.
-
- DI** **Direct Intervention** (NASP 2.3, 2.4). Activities of a non-assessment nature which have the focus of affecting change. These may include but are not limited to group counseling or therapy, individual counseling or therapy, remediation of learning difficulties, direct instruction (social skills affective education, etc.) or feedback to student.
- CC** **Consultation and Collaboration** (NASP 2.2, 2.5, 2.6, 2.7). Consultation and collaboration with teachers and other school personnel on an individual or group basis, participation in team meetings (pre-referral, instructional, IEP teams, etc.), and system-level consultation efforts.
- FSC** **Family/School Community Collaboration** (NASP 2.7). Work with parents and families for assessment, consultation, intervention, etc. May also include home visits and parent training.
- PII** **Prevention and Indirect Intervention** (NASP 2.3, 2.4, 2.5, 2.6, 2.7). Activities of a non-assessment nature including but not limited to primary prevention activities (e.g., prevention of bullying, suicide, substance abuse, etc.). Development of intervention strategies, presentation at staff development in-services, meetings, and other prevention/intervention activities.
- SSO** **School System Orientation** (NASP 2.8, 2.9, 2.10). Non-assessment and non-intervention observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
- PD** **Professional Development** (NASP 2.10). Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in-services, professional reading, etc.
- Sup** **Supervision** (NASP 3.1) University supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit is required. However, regular communication and meetings are expected and should be documented. Formal on site supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology, Nationally Certified School Psychologist, Counselors, Social Workers, etc. Note: The field supervisor's signature is required on the log to verify the other activities performed and listed.
- RPE** **Research and Program Evaluation** (NASP 3.9). Use of statistics, research, and evaluation methods that improve services for children and families. Evaluation of research, translation of research into practice, thesis work, and program evaluation.

Appendix I

JAMES MADISON UNIVERSITY
SCHOOL PSYCHOLOGY FIELD EXPERIENCE CHECKLIST

Name of Intern: _____

Semester/Year: _____

Site Supervisor: _____

Please check:

University Supervisor: _____

1st semester internship ___

School District: _____

2nd semester internship ___

School(s): _____

This form is to be used for both initial planning and final evaluation of activities performed by school psychology interns. It is to be completed jointly by the intern and his/her site supervisor. Enter the date the skill or activity was completed or simply check it off as completed.

At the end of the semester, the completed form (with planned activities and their final evaluation) is given to the university supervisor. **Bring a copy of this form to your next placement for the supervisor to review.**

Activities to complete at the beginning of the field experience:

ORIENTATION AND OBSERVATIONS

COMPLETED

1. Orientation to the schools before school begins in Fall; attend appropriate in-service training sessions. _____
2. Meet personnel in school(s) and learn their roles; principals, secretaries, teachers, special education staff, nurse, school counselor, reading specialist, speech clinician, school psychologist, etc. _____
3. Review the organization and administration of general and special education services in your assigned school(s) and the school district. _____
4. Learn names, locations, and functions of community agencies, institutions, and schools that serve or are associated with your assigned school(s). _____
5. Become familiar with the school's philosophy, goals, policies, and curricula. _____
6. Review crisis intervention plan. _____
7. Learn programs and services available (including special

education, gifted education, school counseling, and nursing.)

ORIENTATION AND OBSERVATIONS

COMPLETED

8. Review all local and state guidelines and procedures pertaining to special education and school psychology services; note legal and ethical guidelines, particularly regarding informed consent, the special education process, and confidentiality. _____
9. Obtain and review forms used for referrals, IEPs, student records and other aspects of the delivery of special services. _____
10. Learn standard procedures for handling referrals; arranging contacts with students, teachers, and parents; personnel and procedures for team meetings, etc. _____
11. Observe general education classes and programs in the school, including academic and non-academic (e.g., guidance and counseling, PE, etc.) _____
12. Observe full range of special education classes and programs. _____
13. Observe alternate programs designed to serve at-risk children. _____
14. Observe a preschool evaluation. _____
15. Observe school psychologist and other special services staff performing various functions, including assessment, and direct and indirect interventions. Assist when appropriate. _____
16. Observe prereferral and/or referral meetings. _____
17. Observe eligibility meetings. _____
18. Observe IEP meetings. _____

