



**The Gordon F. Derner School of Psychology
Adelphi University
Garden City, NY 11530**

School Psychology Psy.D. Program

**Field Placement Handbook
2022-2023**

TABLE OF CONTENTS

Introduction3

Philosophy and Objectives of the Practicum and Internship Experiences5

Field Placement Requirements.....9

Policies and Procedures for Field Based Experiences in School Psychology.....9

Application and Placement Guidelines11

Clinical/Community Externship Overview16

School Psychology Practicum Overview.....20

Professional Pre-Internship Portfolio25

Internship Overview.....27

Additional Internships Options33

APA/APPIC Internship Approval.....33

Internship at a Work Setting34

APPENDICES

A. Externship Affiliation Agreement Form.....35

B. Practicum Affiliation Agreement Form39

C. Internship Affiliation Agreement Form.....44

D. Internship Characteristics Checklist Non-APPIC Sites49

E. Practicum and Internship Supervision Evaluation Form55

F. Externship Supervisor Evaluation Form66

G. Student Self-Evaluation Form77

H: School Psychology Psy.D. Program Portfolio Artifacts88

I. Pre-Internship and Non-APA Internship Portfolio Evaluation Form.....91

J. Rubric for Internship Portfolio94

K. Psychoeducational Assessment Rubric95

L. Consultation Case Analysis96

M. Rubric for Consultation Case97

N. Academic and Behavioral Intervention Case Study99

O: Rubric for Intervention Case Study101

P: Counseling Case Analysis.....103

Q: Rubric for Counseling Case104

R: Rubric for Systems Level Prevention Project105

S. Rubric for Parent/Teacher Workshop106

T: APPIC Internship Timeline107

Introduction

This document contains information, guidelines, and materials for the field placement requirements of the School Psychology Psy.D. Program at the Gordon F. Derner School of Psychology, Adelphi University. The field placements are intended to provide doctoral students with the training and experiences to prepare competencies reflective of professional standards in the field, including those that are promoted by the National Association of School Psychologists' (NASP, 2020), American Psychological Association (APA, 2015) and the Council of Directors of School Psychology Programs (CDSPP, 2017).

These ten NASP Practice Domains include: data-based decision making; consultation and collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration; equitable practices for diverse student populations; research and evidence-based practice; and legal, ethical, and professional practice. See the NASP website for a more detailed review of these practice domains. These can be found at <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>

APA profession-wide competencies are described at this [link](https://www.apa.org/ed/accreditation/about/policies/implementing-guidelines.pdf), which is located at the following URL: <https://www.apa.org/ed/accreditation/about/policies/implementing-guidelines.pdf>. These competencies include: research; ethical and legal standards; Individual and cultural diversity; Professional values and attitudes; Communication and interpersonal skills; Assessment; Intervention; Supervision; Consultation and interprofessional/interdisciplinary skills.

Council of Directors of School Psychology Programs (CDSPP) guidelines for internships are found at the following [link](https://education.uky.edu/edp/wp-content/uploads/sites/4/2019/01/2017-Published-CDSPP-Internship-Guidelines.pdf), located at the following URL: <https://education.uky.edu/edp/wp-content/uploads/sites/4/2019/01/2017-Published-CDSPP-Internship-Guidelines.pdf>

Field placements are carefully integrated within a sequence of coursework and program requirements to facilitate building student competency in the attainment of a Doctoral degree in School Psychology. See the Adelphi University School Psychology Psy.D. Program Student Handbook for the program's mission statement, history, background, and detailed description of the program's overall structure and goals.

Tables describing the basic requirements for each of the required field placements in the School Psychology Psy.D. Program are located on page 9.

Externship

Students are required to complete fieldwork and clinical training whereby applied experiences are integrated with school psychology course work and theoretical knowledge across multiple field training experiences. During the third year of doctoral study, students are required to complete an externship in a clinical/community mental health setting. Externs shall extend their learning and practicing of professional skills in clinical or community mental health settings (e.g., hospital, community mental health center, substance abuse recovery program, etc.). This field placement provides students with experiential learning with children, adolescents, families, or adults with myriad academic, behavioral, emotional, and other handicapping conditions. The clinical/community externship presents students with meaningful training opportunities for diverse activities, such as intakes, evaluations, counseling and psychotherapy, consultation, therapeutic group work, family therapy, and participation in interdisciplinary team activities. Externs are required to complete at least 500 hours of experience over the course of one academic year, including summer. Evening or weekend hours may also be available, subject to approval by the placement and the doctoral Program. Supervision requirements include a minimum of 1-hour weekly, regularly

scheduled supervision, by a psychologist who is appropriately credentialed for the jurisdiction in which the program is located (licensed for the state in which the placement is located). When students are not being supervised on their field placement site by such doctoral level psychologists, students will be provided on-going weekly opportunities to discuss their clinical work conducted at their placements, with a doctoral level psychologist at Adelphi University, during the field placement class. See the following for a complete discussion of field experience expectations (note that practica in this document refers to externships as well as the practicum in a school that our program requires: <https://www.apa.org/ed/accreditation/section-c-soa.pdf>).

Practicum

The practicum in school psychology is designed to provide students with opportunities to demonstrate their skills in an applied setting. Success in the practicum experience requires the integration of theory, techniques, and ethics. Students are required to take three credits of practicum each semester (6 credits total) during their third year in the program. A minimum of one day per week at the practicum site is required. Additionally, students are expected to spend a proportionate amount of time outside of the placement preparing for practicum activities, completing written assignments, and participating in professional development activities. Practicum experiences are provided in the public schools under the supervision of professional school psychologists employed by the school division or agency. A minimum of 1-hour weekly, regularly scheduled supervision, by a state licensed psychologist, appropriately credentialed for the jurisdiction in which the program is located, is required. When students are not being supervised on their field placement site by such doctoral level psychologists, students will be provided on-going weekly opportunities to discuss their clinical work at their placements, with a doctoral level psychologist at Adelphi University, during the field placement class. See the following for a complete discussion of these expectations: <https://www.apa.org/ed/accreditation/section-c-soa.pdf>.

Structured activities are included in the practicum experiences that are designed to provide students the opportunity to integrate knowledge and apply skills across curricular areas. These areas include: learning theory, assessment linked to intervention, consultation and collaboration with families and school personnel, prevention and intervention, and professional and ethical practice. Further, students are required to reflect on their practices and their impact on the child, the family, school personnel and themselves. Active problem-solving to generate alternative plans of action is encouraged. Upon successful completion of the practicum experience, students are expected to demonstrate knowledge and skills that are sufficient for entry to the internship.

Internship

The internship represents the culminating clinical experience in the doctoral degree program in School Psychology. The internship program is organized around NASP and APA Standards. Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.

The internship may occur on a full-time basis over a period of one academic year or on a half-time basis over a period of two consecutive academic years with a minimum of 1750 hours. The internship provides opportunities for students to integrate their knowledge and applied skills in working with children, families, and adults, under the supervision of a licensed psychologist. Supervision requirements for full time internship, require 2 hours weekly, regularly scheduled supervision, by a state licensed psychologist, appropriately credentialed for the jurisdiction in which the program is located. In addition, another 2 hours of supervision are required by such an appropriately credentialed psychologist, which can be in a group setting. When students are not being supervised on their field placement site by such doctoral level psychologists, students will be provided on-going weekly opportunities to discuss their clinical work

conducted at their placements, with a doctoral level psychologist at Adelphi University, during the field placement class. See the following for a complete description of these expectations by the Council of Directors of School Psychology Programs (CDSPP): <https://sites.google.com/site/cdspphome/2012guidelines>

Philosophy and Objectives of the Practicum and Internship Experiences

The School Psychology Doctoral Program at Adelphi University prepares psychologists-in-training to be leaders in their respective roles, who are also committed to reflective practice and to working in collaboration with others to enhance the cognitive, academic, behavioral, and social/emotional functioning of individuals. Reflective practice is especially important because reflection allows students to integrate their past experiences with their current training to achieve deeper understanding and to reconcile who they are as individuals with who they are becoming as professionals. Developing understanding requires that the students have a variety of experiences through which they can: a) articulate ideas; b) converse with other professionals; c) test these ideas; and d) consider the connection between the information they are dealing with and other aspects of their lives.

The externship, practicum and internship experiences provide numerous opportunities for reflective practice. The ultimate result is a professional who is engaged in active inquiry as part of his/her practice. As school psychologists, these individuals will demonstrate a better appreciation of the absence of a single absolute answer in many real- world problem situations. Instead, these professionals will continually monitor their practice in order to determine the best course(s) of action for each unique situation.

A. Externship Objectives

Upon completion of the externship experience, students will develop the following APA/NASP competencies:

1. Use formal and informal measures to inform diagnostic, case conceptualization and intervention decision-making with clients. (Competency: assessment; data-based decision-making)
2. Generate recommendations for intervention and program planning based on intake and assessment results. (Competencies: intervention; academic intervention and instructional supports; mental and behavioral health services and interventions)
3. Intervene on an individual and/or group basis for children with mild behavioral and/or social-emotional difficulties. (Competencies: interventions; mental and behavioral health services and interventions; services to promote safe and supportive schools)
4. Demonstrate effective consultation and collaboration skills using a problem-solving model. (Competency: consultation and interprofessional/interdisciplinary skills; consultation and collaboration; services to promote safe and supportive schools)
5. Establish rapport and relate effectively with others from diverse backgrounds, with varying diagnostic or disability concerns, including child and adult clients, families, and professionals. (Competency: individual and cultural diversity; equitable practices for diverse student populations)
6. Apply feedback provided by site-based and university supervisors in an effective and prompt manner. (Competencies: ethical and legal standards, professional values and attitudes; communication and interpersonal skills, consultation and interprofessional/interdisciplinary skills; legal, legal, ethical, and professional practice; collaboration and consultation)
7. Demonstrate proficient participation in various professional team meetings. (Competencies: communication and interpersonal skills, consultation and interprofessional/interdisciplinary skills, intervention; consultation and collaboration)
8. Demonstrate professional responsibility consistent with the ethical and legal standards of the profession. (Competency: professional values and attitudes; legal, ethical, and professional practice)

9. Describe the role and function of the school psychologist in clinical or community settings and how their own skills meet these demands. (Competency: professional values and attitudes; legal, ethical, and professional practice)
10. Demonstrate knowledge of current research in the field that is directly applicable to their functioning as a professional school psychologist in various settings. (Competency: research and evidence-based practice)
11. Actively evaluate the outcomes of services provided. (Competency: research and evidence-based practice)
12. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices in order to improve current functioning. (Competency: professional values and attitudes; legal, ethical, and professional practice)
13. Demonstrate the ability to apply information and technology in ways that enhance the quality of services. (Competency: professional values and attitudes; legal, ethical, and professional practice)

B. Practicum Objectives

Upon completion of the practicum experience, students will develop the following APA/NASP Competencies:

1. Plan and conduct comprehensive psycho-educational assessments that include both formal and informal measures. All assessments will be carried out with sensitivity to diversity. (Competency: assessment; data-based decision-making)
2. Synthesize and integrate all assessment results in a written report that clearly describes the child's performance and levels of functioning. (Competency: assessment; data-based decision-making)
3. Generate recommendations for intervention and program planning based on assessment results. (Competencies: interventions; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration)
4. Intervene on an individual and/or group basis for children with mild behavioral and/or social-emotional difficulties. (Competencies: interventions; mental and behavioral health services and interventions; services to promote safe and supportive schools)
5. Understand the various types of programs and interventions offered to children with disabilities. (Competencies: interventions; academic interventions and instructional supports; mental and behavioral health services and interventions)
6. Demonstrate effective consultation skills using a problem-solving model with school personnel and parents. (Competency: consultation and interprofessional/interdisciplinary skills; consultation and collaboration; family, school and community collaboration)
7. Establish rapport and relate effectively with students, families, and professionals from diverse backgrounds and disabilities. (Competency: individual and cultural diversity; equitable practices for diverse student populations; family, school and community collaboration)
8. Understand the importance of family-school partnerships to meet the educational and psychological needs of students. (Competency: communication and interpersonal skills; consultation and interprofessional/interdisciplinary skills; family, school and community collaboration)
9. Apply feedback provided by site-based and university supervisors in an effective and prompt manner. (Competencies: ethical and legal standards, professional values and attitudes; communication and interpersonal skills, consultation and interprofessional/interdisciplinary skills; legal, ethical and professional practice; consultation and collaboration)
10. Demonstrate proficient participation in various professional team meetings. (Competencies: communication and interpersonal skills; consultation and interprofessional/interdisciplinary skills; intervention; consultation and collaboration; school and community collaboration; equitable practices for diverse student populations)

11. Demonstrate professional responsibility consistent with the ethical and legal standards of the profession. (Competency: ethical and legal standards, professional values and attitudes; legal, ethical, and professional practice)
12. Describe the role and function of the school psychologist and how their own skills meet these demands. (Competency: ethical and legal standards, professional values and attitudes; legal, ethical, and professional practice)
13. Demonstrate knowledge of current research in the field that is directly applicable to their functioning as a professional school psychologist. (Competency: research; research and evidence-based practice)
14. Actively evaluate the outcomes of services provided. (Competency: research; research and evidence-based practice)
15. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices in order to improve current functioning. (Competency: ethical and legal standards, professional values and attitudes; legal, ethical, and professional practice)
16. Demonstrate knowledge of school procedures for processing referrals, accessing student records, contacting parents, etc. (Competency: intervention; school-wide practices to promote learning)
17. Demonstrate the ability to apply information and technology in ways that enhance the quality of services. (Competency: ethical and legal standards, professional values and attitudes; legal, ethical, and professional practice)

C. Internship Objectives

Upon completion of the internship experience, students will develop the following APA/NASP competencies:

1. Participate in a comprehensive process of effective decision-making and problem-solving (competency: data-based decision making)
2. Demonstrate accurate assessment skills including effective interview and observation skills, test selection and administration, instructional assessment, and ecological assessment. All assessment must be carried out with sensitivity to diversity. (Competency: assessment; data-based decision making)
3. Integrate all assessment data for interpretation in order to make evidence-based diagnoses or educational classifications and specific recommendations to facilitate learning, social/emotional and/or behavioral change. (Competencies: intervention; academic interventions and instructional supports; mental and behavioral health services and interventions)
4. Demonstrate the ability to write concise professional reports that are understandable to consumers (e.g., client's, agencies, parents or school personnel). (Competency: assessment; data-based decision making)
5. Use assessment skills to monitor progress and evaluate clients' response to intervention. (Competency: assessment; data-based decision making)
6. Exhibit proficiency in designing and implementing both individual and group interventions to meet the emotional and behavioral needs of clients. (Competency: intervention; mental and behavioral health services and interventions)
7. Evaluate the effectiveness of interventions and prevention practices. (Competency: research; research and evidence-based practice)
8. Apply consultation skills to effectively help parents and school/agency personnel identify problems and implement evidence-based interventions. (Competency: consultation and interprofessional/interdisciplinary skills; consultation and collaboration)
9. Demonstrate appropriate interpersonal skills to communicate effectively with parents, school/agency personnel, and other professionals. (Competency: consultation and interprofessional/interdisciplinary skills; consultation and collaboration)

10. Establish rapport and relate effectively with clients, families, and professionals from diverse backgrounds and disabilities. (Competency: individual and cultural diversity; equitable practices for diverse student populations)
11. Demonstrate the ability to work collaboratively with families and professionals to meet the needs of students/clients. Encourage family involvement. (Competency: communication and interpersonal skills, consultation and interprofessional/interdisciplinary skills; family, school and community collaboration)
12. Work with school/agency personnel to implement a systems level prevention project. (Competency: intervention, consultation and interprofessional/interdisciplinary skills; communication and interpersonal skills; school-wide practices to promote learning; services to promote safe and supportive schools)
13. Facilitate practices that create and maintain positive environments for clients through teacher/parent/staff workshops. (Competency: intervention; communication and interpersonal skills; consultation and interprofessional/interdisciplinary skills; consultation and collaboration; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration)
14. Apply feedback provided by site-based and university-based supervisors in an effective manner. (Competency: ethical and legal standards, professional values, attitudes, and behaviors; legal ethical and professional practice)
15. Demonstrate the ability to function effectively as a team and organization member to promote student learning and prevent problems. (Competency: intervention, consultation and interprofessional/interdisciplinary skills; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration)
16. Utilize technology that is relevant to their work and that enhances the quality of services. (Competency: ethical and legal standards; professional values and attitudes; legal ethical and professional practice)
17. Demonstrate professional responsibility consistent with the ethical and legal standards of the profession. (Competency: ethical and legal standards, professional values and attitudes; legal ethical and professional practice)
18. Apply program evaluation skills to evaluate the impact of services (Competency: research; research and evidence-based practice)
19. Demonstrate knowledge of current research in the field that is directly applicable to their functioning as a professional school psychologist. (Competency: research; research and evidence-based practice)
20. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices in order to improve current functioning. (Competency: ethical and legal standards, professional values and attitudes; legal ethical and professional practice)

Field Placement Requirements

Year	Placement	Type of Setting	Hours Required
Third Year	Externship	Clinical/Community	At least 500
Fourth Year	Practicum (1 day per week)	School	280
Fifth Year	Internship	School or Setting with Children and Adolescents	1750

POLICIES AND PROCEDURES FOR FIELD BASED EXPERIENCES IN THE SCHOOL PSYCHOLOGY DOCTORAL PROGRAM

Field Placement Expectations

Field placement experiences provide unique learning and professional development opportunities. They also present challenges, whether during externship, practicum, or internship. Meeting these challenges will be enhanced by becoming familiar with the expectations and procedures. The following are key expectations, although there are some variations among the diverse field placements students may encounter.

Field Placement Changes

Occasionally, circumstances may arise that necessitate consideration of a change in placement for a student. In such situations, the student or field-based supervisor who has a concern about a student placement should contact the Director of Field Placements. *Since a change in placement can represent a very significant disruption in a student's program and in the delivery of psychological services, requests for changes are given very careful consideration.* In most cases, the Director of Field Placements will first consider other possible, appropriate solutions to resolve any issues that may be interfering with the success of a placement. If the university supervisor determines that a change in placement is warranted, then every effort will be made to secure a new placement for the student in a manner that is fair and minimally disruptive to everyone involved.

Externship

Students are provided with specific information about the externship application process and expectations during a meeting with the Director of Field Placements during the first semester of the first year of the program. Students apply and interview for externships, frequently consulting with school psychology faculty in the process. Students may apply to externships through the NYNJADOT system or may apply to alternative externships. Externships must be approved by the Director of Field Placements and must comply with the program standards. In all cases, the externship site receives a copy of the School Psychology Doctoral Program Student Handbook, the School Psychology Psy.D. Program Field Placement Handbook, and the externship syllabus. The Director of Field Placements then contacts the externship site to secure the site's agreement to abide by the standards set forth in the Field Placement Agreement Form (See Appendix A). Externs are not permitted to sign contracts with the externship site until the program has received a signed copy of the Externship Agreement Form. There must be a written contractual agreement that specifies the period of appointment and terms of compensation, if appropriate. Externship sites must realize that primary responsibility for the extern's practice on a day-to-day basis rests directly with the appropriately credentialed school division/agency personnel.

Practicum

The placement of practica students must be approved by the Director of Field Placements, who will facilitate in finding appropriate placements for students. Field placements are made in careful and close collaboration with school personnel. Practica placements are made primarily within a 50-mile radius from campus. Students should expect to incur travel time and associated expenses. The Psychology Department cannot supplement these expenses. In some cases, school divisions may pay students a nominal supplement.

When making placements, the School Psychology Doctoral program faculty must balance the needs of individual students, faculty, field supervisors, and host schools. Since each partnership school division processes requests for placements differently, the School Psychology Doctoral program cannot predict when or if placements will be confirmed. Nevertheless, the following list, although not exhaustive, provides some examples of factors considered in arranging field placements for students:

- Student transportation
- Diversity of setting
- Activities provided by the school division/agency
- Requests from schools/agencies
- Establishment of student cohort groups
- Experience/training of field supervisor
- Formal partnerships with specific schools/agencies

Internship

Students are provided with specific information about the internship experience in a group meeting during their first semester of practicum. Students apply and interview for internships, frequently consulting with school psychology doctoral program faculty in the process. Students are strongly encouraged to apply for APPIC internships. However, in cases in which students intend to pursue an internship at a non-accredited site, the Director of Field Placements will contact the site before the application is made to ensure that the site will comply with program standards. In all cases, the internship site receives a copy of the *School Psychology Doctoral Program Handbook*, the *School Psychology Psy.D. Program Field Placement Handbook*, and the internship syllabus. The Director of Field Placements then contacts the internship site to secure the site's agreement to abide by the standards set forth in the Internship Agreement Form (See Appendix C). *Interns are not permitted to sign contracts with the internship site until the program has received a signed copy of the Internship Agreement Form.* There must be a written contractual agreement that specifies the period of appointment and terms of compensation. Internship sites must realize that primary responsibility for the intern's practice on a day-to-day basis rests directly with the appropriately credentialed school division/agency personnel. ***Students may not complete an internship at the site where their externship was completed.***

Students admitted to the Doctoral Program in School Psychology with an advanced degree will work with the Director of Clinical Training and Director of Field Placements to design an appropriate sequence of field experiences, that are tailored to the particular needs of the doctoral student.

Approval of an internship placement is dependent upon the internship site meeting the following criteria:

1. The internship site must provide appropriate supervision.
2. The internship site must be willing to engage in a collaborative relationship with Adelphi University to provide an effective learning environment.
3. The internship site must provide a schedule of activities that is consistent with that of other school psychologists at that site and with consideration of the intern's level of training.

4. The internship site recognizes the internship as a training experience and does not exploit the services of the intern.
5. The internship site will provide appropriate release time for field-based intern supervisors to provide weekly face-to-face supervision with the intern.
6. The internship site will provide the intern with an appropriate work environment, including supplies, materials, secretarial services, and office space.
7. The internship site will reimburse the intern for expenses consistent with policies of the internship site that pertain to school psychologists.
8. The internship site will provide reasonable opportunities for the intern to participate in continuing professional development activities (supervision meetings on campus, regional workshops, conferences, etc.).

Application and Placement Guidelines

Applications – It is important to learn about the application process and apply to appropriate placements. The Director of Field Placements will hold an information session to review application information by November, prior to application deadlines for placements. You can also meet individually with faculty and with the Director of Field Placements for guidance or to discuss questions about the process. The Director of Field Placements can be reached at weisz@adelphi.edu. Applicants must be students in good standing and making satisfactory progress with coursework to be eligible for field placement experiences at every step of the program (i.e., externship, practicum, internship). Maintaining a B average is required as part of this eligibility requirement.