ASSESSMENT FOR INTERVENTION

COMPLETED

1. Review and interpret individual student records. _____
2. Interview teachers and support staff. _____
3. Interview parents. _____
4. Interview children (clinical interview). _____
5. Collect observational data for individual assessment of individual student. _____
 - Narrative recording _____
 - Interval recording of target behaviors _____
 - Peer comparison _____
6. Make a home visit with a school social worker or supervisor. _____
7. Collect baseline behavior for change program. _____
8. Administer and interpret various standardized measures of educational performance. Measures (to be listed by intern):

9. Administer and interpret curriculum-based measures of educational performance. Measures: _____

10. Administer and interpret behavioral rating scales completed by teachers and parents. Checklists: _____

11. Administer and interpret measures of emotional and social functioning. Measures: _____

12. Administer and interpret measures of intelligence. Measures: _____

13. Administer and interpret measures of adaptive behavior. Measures: _____

14. Integrate and interpret assessment results into written reports. _____
15. Use computer technology to assist in assessment process. _____
16. Present assessment results orally to teachers, parents, and others. _____

ASSESSMENT FOR INTERVENTION

COMPLETED

- 17. Participate in eligibility, child study, RTI meetings. _____
- 18. Link assessment to specific recommendations and interventions. _____
- 19. Asses children of various ages, including;
__Preschool __Kindergarten
__Elementary __Middle School
__High School _____
- 20. Assess children with various difficulties and abilities, including:
__Non-disabled children with mild learning difficulties _____
__Children with learning disabilities _____
__Children with ADHD _____
__Children with Intellectual Disabilities _____
__Children with emotional disturbance/behavioral disorders _____
__Gifted and talented children _____
__Children with low incidence disabilities (e.g., Autism, TBI, etc. Intern should note types) _____

CONSULTATION

COMPLETED

- 1. Conduct individual consultations
with teachers _____
with parents _____
with other(s) _____
- 2. Conduct group consultation (with _____) _____
- 3. Conduct systems consultation. _____
- 4. Note purposes of consultations (e.g., behavioral problems, learning problems, classroom management, etc.): _____

COUNSELING

COMPLETED

1. Counsel individuals (ages: _____)
Average number of sessions: _____ _____
2. Assist in group counseling sessions planned by supervisor
or others: (ages _____)
Types of groups: _____ _____
3. Counseling approaches used:
Cognitive Behavioral _____
Play Therapy _____
Other: _____

INSERVICE AND GROUP TRAINING

1. Provide training or other experience to teachers.
(topic: _____) _____
2. Provide parent education.
(topic _____) _____
3. Provide education to others.
(topic _____) _____

SPECIAL PROJECTS

1. Research and evaluation _____
2. Program development _____
3. Curriculum development _____
4. Classroom wide interventions _____
5. Systems-level prevention/interventions _____
6. Please describe the special project(s):

Number of assessment cases _____
Number of consultations _____
Number of counseling cases _____

APPENDIX J
Professional Development Progress Form

The process described below is designed to assist you in becoming competent in the overall goals of the JMU School Psychology program. In addition to these goals, expectations for students include a commitment to academic excellence, ethical and professional behavior, cooperative learning, respect and sensitivity of individual and group differences, and personal growth and self-awareness. Although all faculty members and supervisors may be involved in helping you to achieve these goals and competencies, your academic advisor assumes primary responsibility for reviewing your progress with you. The Professional Development Progress Form is used to facilitate this review process and may be used along with other data to determine entry into the Ed.S. portion of the program and/or need for student remediation or action plans.

Level I:

Students should self-evaluate using the PDP form and then meet with their assigned advisor to review their ratings. This meeting should occur early in the Fall semester. Faculty will collectively review student progress in January after the winter break. Each student should self-evaluate in January and meet with their advisor for a discussion of these ratings. Additionally, students and their summer practicum supervisor and/or course instructor should include a review of the PDP form as a component of the practicum evaluation.

Level II:

Faculty will collectively review students early in the Fall semester. Students should then meet with their advisor for a review of these ratings. Faculty will collectively review students in January after the winter break and then meet with students for a discussion of ratings. Any areas still needing improvement will be monitored during the remainder of the semester, summer session and internship experience. Students are encouraged to include the PDP form in their professional portfolios.

The original PDP form will be kept in the student's file in the department office. Faculty and students are encouraged to use colored ink and dates to signify review times.

PROFESSIONAL DEVELOPMENT PROGRESS REPORT

STUDENT'S NAME _____ NAME OF RATER _____
DATE _____ REVIEWED BY _____
DATE _____

This process is designed to assist you in becoming competent in the overall JMU School Psychology program goals of:

- (1) Applying knowledge and techniques in Psychology to provide direct interventions to children and their parents including assessment, counseling, and consultation.
- (2) Providing indirect interventions to children, parents, teachers, and other school personnel such as consultation, in-service training, and program development.
- (3) Demonstrating an orientation as an interpersonally skilled, data-oriented problem solver.
- (4) Demonstrating an orientation as a facilitator/collaborator/planner in identifying and meeting the mental health and educational needs of individuals and systems.
- (5) Demonstrating an orientation as an advocate/catalyst for the development of human potential in children, parents, teachers, and other school personnel.
- (6) Demonstrating an appreciation of individual differences and sensitivity to human diversity.

Expectations for students include a commitment to: academic excellence, ethical and professional behavior, cooperative learning and respect, and personal growth and self-awareness.

Students should complete the form first as a means of self-evaluation. Then the form reflecting the student's self-rating should be given to their advisor. A face-to-face session to review the ratings must follow completion of the form.

For each Focus factor to be rated, select the behavior description along the 5-point scale that most nearly describes the student. A student may have higher ratings on some factors than on others: rate each without reference to any other.

| FOCUS | 0 No opportunity to observe | 1 Needs significant improvement | 2 Needs some improvement | 3 Satisfactory | 4 Very good | 5 Excellent |
|---|--|---|--|--|---|--|
| I. Demonstrates initiative and responsibility. | O | 1 | 2 | 3 | 4 | 5 |
| | No opportunity to observe. | Frequently does not work hard or long enough or is late with assignments. | Some instructor or team prodding necessary to get work done. | Works responsibly on assigned tasks. Completes minimum requirements for assignments on time. | Can be depended upon to stick to a task until it is completed. | Shows initiative; goes well beyond minimum requirements. |
| II. Demonstrates ability to plan and organize work, time management skills. | O | 1 | 2 | 3 | 4 | 5 |
| | No opportunity to observe. | Much of work shows evidence of little or poor planning. | Planning and organization limited to established procedures. | Organizes most aspects of work and is adequately efficient. Satisfactory time management. | Develops and carries through on systematic plan of organization when attacking a given problem. | Highly efficient. Excellent time management. |
| III. Demonstrates creativity and flexibility in problem solving, and relating to others. | O | 1 | 2 | 3 | 4 | 5 |
| | No opportunity to observe. | Tendency to be rigid, concrete. Little evidence of flexibility or creativity. | Limited in viewing all aspects of a problem or interpersonal situation. Limited creativity, flexibility. | Responsive to alternative ideas. Shows evidence of creativity, flexibility. | Proposes creative ideas, shows flexibility in approaching challenging problems or situations. | Consistently shows creativity, flexibility. |