Applicant Reviews - Placements typically have various ways to review your qualifications and background (e.g., Resumes or CVs, interviews, references, background checks, fingerprinting).

Pre-Requisites and Requisites – Find out about any requirements to work at the organization (e.g., liability insurance, fingerprinting, required courses such as reporting child abuse and DASA, orientation, onboarding process, review of procedures, guides and rules related to applying, accepting, etc.).

Affiliation Agreement – As part of the agreement for students to be working in placements, an affiliation form must be completed and signed by representatives of the placement and Adelphi. The Director of Field Placements will provide the most current affiliation form to placement sites prior to students beginning to work at the sites.

Liability Insurance – Adelphi University provides general liability and malpractice insurance for extern, practicum, and internship students. This coverage is provided in light of the fact that externs, practicum students and interns are acting in an official capacity as students under the direction of Adelphi University. As long as externs, practicum students and interns act within the scope of that direction, the plan will cover their actions. It is important to note that the plan does not cover willful or wanton misconduct. More information about the amount of coverage can be obtained by contacting the Risk Management office at Adelphi University. As of July 2020, the general liability insurance coverage was 1 million/2 million (per incident, per aggregate), while the malpractice insurance coverage is \$2 million/4 million (per incident, per aggregate).

Fingerprinting - Placements may require fingerprinting. There are multiple systems for fingerprinting (e.g., Board of Education, Department of Health). Be sure to find out which type of fingerprinting is required. Be aware that the fingerprinting process can be time-consuming. Therefore, it is advisable to find out and initiate the needed procedures as soon as possible. When securing placements, there may be various levels of background checks required. It is recommended that applicants disclose fully all information about their history. This includes information provided on resumes or CVs and information provided during interviews.

Background Checks - Some school divisions/agencies are beginning to require background checks for their externs, practica students and interns. Since the requirements for background checks vary from division to division and are currently subject to change, the School Psychology doctoral faculty are continuing to work with local school divisions to determine their requirements regarding background checks for practica students and interns. *Responsibility for having the background check completed and submitted to the appropriate agency resides with the student. Acceptance or termination of a placement based on the results of a background check is at the discretion of the school division. The Psychology Department cannot pay background check fees; therefore, any cost will be the responsibility of the student.*

Support for Adelphi Students with Disabilities - The School Psychology Psy.D. Program is committed to providing equal educational opportunity for all academically qualified students in keeping with legal requirements of the Americans with Disabilities Act of 1990. A student with a disability who seeks and is entitled to reasonable accommodations must notify the Student Access Office (SAO) at the University. It is the responsibility of the staff of the SAO to verify a student's disability, to work with the student to identify reasonable accommodations, and to notify the student's instructors. Students with disabilities should note that externships, practica and internship experiences are field-based and therefore, may necessitate consideration of accommodations other than those deemed appropriate for a typical university classroom setting. In such instances, accommodations will be considered reasonable and appropriate only when they can both satisfactorily offset the disability and maintain the appropriate safety and adequate service to all individuals affected by the relevant field experience. When either of these would be compromised, alternative educational roles may need to be considered. Students with disabilities who will be participating in field experiences should discuss potential needs and concerns with the Director of Field Placements and the Student Access Office well in advance of any field experience to allow adequate time for planning, including the involvement of program professors, the field-based supervisors, and the administration of the hosting school, as appropriate.

On-Boarding or Orientations - Many placements will have an orientation or "on-boarding" process. It is best to make arrangements to be available at the times scheduled. Otherwise, call the contact person to explain your difficulty with the appointment time or day. Supervisors can be very sensitive to early impressions and it is best to avoid appearing to be uncooperative or disengaged, particularly in these early interactions.

1. **Training** - Placements may require training to have occurred prior to the placement or during the year of the placement. The Psy.D. Program incorporates required training (e.g., reporting child abuse, Dignity for All Students Act). If you are aware of any further requirements that are not included, please discuss the need with faculty. Placements may also have various additional training and didactic experiences on site or off site. Consider these to be part of your training. Be mindful of the specific expectations at your placement including when attending trainings (e.g., dress, punctuality, participation). These expectations may be more formal or may differ in other ways from what you are used to in your University classroom setting, so make sure to present yourself in the most professional manner, which includes dressing appropriately, avoiding use of phones or technology for anything not appropriate to the situation and being mindful of how you may be seen by others in your behavior. These experiences can also be opportunities to make connections with professionals who can be helpful to you at a later time in your career. First impressions matter.
2. **Attendance** - Attendance during field placement experiences is a fundamental requirement of successful completion of program requirements. Some of the work students have to (or wish to) accomplish will need to be done beyond their regularly scheduled days. Students will need to manage their own personal schedule accordingly. As a professional courtesy, students should contact the field-based supervisor in advance of any change in attendance schedule. Further, students are expected to fulfill their contractual obligations with regard to attendance, sick days, and personal leave. School system calendars do *not* coincide with the University calendar. Interns must be present when school is in session, even though the University may not be in

- session. During internship, students take any breaks given by the school system but do *not* take the University's scheduled breaks. In cases of inclement weather and school closings, students follow the inclement weather policy of the school system/agency. All students should consult their contract for specific attendance requirements. *Due to the time-intensive nature of internship, holding another job or taking additional courses during this time is not recommended. Interns are not permitted to take an additional course during times that conflict with the regular school day during internship.*
3. **Professional Conduct** – Every school/agency has norms and expectations regarding the appearance and dispositions of its faculty and staff. Externs, practicum students and interns are expected to meet or exceed the school/agency's expectations of appearance and behavior. Unkempt clothing, shorts, flip-flops, mini-skirts, bare midriffs, excessive body piercing, t-shirts, bare shoulders, and dyed hair of unnatural color are some examples of clothing and appearance that are oftentimes unacceptable for professionals. Students should dress professionally at all times in their training sites, typified by slacks, skirts, collared shirts, ties, and similar professional attire. It is the student's responsibility to become familiar with the school/agency's expectations for professional appearance and dress immediately upon beginning the first clinical experience. Inappropriate appearance or dress can adversely affect a student's placement or continuation in the School Psychology Psy.D. Program.

Student behavior is also governed by general expectations of professionalism and civility. School psychology is a service profession. During field experiences, students will interact with minors, parents/guardians, support staff, administrators, teachers and other professionals. While these interactions will largely be characterized as positive, students are also likely to encounter some situations that are uncomfortable or challenging. A vital area of training as a school psychologist is developing the attitudes, skills, and capacity to work productively and professionally with all populations of people in the myriad situations that arise each day. Students are responsible for their behavior during their training. Continuation in a field placement and in the School Psychology Psy.D. Program can be adversely affected by unprofessional or inappropriate dispositions and behaviors, and by inappropriate or confrontational interactions with others.

Although you will be learning during your clinical placements, it is strongly encouraged that you be proactive about participating in appropriate tasks and activities. Supervisors appreciate students who demonstrate a good work ethic, appropriate taking of initiative, checking and asking questions when unsure, and offering to help or do things. You are expected to participate with a degree of skills appropriate to your level of training. You should also be careful not to overstep your boundaries and do things you are not ready to do without support or supervision. Be aware of tasks or activities your supervisor may not want you to participate in, as well. It is important that you diligently work on developing your skills from coursework at your placement with coordination from your supervisor (e.g., assessment, report-writing, consultation, direct interventions and ethical issues).

Confidential Information - School psychologists regularly work with confidential information. Confidential information can include student grades, health records, academic records, assessment results, family histories, and more. All students on externship, practicum, and internship are held to the same legal and professional standards as professional psychologists with regard to confidential information. Questions regarding confidentiality policies should be directed to the field-based, university supervisor, or Director of Field Placements.

Code of Ethics - All schools and many professional organizations develop a set of standards for ethical behavior as a professional. As a student at Adelphi University, students agree to support and maintain the College Honor Code. Violations of the College Honor Code will follow the policy established by Adelphi University.

As a professional, you will develop your own personal standards for ethical behavior that are aligned with national, local and professional organization guidelines. In their capacity as externs, practicum students and interns, all Adelphi University students are expected to comply with APA's Code of Conduct and NASP's Principles for Professional Ethics. Some commonly accepted professional guidelines for behavior in field-based settings are listed below and can serve as an initial guide as you develop your own code of conduct.

1. **Do no harm.** Students are placed in schools/agencies to assist and facilitate the growth, learning, and development of the students in these settings. Be mindful of your actions in regard to this principle (e.g., do not practice outside of your training and supervision parameters, report concerns to supervisors if you believe students may be in danger of harm)
2. **Demonstrate cultural competency.** Recognize how personal values, opinions, and biases can affect professional judgment. Show respect for all children, families, and colleagues and treat all children, families, and colleagues with care and professional courtesy.
3. **Follow policies and procedures of the school/agency.** Read and be familiar with the policies and procedures of your field setting. All students must abide by the guidelines and code of ethics established by the school/agency in which they are obtaining their clinical experiences.
4. **Maintain confidentiality at all times.** Information related to student/client's behavior, academic performance, social interactions, or family must be confidential. Federal regulations guide all questions related to confidentiality of client records.
5. **Maintain high standards of professionalism in all areas at all times.** You serve as a role model for students and represent Adelphi University and the field of School Psychology.
6. **Be prepared.** Prepare appropriately for clinical experiences. Add to the learning experience by demonstrating best practice.
7. **Arrive and depart punctually.** As an adult and representative of Adelphi University, your arrival and departure times should occur in a timely fashion that reflects your interest and enthusiasm for the profession. *Please note that inaccurate logs are considered a violation of the honor code.*
8. **Communicate appropriately.** Language is a powerful tool. Professional child-first language should be used at all times (e.g., child with Autism rather than Autistic child).
9. **Dress professionally.** Appropriate attire is required.
10. **Be open to new ideas and be willing to learn from others.**

Policies - While on field placements, your functioning is still an extension of your student role as part of Adelphi University. This means that you are expected to fully comply with the University Student Code of Conduct and with expectations from your specific training program. You are also provided with guidance from faculty, staff and the Director of Field Placements related to professional practices and ethical conduct. These will be reinforced during orientation meetings, field seminar courses and other courses in the Program. The Adelphi Student Code of Conduct and the Psy.D. Student Handbook provides additional information about these expectations.

Furthermore, you will also need to follow the practices and expectations of your placement. You should proactively seek out information and guidance regarding professional behavior, including asking questions and attending to supervisory guidance, reading policies and guidelines and incorporating information from orientations, training, Human Resources guidelines and policies, and laws. Make sure to be familiar with FERPA and HIPAA as they apply in your settings. If you are unsure or feel conflicted by different expectations or requirements, immediately discuss this with your supervisor, field placement class

instructor and other faculty at Adelphi or the Director of Field Placements. Additionally, you will need to be familiar with expectations from professional organizations that have been incorporated throughout your training in the doctoral program and your placement setting.

Time Logs – Students are required to document data, including hours, activities, and field placement experiences. At this time, Time 2 Track is being used as the system to log hours and experiences, as well as to complete evaluations by the supervisor and the student. Students in placements should keep track of hours they will be required to complete and follow up with supervisors and the Director of Field Placements if there are any concerns about meeting their hours. If hours or days are missed, students should discuss with supervisors what options exist to make up those hours/days.

Evaluations, Feedback, Conduct and Discipline - The Director of Field Placements will request feedback and formal evaluations from placement supervisors to determine student performance and development. The Director of Field Placements will communicate with field supervisors early in the year, mid-year for student evaluations and at the end of the year for final evaluations. Unsatisfactory evaluations or concerns from the placement can lead to termination of the placement. Students having concerns about their field experience should communicate these concerns with the Director of Field Placements and with faculty and staff in the Psy.D. Program. At the placement, if a student fails to follow expectations or perform in a satisfactory manner, these may be addressed through various avenues, including supervisory discussions, impact on student evaluations, remediation plans, disciplinary actions or even termination from the setting. Similarly, the Psy.D. Program has expectations as detailed in the Student Code of Conduct and the Psy.D. Program's Student Handbook. Violations of the Student Code of Conduct will be addressed according to University and Derner policies and procedures.

Clinical/Community Externship Overview

Externship Requirements	
Type of Setting	Clinical or community setting
Hours	At least 500 hours
Supervision	Minimum of an hour regularly scheduled weekly supervision from a psychologist appropriately credentialed for the jurisdiction. When not available, there will be on-going weekly opportunities to discuss clinical work conducted at placements, with a doctoral level psychologist at Adelphi University, during field placement classes.

The clinical/community externship placement is a requirement in the third year of the doctoral Program for both four year and advanced track students. The requirements are indicated in Table 3. Externs will extend their learning and practicing of professional skills in a clinical or community mental health setting (e.g., hospital, community mental health center, substance abuse recovery program, etc.) The organizations accepting externs must agree to the requirements of the externship as described here and in the externship affiliation agreement form.

Externs are expected to complete at least 500 hours of experience during their externship, over an academic year, including summer. Evening or weekend hours may also be available, subject to approval by the placement and the doctoral Program.

Clinical and/or community experiences should include diverse activities, such as intakes, clinical review meetings, assessments, psychotherapy, counseling, therapeutic group work, family support, interdisciplinary team activities, consultation, didactic training, administrative procedures and other meaningful training experiences for a student working toward a doctorate in school psychology.

Applicants to externships should review application and placement guidelines elucidating student expectations, procedures and policies, performance reviews and evaluations, and other relevant information (Starting on page 9 of this handbook).

Professionalism Values, Attitudes, and Behaviors

Interns are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes, but is not limited to (a) engaging in self-reflection regarding one’s personal and professional functioning, seeking out professional development opportunities; (b) seeking and being responsive to supervisor feedback and supervision; (c) developing effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services); (d) demonstrating effective interpersonal skills; (e) producing oral, nonverbal and written communications that are informative and well-integrated; (f) demonstrating consistent punctuality and attendance across all activities; and (g) engaging in consistent self-care, maintaining well-being and demonstrating professional appearance and demeanor across all activities at which you represent the graduate program.

Externship Supervision

The supervision of externship students should be consistent with the reflective practitioner philosophy. In addition to providing feedback on specific skills, the supervisors should encourage students to reflect on their actions and consider multiple perspectives. The supervisor needs to provide opportunities for students to build knowledge and skill. The structure of the externship allows the student to acquire and exercise

newly learned skills in a supervised and supportive environment. As the externship is the joint responsibility of the doctoral school psychology faculty at the University and the participating externship sites, supervision is provided both on-site and within the University structure (i.e., field placement courses).

Supervision requirements include a minimum of 1-hour weekly, regularly scheduled supervision, by a psychologist who is appropriately credentialed for the jurisdiction in which the program is located (licensed for the state in which the placement is located). When students are not being supervised on their field placement site by such doctoral level psychologists, students will be provided on-going weekly opportunities to discuss their clinical work conducted at their placements, with a doctoral level psychologist at Adelphi University, during the field placement class. See the following for a complete discussion of these expectations: <https://www.apa.org/ed/accreditation/section-c-soa.pdf>, (see page 25 of document).

Quality of Externship Sites

Externship sites are selected to provide students with experiences that are consistent with program designated professional competencies. Considerations of quality include: a) sites that provide students with access to training experiences that support the development of profession-wide competencies and the ability for students to practice such competencies at increasing levels of complexity across the course of field placement; b) supervision by an appropriately credentialed on-site individual (i.e., licensed psychologist); and c) the capacity to support varied clinical experiences across age groups, settings (e.g., primary and secondary), levels of diversity, and clinical groups.

The ongoing quality of these field placement sites is closely monitored by the core doctoral program faculty supervising the field placement courses. At a minimum, meetings are held with each external site supervisor once per semester to conduct reviews. On-site supervisors are provided with an affiliation agreement form (page 36) and a copy of the field placement handbook outlining responsibilities and expectations for the student, the practicum site, and the on-campus core program faculty members supervising these field placement courses.

Students provide formal feedback in the form of a self-evaluation rating form regarding field placement quality of experiences, perceived current level of competencies, and quality of supervision. In addition, the core program faculty review both the student self-evaluations and supervisor evaluations to examine congruence across areas of strength and areas of continued support and development.

Steps in the Externship Process

Application to Externships – The Director of Field Placements will provide you with specific information related to externships and requirements. Please review the *Field Placement Handbook* to familiarize yourselves with expectations as well as information regarding the application process. This section details important information about applying to field placements (e.g., application materials, fingerprinting, liability insurance, orientations, performance reviews on your placements, dealing with concerns about placements, conduct and discipline, etc.).

1. *NYNJADOT Externships*- One source of externship applications available to students in the program is through the NYNJADOT portal. NYNJADOT is the New York New Jersey Association of Directors of Clinical Training, which developed guidelines for the application and acceptance process for externships in the NY and NJ areas. This website is a highly organized portal system designed to help match applicants with externship field placements. There are many placements listed and organized by various search criteria. The steps for using the portal are described below:
 - a. Go to this [link \(https://nynjadot.apa.org/\)](https://nynjadot.apa.org/)
 - b. Read the guidelines
 - c. Register as a student.

- d. You can enter search terms or an area or zip code and find sites to match your interests, your geographical options, etc. You can also search experience levels (e.g., first year, second year) and orientation (e.g., psychodynamic, CBT). You should seek placements that appeal to your interests as well as noting what the placements are seeking. Consider if the placements are seeking students at a higher level of training or from a different type of program. The descriptions of the site and training will include such important information as whether or not the placement requires applicants to be from **APA Programs** or **Clinical Programs** only. This is important to make sure you are applying to programs where you will fit their criteria. If you have questions about whether or not a placement is appropriate for you, discuss them with the Director of Field Placements.
 - e. Review the **hours/days** of the placement. Our Program requires at least 500 hours for the externship experience over the course of the academic year and summer. The NYNJADOT externships are typically two days per week and will likely be more than 500 hours over a course of a year. It is not a problem for students to have more than 500 hours and it may be helpful in terms of experience and competitiveness later for future applications and placements. Notice if there are **required days or times**. It is important that you anticipate and plan for these required days or times and make sure to avoid conflicts with class or other responsibilities.
 - f. Note the **start and end period**. Some Programs start before September. Some go past June.
 - g. Note what **application materials** are requested and the timeframe for applications and for follow up (e.g., interviews). Do not upload materials until it is allowed (see the rules on the website for this time frame or consult with your Director of Field Placements. Submissions for applying to externships are usually in January and offers are usually made in March. Each year, when the application date is set, your Director of Field Placements will hold an informational meeting to review application information in November prior to applications. When applying, your **CV must include the name, email and telephone number of your Assistant Director of Clinical Training**. See below:

Assistant Director of Clinical Training
 Name: Dr. Gaston Weisz, Psy.D.
 Email: weisz@adelphi.edu
 Telephone Number: 516 822-0955.
 - h. Communicate with the Director of Field Placements about places to which you wish to apply. It is important to make sure the site has appropriate types of experiences and supervision (e.g., credentials of professionals who will be providing supervision, types of experience offered).
2. **Additional Externships** - There are also externship placements that are not listed on the aforementioned portal and not governed by the rules and requirements of the NYNJADOT system. These sites must be approved by the Director of Field Placements as possible externship placements. You can obtain an up-to-date list of additional placement options from the Director of Field Placements (e.g., placements where students have completed externships in the past).
 3. **NYNJADOT Match Day** – There is a short period of time to get offers and make decisions through the NYNJADOT portal, referred to as *match day*. The specific date will be updated at <http://nynjadot.apa.org/> and will also be provided at the information meeting from the Director of Field Placements. Last year this date was in March, but it may change. In order to prepare for match day, the following is encouraged. You should have a list of the places you applied to in order of preference prior to match day, so you are prepared to make quick decisions. Also, you must be able

to communicate with the placement and the Director of Field Placements in a timely manner during match day. Therefore, you should make arrangements, so you are able to access your phone, make calls and emails and respond to calls and emails. You should make arrangements and/or explain the situation to any employers, instructors, etc.

4. ***Accepting Externships within the NYNJADOT system*** - There are specific rules about how to handle offers for externships. The Director of Field Placements will review the most up to date rules about how much time you may take to respond to an offer (i.e., accept, politely decline or wait). This is where your prioritized list will be helpful. There are also rules about how many offers you may hold at one time. These will be written out at <http://nynjadot.apa.org/>. You must communicate with the Director of Field Placements regarding offers that are made to you and if you want to accept an offer, to be certain that the setting is appropriate, which will be part of the discussion with the Director of Field Placements. Prior to an offer being made, you can discuss the choices you are considering and their appropriateness, to help make the acceptance go more efficiently when an offer is made.
5. ***After Accepting an Externship*** - After you are set on your placement, follow all information about the timelines, required meetings and other expectations. Be sure to pay attention to all the information available about who to contact and how, timelines, etc.
6. Communicate in a timely and professional manner with your contact at the placement, as well as with the Director of Field Placements regarding the details of the field experience (e.g., start date, schedules agreed upon, etc.).
7. During your externship, present yourself in a professional manner. See Application and Placement Guidelines for additional detail regarding conduct and presentation.

Additional Externships

As mentioned above, there are externships, which are not on the <https://nynjadot.apa.org/> Website. As the details of such settings may change, always consult with the Director of Field Placements prior to applying to them or accepting a placement with them. The most up to date list will be available from the Director of Field Placements.

School Psychology Practicum Overview

Practicum Requirements	
Type of Setting	Practicum in a School Setting
Hours	280 hours
Supervision	Minimum of an hour regularly scheduled weekly supervision from a psychologist appropriately credentialed for the jurisdiction. When not available, there will be on-going weekly opportunities to discuss clinical work conducted at placements, with a doctoral level psychologist at Adelphi University, during field placement classes.

The practicum sequence is tailored to the individual in relation to the student’s skill sets, rotation through diverse settings, supervisor and student feedback, and experiences in elementary and middle/high school levels. Throughout the practicum sequence, students move from an initial role of observer to that of an increasingly active participant in the delivery of direct client-related services. Thus, the practicum sequence provides graduated experiences and skill responsibilities during which students receive continuous feedback on the quality of their performance and their progress toward acquiring at least the minimal level of competency for professional practice as indicated by the grade given each semester in the course (B or better) that is determined by the supervisor’s evaluation in conjunction with the university-based supervisor. The minimal level of competency is judged each semester relative to the assignments and skills, matched to the skill level the student is at, and evaluated both on the practicum site and within the university course.