| | | | | | | |
|---|----------------------------|---|---|--|---|---|
| IV. Demonstrates ability to think critically, produce quality work | O | 1 | 2 | 3 | 4 | 5 |
| | No opportunity to observe. | Concrete thinking, quality of work significantly below expectancy. | Low scores on exams, class projects. | Thinks actively, critically about course content, maintains 3.5 GPA. | Quality of critical work, thinking good. | Excellent quality of work. Consistently analyzes, synthesizes, and evaluates. |
| V. Demonstrates oral communication skills. | O | 1 | 2 | 3 | 4 | 5 |
| | No opportunity to observe. | Vague and ambiguous in expression of ideas and/or significant grammatical or syntax errors. | Ability to articulate ideas is limited. | Expresses self well enough to be understood. | Shows organization and consistency in expression of ideas. Body language congruent with verbalizations. | Unusual clarity and facility of expression. Body language is open, relaxed, and enhances communication. |
| VI. Demonstrates written communication skills. | O | 1 | 2 | 3 | 4 | 5 |
| | No opportunity to observe. | Vague and ambiguous in expression of ideas and/or significant grammatical or syntax errors. | Ability to express ideas is somewhat limited. | Expresses ideas well enough to be understood. | Shows organization and consistency in expression of ideas. | Unusual clarity and facility of expression. |
| VII. Demonstrates receptiveness to | O | 1 | 2 | 3 | 4 | 5 |
| | No opportunity | Non-responsive or | Minimally responsive or | Asks for feedback | Supervisory relationship | Supervisor/instructor as colleague/ |

| | | | | | | |
|--|----------------------------|--|--|---|--|--|
| feedback. | to observe. | resentful of feedback. | overly dependent upon instructor/supervisor. | when appropriate, is responsive to feedback. | involves self analysis by student with details added or clarified by supervisor. Consistently follows through with feedback. | mentor. Uses supervisor as a sounding board. Mutual decision making. |
| VIII. Demonstrates ability to function as group/team member. | O | 1 | 2 | 3 | 4 | 5 |
| | No opportunity to observe. | Generally tends to impede cooperative work. Antagonizes others, creates conflict that adversely affects teaming efforts. | Minimal participation, rarely contributes to team functions. | Working relationships fairly smooth. Does not create conflicts, impede cooperative work, but does not actively contribute to cooperation in problematic situations. | Good working relationships. Contributes to cooperative work in most situations and occasionally in problematic situations. | Consistently productive relationships with group/team members. Deals with conflict helpfully, stimulates others to work cooperatively, encourages the development of others. |
| IX. Demonstrates | O | 1 | 2 | 3 | 4 | 5 |
| | No | Lacks | Focus is on | Demonstrates | Demonstrates | Actions demonstrate |

| | | | | | | |
|---|---|---|---|---|---|--|
| <p>professional identity; awareness of content of profession.</p> | <p>opportunity to observe.</p> | <p>knowledge about professional role. Seems to be continually asking "what does the job involve?"</p> | <p>learning the basics of specific discipline. Sees self as student, i.e. lack of any expertise, tentative with clients, team members.</p> | <p>sound grasp of concepts and theories taught in classes. Is working on translating specific discipline knowledge into practice. Still "techniques" bound, "numbers" bound. Member of professional organization.</p> | <p>comfort with application of professional knowledge in practice. Basic skills well developed. Sees self as professional.</p> | <p>understanding and respect for breadth and depth of profession. Excellent potential for leadership.</p> |
| <p>X. Demonstrates an appreciation of individual differences and sensitivity to human diversity.</p> | <p>O No opportunity to observe.</p> | <p>1 Difficulty in relating to others, in relatively uncomplicated situations. Intolerant of diversity.</p> | <p>2 Able to form productive relationships but this may be inconsistent and the range may be limited. Comfort level with diversity limited.</p> | <p>3 Generally forms positive relationships. Comfortable with diversity. Warmth shows, and can empathize with others.</p> | <p>4 Consistently forms positive relationships in familiar situations and often in unfamiliar and challenging situations. Appreciates individual differences and human diversity.</p> | <p>5 Unusual and consistent ability to form relationships with wide range of persons in complex situations. Advocate for diversity.</p> |
| <p>XI. Demonstrates ethical responsibility.</p> | <p>O No opportunity to observe.</p> | <p>1 Has committed an ethical violation.</p> | <p>2 Limited knowledge of ethical guidelines or difficulty perceiving ethical issues.</p> | <p>3 Engages in ethical behavior. Adequate knowledge of ethical guidelines.</p> | <p>4 Has taken the initiative and provided leadership in acting upon professional convictions.</p> | <p>5 Can be counted on to consistently take the initiative and provide leadership in acting on professional convictions and modeling ethical behavior.</p> |