Applying for practicum is necessary to ensure that the student has met the prerequisites for practicum, including (but not limited to) the following:

- Successfully passed all required coursework, with no remaining Incomplete Grades
- Successful completion of the externship
- Background check (Please see “Background Check” section of this handbook or the web site for more information).

Application for practicum not only serves as a measure of the student’s successful progress in the program, but it also serves as a means of evaluating the program by the School Psychology doctoral faculty.

Responsibilities of the Practicum Site

1. The practicum site must provide appropriate supervision (see Supervision Section below for elaboration).
2. The practicum site must be willing to engage in a collaborative relationship with Adelphi University to provide an effective learning environment.
3. The practicum site must be able to provide a schedule of activities that will fulfill the requirements outlined in the syllabus.
4. The practicum site will provide appropriate release time for field-based practicum supervisors to provide weekly face-to-face supervision with the student.
5. The practicum site will provide the practicum student with an appropriate work environment.

Responsibilities of the Practicum Student

The practicum student is expected to:

1. Fulfill requirements outlined on the practicum syllabus within the timelines specified.
2. Arrive promptly to his/her scheduled appointments and inform relevant personnel and his/her supervisor as soon as possible of any unexpected circumstances.
3. Reflect professionalism in all interactions with children, school personnel, and parents.
4. Complete required activities by the due dates prescribed by the field-based supervisor and/or university supervisor.
5. Inform the field-based and university supervisor of all practicum activities and secure necessary approval.
6. Be receptive to feedback and apply recommendations in an effective and prompt manner.
7. Enthusiastically seek new information to further his/her knowledge and skills.
8. Participate in professional development activities as they are available.
9. Maintain a daily log of activities and supervision meetings, including personal reflections on relevant issues.
10. Complete web-based professional portfolio.
11. Participate in on-campus supervision and e-mail supervision with university supervisor as outlined in the syllabus.
12. Arrive for both field-based and university-based supervision on time and prepared with specific cases, questions, and/or issues.
13. Completion of the Pre-Internship Portfolio.

Professionalism Values, Attitudes, and Behaviors

Students on field placements are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes, but is not limited to (a) engaging in self-reflection regarding one's personal and professional functioning, seeking out professional development opportunities; (b) seeking and being responsive to supervisor feedback and supervision; (c) developing effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services); (d) demonstrating effective interpersonal skills; (e) producing oral, nonverbal and written communications that are informative and well-integrated; (f) demonstrating consistent punctuality and attendance across all activities; and (g) engaging in consistent self-care, maintaining well-being and demonstrating professional appearance and demeanor across all activities at which you represent the graduate program.

Practicum Supervision

The supervision of practicum students should be consistent with the reflective practitioner philosophy. In addition to providing feedback on specific skills, the supervisors should encourage practicum students to reflect on their actions and consider multiple perspectives. The supervisor needs to provide opportunities for practicum students to build knowledge and skill. The structure of the practicum allows the student to acquire and exercise newly learned skills in a supervised and supportive environment. As the practicum is the joint responsibility of the school psychology doctoral faculty at the University and the participating school districts supervision is provided both on-site and within the University structure (i.e., field placement courses).

Supervision requirements include a minimum of 1-hour weekly, regularly scheduled supervision, by a psychologist who is appropriately credentialed for the jurisdiction in which the program is located (licensed doctoral psychologist for the state in which the placement is located). When students are not being supervised on their field placement site by such doctoral level psychologists, students will be provided on-going weekly opportunities to discuss their clinical work conducted at their placements, with a doctoral level psychologist at Adelphi University, during the field placement class. See the following for a complete

discussion of these expectations: <https://www.apa.org/ed/accrreditation/section-c-soa.pdf>, (see page 25 of document).

Field supervision meetings with the practicum-based supervisor are typically devoted to discussion of case conceptualization, development of assessment and/or intervention plans, and data-based decision making. Students also receive supervision through their participation in class/group supervision meetings facilitated by the university-based practicum supervisor. Group meetings are led by the core faculty supervising practicum. Group supervision is comprised of group consultation regarding professional issues arising from practicum experiences, case-study presentations, review of current professional issues (e.g., mandated reporting, crisis intervention and resources for students), and through role-play and modeling including practice with test administration, providing psychoeducational feedback to parents and school personnel, and providing consultation to teachers.

As previously stated, students meet with the university-based practicum supervisor on a weekly basis including as a whole class, and in individual meetings with students to provide support. Individual and group meetings review content relative to practica (e.g., IDEA, 504, state regulations, relevant diagnoses, assessment, consultation, empirically-based treatment, ethics, case studies and so forth).

The on-site supervisors evaluate the practicum students each semester where the on-site and University-based supervisor's feedback is combined to assign a formal grade to the students. If the on-site supervisor reports student difficulties, a formal plan to obtain satisfactory progress is made with the student. Additionally, if a field-based supervisor is deemed ineffective in supervising practicum students (determined by student feedback and on-site visits), the university supervisor first meets with the student and supervisor independently, followed by a group meeting in which all parties are involved in attempts to address any ongoing concerns and to develop a remediation plan as needed. In the case that the situation cannot be resolved, the student is moved to another practicum site.

Field-based Supervision

Field-based supervisors must hold a valid credential as a school psychologist, and they must have at least two years of experience as a school psychologist. All reports written by the student must be co-signed by the field-based supervisor. Additionally, the student should be identified as "School Psychology Practicum Student" for all professional purposes. All students receive additional supervision from doctoral licensed faculty in the program to ensure that regardless of the credentials of the site supervisor, all doctoral students receive doctoral level supervision.

The primary responsibilities of the field-based supervisor are outlined below:

1. Review the course syllabus with the student and assist with the development of a timeline for completing assignments.
2. Orient the practicum student to the setting. Introduce the practicum student to personnel in the schools/agency, explain their roles, and familiarize the student with community agencies. It will also be important for the student to understand procedures for processing referrals, accessing student records, communicating with families, and engaging in crisis intervention.
3. Provide opportunities for the practicum student to observe various special and regular education classrooms, team meetings, and conferences.
4. Model skills related to assessment, intervention, and consultation.
5. Directly observe and evaluate the practicum student's skills in assessment, intervention, and consultation.
6. Check test record forms that are completed by the student for accuracy.
7. Provide timely feedback to the practicum student regarding skill development. Identify areas of strength as well as those in need of improvement.
8. Review and co-sign psychological reports.

9. Meet with the practicum student on a regularly scheduled basis for one hour per week of direct face-to-face supervision.
10. Discuss broader school psychology issues that are relevant to the practicum student's practice (e.g., new instruments/techniques, ethical issues, school policies, etc.)
11. Assist the practicum student in considering multiple perspectives and alternative solutions to problems.
12. Formally evaluate the practicum student at the end of each semester by completing the School Psychology Practicum Evaluation Form.

University Supervision

The university supervisor(s) is responsible for arranging the practicum placements. On-campus supervision with the university supervisor will occur on a regular basis. Practicum students are expected to schedule regular times to meet individually with the university supervisor. Furthermore, the university supervisor will schedule regular group supervision meetings throughout the semester and facilitate ongoing class listserv discussions of important practicum-related topics.

The primary responsibilities of the university supervisor(s) are outlined below.

1. Clearly identify course requirements in a syllabus.
2. Meet individually with the practicum students on a weekly or bi-weekly basis, depending on the practicum student's needs and the current demands of the placement.
3. Provide timely feedback to the practicum student regarding skill development. Identify areas of strength as well as those in need of improvement.
4. Follow the Retention Policies and Procedures should a problem be formally noted during practicum.
5. Read and edit psychological reports.
6. Co-sign all psychological reports.
7. Communicate regularly (at least once per month) with the field-based supervisor regarding the student's performance.
8. Discuss with the student broader school psychology issues that are relevant to the practicum student's practice (e.g., new instruments/techniques, ethical issues, school policies, etc.)
9. Assist the practicum student in considering multiple perspectives and alternative solutions to problems.
10. Formally evaluate the practicum student at the end of each semester with special attention to his/her performance in the following areas: data-based decision making; consultation and collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration; equitable practices for diverse student populations; research and evidence-based practice; legal, ethical and professional practice.
11. Assign a grade for each practicum student.

As mentioned previously, students begin their school practicum experience during their fourth year in the program. This school Practicum is not required for students who have completed a comparable experience previously as part of their Master's Degree. The requirements are indicated in the School Psychology Practicum Requirements Table on page 20. Practicum students will become familiar with school settings and experiences relevant to the development of their professional identities and skills in school psychology. The practicum experience is a one day per week experience, which will culminate in 280 hours over the academic year. School experiences should include diverse activities, such as either observing or participating in various assessment, counseling, consultation activities. Students should also be able to observe various meetings.

Assessment of Competencies

All practicum competencies are evaluated through multiple assessment methods. First, on-site supervisors provide formal feedback on student competencies in the form of a practicum evaluation. As part of the evaluation of student performance, multiple direct observations per practicum experience are required, and a record of these direct observations is archived electronically per the supervisor evaluation. Practicum supervisors also meet with the site supervisor and student at least once per semester to discuss student progress and future goals for the practicum experience. Second, students submit a practicum portfolio to demonstrate competency in designated areas. Assignments are evaluated by the core program faculty members supervising these practicum courses. As such, minimum acceptable levels of competency (i.e., ***minimum competency rating of 3***) must be obtained. Students who do not demonstrate minimal acceptable levels of competency in practicum courses will work with the site and university- based supervisors as well as the Director of Field Placements to develop a remediation plan. This would then be used for progress monitoring towards set objectives and will be monitored by the practicum site and university supervisor.

To ensure that by the time of internship each student has attained the requisite level of competencies for internship, the core faculty supervising practicum evaluate the practicum portfolio. Components of the practicum portfolio include self- and supervisor evaluations of clinical competencies in the areas of assessment, consultation, intervention, and professional skills.

Selection of Practicum Settings

Practicum settings are selected on the basis of support for the program's training objectives, including availability of qualified supervisors, settings with diverse characteristics and populations, match with student skill sets, feedback from on-site supervisors, and student self-evaluation of their performance in their field placement.

Quality of Practicum Sites

Practicum sites are selected to provide students with experiences that are consistent with program designated professional competencies. Considerations of quality include: a) practicum sites that provide students with access to training experiences that support the development of profession-wide competencies and the ability for students to practice such competencies at increasing levels of complexity across the course of practicum; b) supervision by an appropriately credentialed on-site individual (i.e., licensed doctoral psychologist); and c) the capacity to support varied clinical experiences across age groups, settings (e.g., primary and secondary), levels of diversity, and clinical groups.

The ongoing quality of these practicum sites is closely monitored by the core doctoral program faculty supervising the practicum courses. At a minimum, meetings are held with each external site supervisor once per semester to conduct reviews. On-site practicum supervisors are provided with an affiliation agreement form (page 40) and a copy of the field placement handbook outlining responsibilities and expectations for the student, the practicum site, and the on-campus core program faculty members supervising these practicum courses.

Students provide formal feedback in the form of a practicum self-evaluation rating form regarding practicum quality of experiences, perceived current level of competencies, and quality of supervision. In addition, the core program faculty review both the student self-evaluations and supervisor evaluations to examine congruence across areas of strength and areas of continued support and development.

Direct Observation

Practicum supervisors are required to directly observe students engaging in all of the practicum related competencies over the course of the year. Supervisors report the level of competency on a scale of one to five based on the results of the direct observation (See Practicum and Internship Evaluation, Appendix E); students must obtain a ***minimum rating of three to demonstrate competency*** on all objectives before they are considered prepared for internship. Faculty supervising the practicum courses are responsible for

ensuring that students are provided a range of practicum experiences prior to internship, that they are directly observed, and overall to ensure that students are able to learn and demonstrate competency across all areas of professional practice.

Professional Pre-Internship Portfolio

The School Psychology Psy.D. Program at Adelphi University requires practicum students to complete a Pre-Internship Portfolio to evaluate the development of student competencies across the three years of graduate study. At the end of the three years of graduate study, the completed Pre-Internship Portfolio provides beginning school psychologists with a Professional Portfolio that communicates professional beliefs and accomplishments. If kept current, the Portfolio can help graduates showcase their accomplishments to prospective employers and guide lifelong professional development.

The Pre-Internship Portfolio that is required during the third year of graduate study includes both reflective statements about goals and achievements as well as representative work product samples and letters of recommendation. Evidence of competencies across professional skills must be included. See Appendix E for examples of artifacts for each competency. The School Psychology Competency and Portfolio Evaluation Rubric can be found in Appendix F and G.

Below is a list of required and suggested sections to include in the Student Portfolio. ***Sections for all clinical competencies and professional skills must be included.*** Each student should also experiment with his/her own section headings to incorporate experiences and achievements that are unique to him/her. Please see Appendix H for artifacts to be included in the portfolio, and Appendices I-S for requirements and rubrics for all competencies.

Required and Suggested Student Portfolio Sections

1. Professional Statement (required):

A professional statement that identifies 2-3 pressing issues in psychology and/or the educational system, with data to support the impact of these issues. The student will communicate how the school psychologist can address these issues with specific reference to school psychology training as well as personal strengths, skills, and interests that will help them satisfy this role. Most importantly, the professional statement must be integrated (not a mere collection of unconnected paragraphs) and must highlight how your personal strengths/interests/expertise fit the roles/functions of school psychologists and how these roles/functions benefit students and school communities.

2. Transcript (required):

Please include all undergraduate and graduate transcripts.

3. CV (required):

Provide an up-to-date curriculum vita or resume.

4. Clinical Competencies (required):

The clinical competencies listed below are critical for your development as a school psychologist. You must include in your portfolio evidence that you are developing competencies in each of the following areas:

- A. Assessment; Data-based decision making.
- B. Consultation and interprofessional/interdisciplinary skills; Communication and interpersonal skills; Consultation and collaboration.
- C. Intervention; academic interventions and instructional supports; mental and behavioral health services and interventions.
- D. Intervention; School-wide practices to promote learning.

- E. Intervention; Services to promote safe and supportive schools.
- F. Consultation and interprofessional/interdisciplinary skills; Communication and interpersonal skills; Family, school, and community collaboration.
- G. Individual and cultural diversity; equitable practices for diverse student populations.
- H. Research; Research and evidence-based practice.
- I. Ethical and legal standards; Legal, ethical, and professional practice.

For each of these competencies, you should provide a brief narrative about how you meet the specific area. Remember that a single activity or assignment may be used to demonstrate development of more than one competency. Please see Appendix H for examples of artifacts for each competency.

Steps in the Practicum Process

1. Applications – See the Application and Placement Guidelines section (pp 11-15). This section details important information about many aspects of applying to any field placement, including practicum placements (e.g., application materials, fingerprinting, liability insurance, orientations, performance reviews on your placements, conduct and discipline, etc.) The Director of Field Placements will provide information in November, prior to applications to placements.

2. In addition to the November meeting mentioned above, you can contact the Director of Field Placements about appropriate placements.

3. Follow up after application – If you are accepted to a placement, be sure to communicate your appreciation to the contact person and ask about next steps. Also communicate with your Director of Field Placements. Be mindful of all information about the timelines, required meetings (e.g., interviews, orientations). Be sure to pay attention to all the information available about who to contact and how, timelines, etc.

4. During your practicum, present yourself in a professional manner. See Application and Placement Guidelines for additional detail regarding conduct and presentation (pp. 11-15).

Internship Overview

Internship Requirements Overview

Type of Setting	School Setting (1,750 hours if sole setting; Minimum 1,200 hours if there is a conjoint clinical or community setting) Clinical or community Setting if applicable (remaining hours)
Hours	1,750 hours
Supervision	A minimum of two hours of weekly regularly scheduled individual supervision from a doctoral level psychologist who is appropriately credentialed for the jurisdiction in which the program is located (licensed for the state in which the placement is located). In addition, two more hours of regularly scheduled supervision from an appropriately credentialed supervisor, either individual or group. When not available, there will be on-going weekly opportunities to discuss clinical work conducted at placements, with a doctoral level psychologist at Adelphi University, during the field placement class.

The pre-doctoral internship (Internship) is the culminating clinical experience of the doctoral program of study. The internship site abides by the requirements set forth by APA and NASP and is in concert with CDSPP (Council of Directors of School Psychology Programs) guidelines. Students are strongly encouraged to apply for an APPIC internship (see Appendix T for the APPIC timeline). Prospective doctoral interns can learn more about the match process at <http://www.appic.org/>. Pre-doctoral internships occur on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive years, totaling a minimum of 1750 hours. ***Doctoral interns may not complete any hours at the site where their externship was completed.*** As the internship reflects the final stage of training, prior to approval of the internship, doctoral students must have:

- a) Successfully passed all required coursework, with no remaining Incomplete Grades;
- b) Successfully completed all externship requirements;
- c) Successfully completed all practica requirements; and
- d) Passed the *Praxis-School Psychology* examination (with a score of 147 or higher, consistent with NASP’s cutoff for passing).

Nature of training activities. All students are required to complete a one-year full-time internship prior to receiving the doctoral degree or a two-year half-time internship. Full-time internships should be no less than 10 months in duration. Half-time internships may not exceed 24 months in duration. The pre-doctoral internship is an organized training program that is designed to provide the student with a planned, programmed sequence of training experiences associated with the practice of psychology and is satisfactory in quality, breadth, and scope and nature. All students are encouraged to obtain an internship that is part of the APPIC (Association of Psychology Postdoctoral and Internship Centers) Internship Matching Program and accredited by the APA. For those students attending an APA-accredited internship, it is assumed that the students’ successful completion of an internship program is of appropriate quality. The pre-doctoral

internship is to be completed in no less than 1 year and no more than 2 years. Advanced standing students might also consider applying for APA/APPIC internships via the Post Match Vacancy Service described below or at non-APA/APPIC internships, if approved. Any of these options are further described below and would also need to be approved by the Director of Field Placements as fulfilling the program's criteria for internship.

In those cases in which a non-accredited internship site is under consideration, the [Council of Directors of School Psychology Programs \(CDSPP\) 2017 Doctoral Internship Guidelines](#) are used to establish quality standards. The Director of Field Placements has every field-based supervisor who has made an internship offer to an Adelphi University student complete a *School Psychology Characteristics Checklist* (see Appendix D- Internship Checklist) prior to a student accepting or declining the internship offer. This checklist facilitates communication regarding the a) qualifications of the supervisor (credentials, supervision experience), b) ability to provide sufficient hours of supervision, c) training activities in which the intern will engage, d) ways in which the intern will be evaluated, and e) extent to which the site aligns with CDSPP guidelines. Because our doctoral program in school psychology has a practitioner-scientist orientation, we view the internship experience as an opportunity to develop and enhance competencies necessary to become proficient school psychologists. In concert with CDSPP Doctoral Internship Guidelines, non-accredited internships must provide activities that promote development of students' skills in a range of areas related to health service psychology. This information is ascertained by the Director of Field Placements who speaks with the potential site supervisor to address specific CDSPP internship guidelines prior to approval of the internship (Field Placement Handbook, p. 50). Upon approval of the internship site, the Director of Field Placements meets (in person; Zoom depending on site location) with the site supervisor, once in the Fall and once in the Spring, to ensure that the required internship activities are occurring. It is during this conversation that explicit training activities are addressed and discussed. Further, both the doctoral student and site supervisor complete evaluations in the fall and spring that address performance as well as progress towards requisite internship activities. Internships provide students with opportunities to augment expertise in research; ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication; assessment; intervention; supervision; and, consultation. Doctoral students apply their knowledge using culturally-responsive, evidence-based approaches to assessment, intervention, and consultation to effectively serve individuals from all cultural, ethnic, and socioeconomic backgrounds (Aim 1). To prepare psychologists who are competent in the practice area of school psychology (Aim 2), doctoral students gain practical experience in data-based decision-making; academic, behavioral, and instructional consultation; home and school collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; and equitable practices for diverse populations. Doctoral students improve and expand their skill set through a training sequence involving direct instruction by their supervisor, observation of supervisor-modeled skills, practice, receipt of corrective feedback, and modification of performance in response to supervisor guidance. Through exposure to, and immersion in, the culture of the internship site, doctoral students will appreciate contextual issues and challenges facing practicing psychologists.

CDSPP Internship Guidelines:

1. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 437.5 hours out of 1750 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.
2. The internship program must provide prospective interns with a dated written statement, brochure, or website that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for the quality of interns' work. The internship program, doctoral program, and intern must jointly approve in writing the goals and content of the internship, including clearly stated expectations for the nature of experiences offered by the internship program, the quantity

and quality of the work, intern salary, benefits, reimbursable travel, holidays, and other relevant internship policies.

3. Interns will minimally receive a formal, written evaluation at the end of the doctoral program's semester, trimester, or quarter course grading period. The internship program and doctoral program will agree in advance upon the format of the internship evaluation, which should in part be based on direct observation. The evaluated areas will be consistent with the doctoral program's aims and address intern development of profession-wide competencies. Although the internship supervisor evaluates student performance during the internship year, the doctoral program is ultimately responsible for the determination of the student's readiness for graduation and entrance into the profession. Therefore, communication between doctoral programs and internship programs is of critical importance to the overall development of competent health service psychologists.
4. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,750 hours in activities described above. Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.
5. The doctoral internship program issues to the intern written documentation (e.g., a certificate or letter) reflecting successful completion of a doctoral level internship in health service psychology.
6. The internship program employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship program has at least two psychologists on staff available as supervisors for the intern. The intern's primary supervisor must be actively licensed as a psychologist by the state regulatory board of psychology. Internship programs such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into formal internship agreements with other entities, such as other school districts, clinics, or university doctoral programs.
7. The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level. The primary supervisor must directly observe the intern with the specific intent of evaluating the intern's clinical deportment and skills in psychological service delivery, and providing formative and summative feedback to the intern and university program. An internship program that does not permit live observation or audio-video recording by policy should not be approved under these guidelines.
8. In addition to the individual supervision (as described in #7 above), the intern spends at least two additional hours per week in scheduled group or individual supervision conducted by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.). The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists.
9. The internship program has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on at least a monthly basis.

10. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 8 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #8 and #9 above). The use of tele-supervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in tele-supervision. Programs utilizing any form of tele-supervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Internships using tele-supervision adhere to best practices and ethical, legal, and professional guidelines.
11. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.
12. The intern has a title such as "intern," "resident," or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of his or her doctoral intern status.