| | | | | | | |
|---|----------------------------|--|--|--|--|---|
| | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 |
| XII. Demonstrates emotional stability/maturity, stress management. | No opportunity to observe. | Not introspective. Shows little self awareness. Significant difficulty in managing stress, relating to others. | Occasionally demonstrates self insight. Some difficulty intrapersonally and interpersonally. Limited self awareness. | Genuine, emotionally mature, stable. Willingness to examine own behavior. Manages stress adequately. Possesses sense of humor. | Demonstrates emotional maturity and good insight in most situations. | Commitment to personal growth, self awareness. Is clearly aware of self, impact of own behavior on others. Excellent emotional maturity. Has participated in personal counseling. |

Appendix K The Portfolio

The School Psychology Program at James Madison University uses a student portfolio as one means of advising and showcasing competencies and experiences. Of more practical value to students, over the past few years about half of internship sites have requested portfolios as part of the application process. A review of the portfolio is conducted in the late fall or early spring of your second year to determine adequate demonstration of experiences in the domains of School Psychology practice.

What is a Portfolio?

A portfolio is an assessment technique that uses direct evidence of knowledge, skills, and abilities. Using the language of assessment, we can say that it is *qualitative*, *authentic*, and *ipsative*. Portfolios are *qualitative* because they are a collection of documents, not scores. They are considered *authentic* because they contain what is actually of interest, not something related to that interest. For example, in using a portfolio as part of your application materials for an internship or position as a school psychologist you will include sample assessment and intervention reports, rather than course grades or scores on the Praxis examinations. Being able to write reports is *actually* what the people making the hiring decisions want you to be able to do, and while course grades and Praxis scores may help make those decisions, many other things influence them besides your skills as a school psychologist. By *ipsative* is meant that portfolios are used primarily to describe your relative strengths rather than to make comparisons among individuals.

A fourth characteristic of portfolios is that they are *examinee-managed*. You decided what to include in your portfolio (within some general guidelines). You decide what are the documents and products that best describe you and the career you would like to have. You decided what to include and, equally importantly, what not to include.

One author on portfolios describes them by saying that they are *not* either rubbish bins or scrapbooks. They are not rubbish bins because they are not just an accumulation of everything you have done. What you include is carefully and deliberately chosen. They are not scrapbooks for two reasons. First, a scrapbook is made for you. It retains things you like to look over. The portfolio is designed to be read by others, primarily the JMU faculty and people making hiring decisions about internships and professional positions. You should keep that in mind while selecting what you include. Secondly, while portfolios need to be organized, they are not primarily about being “pretty.” Scrapbooks are most often chronological, but a portfolio will group evidence together by category (perhaps using the roles of the school psychologists as a basic outline).

Length?

One of the major concerns with portfolios is that over time they often become very lengthy. A person trying to decide whether to interview you for a job will not spend two or three hours reading every report you did during an internship. While there is no absolute requirement for length, you might consider that it should take about 10-15 minutes to read your portfolio. The

sample outline below will help you keep to that limit. At some point you may want to follow the rule that *For everything that is added, something needs to come out.*

Paper or Electronic?

At the present time, the unfortunate answer to this question is probably *BOTH*. If you take a portfolio to an advising session or an interview, it should be in paper form, but some school districts may request prior submission of electronic versions.

Timing?

You will want to start collecting materials for your portfolio during your first semester. Of course, you will update and refine materials to be included as your progress through the program. Certainly, during your second year your portfolio should take “shape” as you prepare for internship interviews. Your advisor and the internship coordinator will discuss and review the portfolio with you during your second year. Please note, however, that development of the portfolio is driven by you! Do not wait for prompts from faculty.

Format/Sections?

The portfolio is examinee managed and should demonstrate evidence of experiences in each of the domains of practice. Most students will find it helpful to organize the portfolio in sections that emphasize the particular practices of school psychologists. For example, a section on Data-based Decision Making would include lists of tests you have learned to administer and interpret and sample assessment reports while a section on Intervention might include a summary of your group counseling experiences and the case analysis from Psyc 755. There will be overlap among the domains of practice and it will not always be clear which section of your portfolio certain products should be placed. This ambiguity is to be expected as our roles and practices are interconnected. You should format your portfolio keeping the Evaluation Rubric faculty will use in mind. At a minimum, your portfolio would have the following sections: Data based decision making, Intervention, Consultation and Preventive Services, Diversity, and Research. In addition, a section on legal, ethical and professional practice might include logs, evaluations, and your CV. You may have other sections, too, depending on your personal interests and expertise.

Portfolio Development Schedule

- Discuss the portfolio at every formal advising session
- First year: choose materials from appropriate courses; begin to compile lists of tests learned and administered; save certificates from various professional development workshops
- First year Spring: Outline format of portfolio using various domains of practice as a general guide; update vita as experiences emerge
- Summer of first year: Finalize format
- Second year Fall: Bring portfolio to advising sessions; complete submissions
- Second year Spring: submit portfolio to your advisor for feedback and approval; continue to add to portfolio as experiences emerge
- Take approved portfolio to internship interviews for demonstration of competencies
- Third year: Update portfolio to include internship experiences; utilize portfolio as interviewing tool; customize to your unique experience and employment goals

EVALUATION and FEEDBACK RUBRIC FOR PORTFOLIO

The portfolio is reviewed to determine breadth and depth of a student’s experiences and learning. The contents of the portfolio should demonstrate experiences in the various domains of practice. Your advisor will review your portfolio during your second year and provide feedback about the evidence you have included in the portfolio.

NAME: _____ **FACULTY REVIEWER:** _____
DATE: _____

| Domain of Practice | Superior Evidence Experiences in the domain of practice are clearly and thoroughly represented in portfolio. Multiple examples are provided. | Adequate Evidence Experiences in domain is represented in an acceptable manner. One or two examples are provided. | Insufficient Evidence Documentation in the portfolio is insufficient. Additional evidence is required. |
|--|--|---|--|
| 1. Data Based Decision Making and Accountability (e.g., assessment reports, observations, behavioral assessments, CBA, lists of tests administered) | | | |
| 2. Consultation and Collaboration (e.g, Professional Development Progress Form, Consultation Analysis, Professional Identity Statement, Practicum Evaluations) | | | |
| 3. Interventions and instructional support to develop academic skills (e.g, interventions and recommendations, topical papers, presentations) | | | |
| 4. Interventions and mental health services to develop social skills (e.g, intervention reports, consultation analysis, group counseling) | | | |
| 5. School-wide practices to promote learning (e.g., parent or teacher trainings, professional development, brochures, internship evaluation forms) | | | |
| 6. Preventive and responsive services (e.g., crisis intervention activities and training as evidenced on vita, group counseling summary) | | | |
| 7. Family school collaboration services (e.g., internship evaluation, | | | |

| | | | |
|--|--|--|--|
| presentations) | | | |
| 8. Diversity in development and learning (ethnography, documentation of workshops, sample reports with cultural factors) | | | |
| 9. Research and program evaluation (e.g., abstract from thesis) | | | |
| 10. Legal, ethical and professional practice (e.g., practicum and internship evaluations, identity statement) | | | |
| OVERALL PORTFOLIO | | | |

Appendix L

Application for Graduate Degree

The link for this application (and relevant deadlines) can be found at:

https://www.jmu.edu/grad/_files/App_for_Grad_Doc_Degree_Updated_Jul9%20fillable.pdf

Appendix M

Research and Proposal Checklist for Submission to the Institutional Review Board (IRB) link can be found at:

<http://www.jmu.edu/sponsprog/allforms.html>

Appendix N

Approval of a Thesis of Dissertation Committee can be found at:

http://www.jmu.edu/grad/_files/CommitteeApprovalForm2015-16.pdf

Appendix O

Graduate School Thesis and Dissertation Instructions can be found at:

http://www.jmu.edu/grad/_files/2014-15Manual.pdf

Appendix P

STUDENT _____ DATE _____

| SCHOOL PSYCHOLOGY PROGRAM ED.S. PROPOSAL EVALUATION | | | | |
|---|----------------------|-------------|---------------------|-----------------------------|
| EVALUATION CRITERION | HIGH PASS | PASS | LOW PASS | DID NOT PASS |
| <u>INITIAL ORAL PRESENTATION OF PROJECT:</u> STUDENT'S PRESENTATION WAS CLEAR, ORGANIZED, COMPREHENSIVE AND WELL COMMUNICATED | | | | |
| <u>LITERATURE REVIEW</u> STUDENT'S WRITTEN LITERATURE REVIEW WAS COMPREHENSIVE AND RELEVANT TO STUDY | | | | |
| <u>KNOWLEDGE OF CONTENT AREA:</u> STUDENT DISPLAYED OVERALL BREADTH AND DEPTH OF KNOWLEDGE OF PROJECT CONTENT AREA | | | | |
| <u>ETHICS AND STANDARDS: (Pass or Not Pass Only)</u> STUDENT DISPLAYED APPROPRIATE AWARENESS OF RELEVANT PROFESSIONAL ETHICS AND STANDARDS | | | | |
| <u>ABILITY TO FIELD QUESTIONS:</u> STUDENT DEMONSTRATED RESOURCEFULNESS AND TACT IN FIELDING QUESTIONS | | | | |
| <u>RESEARCH DESIGN AND STATISTICS:</u> STUDENT DISPLAYED UNDERSTANDING OF THE RESEARCH DESIGN AND STATISTICS USED | | | | |
| <u>OVERALL IMPRESSION</u> | | | | |

HAS BEEN APPROVED FOR COMPLETION WITH THE FOLLOWING STIPULATIONS:

COMMITTEE SIGNATURES:

_____ (CHAIR)

STUDENT _____ DATE _____

**SCHOOL PSYCHOLOGY PROGRAM
ED.S. DEFENSE EVALUATION**

| EVALUATION CRITERION | HIGH PASS | PASS | LOW PASS | DID NOT PASS |
|---|--------------|------|-------------|--------------------|
| <u>INITIAL ORAL PRESENTATION OF PROJECT:</u> STUDENT'S PRESENTATION WAS CLEAR, ORGANIZED, COMPREHENSIVE AND WELL COMMUNICATED | | | | |
| <u>KNOWLEDGE OF CONTENT AREA:</u> STUDENT DISPLAYED OVERALL BREADTH AND DEPTH OF KNOWLEDGE OF PROJECT CONTENT AREA | | | | |
| <u>ETHICS AND STANDARDS: (Pass or Not Pass Only)</u> STUDENT DISPLAYED APPROPRIATE AWARENESS OF RELEVANT PROFESSIONAL ETHICS AND STANDARDS | | | | |
| <u>WRITTEN PRODUCT:</u> STUDENT DISPLAYED CLARITY, COMPREHENSIVENESS, AND ORGANIZATION IN WRITING | | | | |
| <u>ABILITY TO FIELD QUESTIONS:</u> STUDENT DEMONSTRATED RESOURCEFULNESS AND TACT IN FIELDING QUESTIONS | | | | |
| <u>RESEARCH DESIGN AND STATISTICS:</u> STUDENT DISPLAYED UNDERSTANDING OF THE RESEARCH DESIGN AND STATISTICS USED | | | | |
| <u>RELEVANCE OF RESEARCH TO PRACTICE</u> STUDENT DEMONSTRATED UNDERSTANDING OF CONTRIBUTION OF RESEARCH FINDINGS TO K-12 EDUCATION | | | | |
| <u>OVERALL IMPRESSION</u> | | | | |

HAS BEEN APPROVED FOR COMPLETION WITH THE FOLLOWING STIPULATIONS:

COMMITTEE SIGNATURES:

(CHAIR)