Qualifications of supervisors & frequency of supervision. All doctoral students are required to receive supervision by a psychologist who is credentialed for independent practice in the jurisdiction in which the internship is located. As such, doctoral-level licensed psychologists with at least 3-years of full-time experience working as a school psychologist or psychologist are considered appropriately credentialed to serve as internship supervisors. For non-accredited internships outside of New York, state-specific statutes are reviewed; however, in most jurisdictions, doctoral-level licensed psychologists with 3-years of full-time experience working as a psychologist are considered appropriately credentialed. The field-based supervisor is responsible for the design, coordination, integrity, and quality of the internship experience for the equivalent of one year of full-time training (1750 hours). The Director of Field Placements has every field-based supervisor who has made an internship offer to an Adelphi University doctoral student complete a *School Psychology Characteristics Checklist* (see Field Placement Handbook, p.50) prior to a Psy.D. student accepting or declining the internship offer. This checklist facilitates communication regarding the a) qualifications of the supervisor (credentials, supervision experience), b) ability to provide sufficient hours of supervision, c) training activities in which the intern will engage, d) ways in which the intern will be evaluated, and e) extent to which the site aligns with CDSPP guidelines, which are compared to our *School Psychology Characteristics Checklist* that were developed to be in concert with CDSPP guidelines. Our Director of Field Placements reviews this checklist with the site supervisor to clarify any concerns and/or questions, and ensure compliance with CDSPP guidelines for internship training. These internship training guidelines are addressed via a conversation with the Director of Field Placements and the potential site supervisor, using a checklist that comports to all CDSPP guideline requirements (Field Placement Handbook, p. 50).

Internship evaluation. The program believes that communication between the internship site and the program is critical to facilitate the students' training. The Director of Field Placements works directly with the internship site supervisors and students. The Director of Field Placements is involved in establishing supervisory agreements and engaging in continuous evaluation of the students' performance.

Formal agreements about requirements and responsibilities. At the beginning of internship, for non-accredited internship sites, the Adelphi University School Psychology Doctoral Program's Affiliation Agreement Form (Appendix C) outlines the requirements and responsibilities of the field-based site and the university. This form must be signed by representatives of the field placement and Adelphi University's

School Psychology Doctoral Program. For APA-accredited internship sites, site-specific procedures regarding agreements are followed.

Formal, written internship evaluation. The internship sites are expected to evaluate the students' performance while they are completing the internship. For APA-accredited internship sites, at least two evaluations of the students' performance are completed, depending on the evaluation schedule appropriate to the site. For all internship sites, the program requires the internship supervisor to complete at least two performance evaluations using the *Practicum and Internship Evaluation Form* (Appendix E). In addition, each site/supervisor sends a statement to the Director of Field Placements indicating whether students have successfully completed the internship; upon successful completion, the site/supervisor and Director of Field Placements provide the student with a certificate of completion. For APA-accredited internships, established standards for satisfactory performance are accepted. For students attending non-accredited internships, students are required to attain satisfactory ratings across all domains evaluated.

Internship portfolio. Students at all non-accredited internship sites are required to complete an internship portfolio. The *Internship Portfolio* is intended to ensure that our interns demonstrate proficient knowledge, skills, and dispositions to positively impact their students' and clients' outcomes. Documentation of proficiency and dispositions is demonstrated during the internship year through the submission of 10 artifacts that demonstrate their competence in practice. The following artifacts are required of all students: a) two psychoeducational evaluations that include the administration and interpretation of intellectual, academic, social-behavioral, etc., and data-based recommendations; b) an academic intervention case study (including effect size data); c) a behavioral intervention case study (including effect size data); d) a consultation case study; and e) a systems/ prevention project (see Appendix H for artifacts). At least four additional artifacts, chosen by the intern, to demonstrate their competency of each school psychology objective are also submitted. These artifacts allow students to demonstrate their ability to integrate knowledge and professional skills while delivering a range of services to children, families, and schools. The University supervisor and Director of Field Placements evaluate the intern's progress on the Internship Portfolio in December and the School Psychology Doctoral faculty evaluate the final portfolio in late April.

University-internship supervisor contacts. For all internship sites, the Director of Field Placements is in contact and reviews the internship setting and the student's experience, which includes a mid-year and end-of-year evaluation during the internship. These meetings may occur in-person, by phone, or virtually. All site supervisors are made aware of internship requirements. For non-accredited internship sites, the site supervisor will be made aware of the assignments and requirements that students must complete. At the second meeting, which occurs at the beginning of the spring semester, the intern's progress relative to training goals is discussed. If deficiencies are noted with respect to the internship setting or intern's progress, a plan will be developed to address the deficiencies. Further, the intern's progress relative to completion of their Internship Portfolio (see below) is discussed, and, if needed, any areas of concern evident on the mid-year evaluation (see below) are discussed. At the third meeting, the internship director and the site-based supervisor will determine whether the intern attained the competency level needed to function independently as a school psychologist. In addition to these meetings, the internship director, site-based supervisor, and intern communicate via email and telephone on an ongoing basis to address needs as they arise.

Intern demonstration of competency. For APA-accredited internships, established standards for intern demonstration of competency are accepted. For students attending non-accredited internships, there are three primary ways in which students completing non-accredited internships must demonstrate competence: a) sufficient clinical hours overall, in direct client/consultee contact, in a school/agency-based setting, and in supervision; b) adequate overall rating from the field-based supervisor on the end-of-year evaluation; and c) ratings of at least 1 (*Pass*) for each artifact in their Internship Portfolio at the end of the year.

Internship hours & hours logs. All interns must complete at least 1750 hours of internship across 1-year full-time or 2 years part-time; 375 hours must be direct client/consultee contact. For all students who have not completed 600 hours in a school-based site above and beyond required practicum hours, 600 of the 1750 hours must be in a school-based or other setting with children (e.g., residential program, child and family guidance center, etc.). Interns at non-accredited internships must maintain an internship-hours log that succinctly and accurately describes all the activities they perform throughout their internships. This log is to be completed, signed by the field-based supervisor, and submitted to the Director of Field Placements monthly. Interns at APA-accredited sites may follow the hour's documentation procedures of their site.

Formal, written internship evaluation. To pass internship, interns must receive an "overall" rating of 4 or 5 on the end-of-year *Internship Evaluation* and all competencies must be rated 3 or higher.

Internship portfolio. The School Psychology Doctoral Faculty review and rate each artifact for each student who completed their internship at a non-APPIC site. To pass internship, interns must receive a rating of 2 (*High Pass*) on each portfolio artifact at the end-of-the-year evaluation. Interns completing a non-APA/APPIC internships must meet the Portfolio requirements at the end of year review. In the event that a student does not meet the portfolio requirement in May, a meeting with the university internship instructor, student, and the student's major advisor will be convened immediately.

Responsibilities of the Intern

The intern is expected to:

1. Fulfill their contractual obligations.
2. Develop an individualized internship plan with their supervisor that outlines specific goals for the internship experience. The internship plan should address the intern's professional goals in each of the competency areas listed on the intern evaluation form and include experiences, skills, knowledge, and supervision that the intern would like to acquire during a specified period. This plan can be completed quarterly in conjunction with the required intern-authored quarterly reports to the university supervisor.
3. Arrive promptly to scheduled appointments and inform relevant personnel and their supervisor as soon as possible of any unexpected circumstances.
4. Reflect professionalism in all their interactions with children, school personnel, and parents.
5. Enthusiastically seek new information to further their knowledge and skills.
6. Meet the objectives of the internship outlined on the syllabus.
7. Maintain a daily log of activities and supervision meetings, including personal reflections on relevant issues.
8. Participate in on-campus supervision and web-based supervision with university supervisor as outlined in the syllabus.
9. Arrive for supervision prepared with specific cases, questions, and/or issues.

Professionalism Values, Attitudes, and Behaviors

Interns are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes, but is not limited to (a) engaging in self-reflection regarding one's personal and professional functioning, seeking out professional development opportunities; (b) seeking and being responsive to supervisor feedback and supervision; (c) developing effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services); (d) demonstrating effective interpersonal skills; (e) producing oral, nonverbal and written communications that are informative and well-integrated; (f) demonstrating consistent punctuality and attendance across all activities; and (g) engaging in consistent self-care, maintaining well-being and demonstrating professional appearance and demeanor across all activities at which you represent the graduate program.

Quality of Internship Sites

Internship sites are selected to provide students with experiences that are consistent with program designated professional competencies. Considerations of quality include: a) sites that provide students with access to training experiences that support the development of profession-wide competencies and the ability for students to practice such competencies at increasing levels of complexity across the course of field placement; b) supervision by an appropriately credentialed on-site individual (i.e., licensed psychologist); and c) the capacity to support varied internship experiences across age groups, settings (e.g., primary and secondary), levels of diversity, and clinical groups.

The ongoing quality of these field placement sites is closely monitored by the core doctoral program faculty supervising the field placement courses. At a minimum, meetings are held with each external site supervisor once per semester to conduct reviews. On-site supervisors are provided with an affiliation agreement form (page 45) and a copy of the field placement handbook outlining responsibilities and expectations for the student, the field placement site, and the on-campus core program faculty members supervising these field placement courses.

Students provide formal feedback in the form of a self-evaluation rating form regarding field placement quality of experiences, perceived current level of competencies, and quality of supervision. In addition, the core program faculty review both the student self-evaluations and supervisor evaluations to examine congruence across areas of strength and areas of continued support and development.

Requirements to Complete 1,750 Hours

Internships require 1750 hours in total. However, in schools, typically less hours are available during the course of the scheduled school days in a year (e.g., 1650 hours can be completed in this way). The additional hours will need to be completed by either doing additional work in another setting, or by completing the Portfolio required for non-APPIC internships. Projects must be approved by both the participating supervisor and any administrative approval that may be needed, as well as by the Psy.D. Program and any other University approval required (e.g., IRB).

Additional Internships Options

Advanced track students who have completed their required school placement hours already, may have some additional options for internship, described in the next sections. In addition to the school placement described above, students can apply for APA/APPIC internships via the Post Match Vacancy Service described below, non-APA/APPIC internships or internships at their place of employment, if approved. Any of these options needs to fulfill the program's criteria for internship and will need approval from the Director of Field Placements.

APA/APPIC Internship Approval

Students can only apply to APA/APPIC (Association of Psychology Postdoctoral & Internship Centers) internships, if their doctoral program is approved for APA accreditation or at a certain point along the way in the process. In addition, the Psy.D. Program must become an associate member of APPIC. Our program does not qualify at this time (as of 10/02/20) but is working toward this in the future. However, we are approved for applying for the APPIC post-match vacancy service (PMVS). This allows our students to apply to APPIC internships after the earlier phases of the APPIC match system. After the APPIC match system closes, placements within the APPIC system may consider and accept interns who are not from APA accredited programs. However, there are specific rules and requirements which are important to review and can be found at the following website: <https://membership.appic.org/directory/search>.

Students applying must meet NASP standards for certification as a school psychologist prior to internship (i.e., 600 hours in a school-based site above and beyond required practicum hours; note that the site must meet the NASP definition of school). Prior to submitting applications for APA/APPIC internships that are not school-based, students must obtain written approval from the Director of Field Placements, indicating that he/she has sufficient school-based clinical hours (i.e., 600 hours in a school-based site above and beyond required practicum hours) to be eligible for certification as a school psychologist after internship. Since most doctoral students will not have 600 school-based hours above and beyond the required practicum hours, they will be limited to applying to APA/APPIC internships that are school-based or have a school-based rotation. Doctoral students interested in applying to an APA/APPIC internship typically begin exploring potential internship sites the spring and summer before they apply. Most applications are due in early November. Personal essays, letters of recommendation, and the uniform APPIC application need to be completed by that time. Interviews occur in December and early January if sites are interested in a student. The APPIC match date is in February. The PMVS is usually in March. Preparing to apply should be started much earlier as it is very time consuming to gather and prepare all of the required materials.

Internship at a Work Setting

Students are not permitted to complete their internship at their place of employment. This constitutes myriad ethical concerns, including, but not limited to, a conflict of interest and the appearance of impropriety.

Steps in the Internship Process

1. Applications – The Director of Field Placements will provide you with specific information related to internships and requirements. Also, review this handbook, particularly the Application and Placement Guidelines section in Chapter 1. This section details important information about applying to field placements (e.g., application materials, fingerprinting, liability insurance, orientations, performance reviews on your placements, dealing with concerns about placements, conduct and discipline, etc.)

2. Acceptance Process – Become familiar with the specific expectations of systems through which you may be applying (e.g., School Districts, agencies, hospitals).

3. Follow up after application – If you are accepted to a placement, be sure to communicate your appreciation to the contact person and ask about next steps. Also communicate with your Director of Field Placements. Be mindful of all information about the timelines, required meetings (e.g., interviews, orientations). Be sure to pay attention to all the information available about who to contact and how.

4. During your internship, present yourself in a professional manner. See Application and Placement Guidelines for additional detail regarding conduct and presentation (pp. 11-15).

Appendix A. EXTERNSHIP AFFILIATION AGREEMENT FORM

This Agreement is between Adelphi University for its Psy.D. in School Psychology Program (“Program”) in the Gordon F. Derner School of Psychology (“ADELPHI”) and _____, located at _____ (“Participating Agency”) is effective as of _____. Any and all modifications to the terms of this Agreement must be by a written Amendment, signed, and approved by all parties.

Purpose

Externship training is required for students in the School Psychology doctoral program at Adelphi University’s Gordon F. Derner School of Psychology. The goal of the clinical/community externship training in this program is met through placing students in settings that are clearly committed to training and in which students will be supervised using an adequate number of appropriate professionals, and which provide a wide range of training and education experiences through application of empirically supported intervention procedures.

Term of Externship

This Agreement shall become effective as of _____ (Date) and shall continue in full force and effect until terminated by either party giving sixty (60) days written notice to the other party.

Such termination shall not take effect with respect to Student(s) then currently involved in an externship, and such Student(s) shall be permitted to complete their participation in the externship unless the Participating Agency determines that it is not in the best interest of the Site or its clients to allow completion of the student’s participation in the externship post-termination of this Agreement.

The individual Student externship participation to be covered under this Agreement will be as set forth by Exhibit to this Agreement.

Requirements for Externship

1. Students will be involved in clinical or community psychology activities such as intakes, clinical review meetings, assessments, psychotherapy, counseling, therapeutic group work, family support, interdisciplinary team activities, consultation, didactic training, administrative procedures and other meaningful training experiences for a student working toward a doctorate in school psychology. Students will be provided with training, supervision and evaluations addressing their achievement of NASP standards and APA discipline-wide competencies as outlined in the Adelphi School Psychology Psy.D. Field Placement Handbook.
2. The externship is at least a 500-hour experience (e.g., two days a week during the academic year which runs from September 1 through August 31 unless otherwise agreed upon). Some externships may include evening or weekend hours.
3. Supervision requirements include a minimum of 1-hour weekly, regularly scheduled supervision, by a psychologist who is appropriately credentialed for the jurisdiction in which the program is located (licensed for the state in which the placement is located). When students are not being supervised on their field placement site by such doctoral level psychologists, students will be provided on-going weekly opportunities to discuss their clinical work conducted at their placements, with a doctoral level

psychologist at Adelphi University, during the field placement class. See the following for a complete discussion of these expectations: <https://www.apa.org/ed/accreditation/section-c-soa.pdf>.

4. The externship schedule, including the starting and ending times will be negotiated between the Student and his/her on-site supervisor at the Participating Agency. The Student will follow the Participating Agency's calendar and schedule. If the Student does (with Participating Agency supervisor's approval) miss any days/hours (e.g., Thanksgiving, spring break, program –related activity, etc.) these days/hours must be made up in consultation with their Participating Agency site and ADELPHI supervisor.
5. The ADELPHI Field Placement Coordinator will contact the Participating Agency Supervisor early in the year (i.e., September) to address any possible concerns. In addition, mid-year and end of year reviews will be requested from the Participating Agency Supervisor to complete as part of progress-monitoring and feedback for Students and for the Program. If Participating Agency Supervisor has any concerns at any time, they should contact the ADELPHI Field Placement Coordinator.
6. The Student must be in good standing in the Program and be making satisfactory progress to participate in the externship. Maintaining a B average is required as part of this eligibility requirement.
7. The Student will follow confidentiality and privacy expectations under HIPAA and FERPA. The Student will follow these placement policies (e.g., record-keeping, placement regulations).
8. Time logs will be kept by the Student, submitted for Participating Agency Supervisor review, monthly. Logs will be sent from the Participating Agency Supervisor to the Field Placement Coordinator at ADELPHI by the 1st of the following month. Electronic copies will be accepted from the Participating Agency Supervisor's email only.
9. The Student involved in the externship activities will be focused on developing competency in both NASP domains and APA profession-wide competencies (see Field Placement Requirements and Documentation Handbook).
10. In the event of an unsatisfactory evaluation of the Student, the Student will be removed from the Participating Agency site.

Participating Agency Agrees:

1. To the requirements of the externship as set forth above.
2. To inform the Participating Agency Supervisor who will be involved in the conduct of the externship experience of the terms of this Agreement and their responsibilities and obligations hereunder. The Participating Agency may replace the Supervisor identified to ADELPHI upon written notice to the ADELPHI Field Placement Coordinator or Director of Clinical Training, Adelphi University.
3. To cooperate with ADELPHI in planning the externship so as to provide the Student with maximum opportunities for the development of clinical skills and professional growth.
4. The Participating Agency shall retain documentation to attest that it is meeting its obligations under this Agreement and other standards that apply (Externship Requirements), and shall maintain such documentation for the duration of this agreement.
5. Should concerns arise from the Supervisor of the Participating Agency, they will be brought to the attention of the Student and his/her ADELPHI supervisor and the Field Placement Coordinator/Director of Clinical Training in a timely fashion. If necessary, a remedial plan will be developed and implemented.

6. To indemnify and hold harmless ADELPHI, its officers, directors and employees, and Student, of all claims, demands, causes of action and judgments arising out of injuries, including death, of persons or property or whatsoever kind or nature resulting from the Agreement and from acts or omissions of Participating Agency employees or agents.

ADELPHI Agrees:

1. That the Student(s) selected for the externship will meet the requirements as set forth above. ADELPHI will submit a listing of participating students and pertinent faculty prior to the beginning of the externship.
2. The Student will be covered for professional liability through a group malpractice insurance policy.
3. In the event any Student proves to be unsatisfactory or unable to participate in the externship experience, they will, on the recommendation of the ADELPHI Field Placement Coordinator or Director of Clinical Training, Adelphi University or delegate of Participating Agency be transferred out of the externship experience being conducted at the Participating Agency.
4. To indemnify and hold harmless Participating Agency, its officers, directors and employees, of all claims, demands, causes of action and judgments arising out of injuries, including death, of persons or property or whatsoever kind or nature resulting from the Agreement and from acts or omissions of ADELPHI employees or agents or Student in connection with this Agreement.

Participating Agency and ADELPHI Agree:

1. The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that student permission must be obtained before releasing specific student data to anyone other than those associated with ADELPHI.
2. The parties agree that this externship will to comply with all the federal, state, local and institutional laws, ordinances and rules applicable to ADELPHI, and specifically agree not to unlawfully discriminate against any individual on the basis of an individual's race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, genetic predisposition or carrier status, age, religion, marital status, veteran status, or any other basis protected by applicable local, state or federal laws, and to comply with all anti-discriminatory laws and policies which ADELPHI promulgates and to which ADELPHI is subject.
3. Both parties shall comply with all relevant New York State and Federal confidentiality laws including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to the extent applicable. In addition, both parties shall provide staff, students and all interested personnel with training in the requirements of the privacy and security provisions of HIPAA and advise them of the importance of complying with all procedures relative to HIPAA.
4. Any notices required to be given under this Agreement shall be sent to the addresses listed in the first paragraph. If the notice is sent to ADELPHI UNIVERSITY, it shall be directed to the Controller and Associate Vice President. If sent to Participating Agency, it shall be directed to the attention of the signatory.
5. Governing Law and Venue. This Agreement shall be governed by, interpreted, construed, and enforced under the laws of the State of New York, without regard to the principles of conflicts of laws. Any claims under this Agreement must be brought in a court of competent jurisdiction

located within the State of New York or, at the University’s sole discretion, may be referred to the American Arbitration Association for arbitration proceedings.

- 6. Electronic Signatures and Transmissions - This Agreement may be transmitted in electronic format and shall not be denied legal effect because it was formed or transmitted, in whole or in part, by electronic means. An electronic, digital or electronically transmitted signature (collectively, “Electronic Signature”) will be deemed an acceptable original for purposes of consummating this Agreement and binding the party providing such Electronic Signature.
- 7. Entire Agreement - This constitutes the entire agreement between the parties with respect to the subject matter and no statement, promise, or inducement made by either party or agent of either party that is not contained in this written Agreement shall be valid or binding. This Agreement may not be enlarged, modified or altered except in writing signed by both parties and endorsed thereon. This Agreement shall be construed without regard to any presumption or other rule requiring construction against the party who caused this Agreement to be drafted.

Participating Agency:

 Name (Signature):
 Title:

 Date

 Name: Robert DeCarlo
 Title: Controller & Associate Vice President
 Adelphi University

 Date

Appendix B. PRACTICUM AFFILIATION AGREEMENT FORM**PRACTICUM AFFILIATION AGREEMENT**

This Agreement is between Adelphi University for its Psy.D. in School Psychology Program (“Program”) in the Gordon F. Derner School of Psychology (“ADELPHI”) and _____ (agency name), located at _____ (address) (“Participating Agency”) is effective as of _____ (Start date). Any and all modifications to the terms of this Agreement must be by a written Amendment, signed, and approved by all parties.

Purpose

Field placement training is required for students in the School Psychology doctoral program at Adelphi University’s Gordon F. Derner School of Psychology. The goal of practicum training in this program are met through placing students in settings that are clearly committed to training and in which students will be supervised using an adequate number of appropriate professionals, and which provide a wide range of training and education experiences through application of empirically supported assessment and intervention procedures.

Term of Field Placement

This Agreement shall become effective as of _____ (Date) and shall continue in full force and effect through the end of the academic year (for purposes of this agreement academic year begins on September 1st and ends on August 31st). Thereafter, this agreement shall automatically renew from year to year unless terminated at the end of the academic year on at least sixty (60) days prior written notice to the other party.

Such termination shall not take effect with respect to Student(s) then currently involved in a field placement, and such Student(s) shall be permitted to complete their participation in the field placement unless the Participating Agency determines that it is not in the best interest of the Site or its clients to allow completion of the Student’s participation in the field-placement post-termination of this Agreement.

Requirements for Field Placement

1. Students will be involved in school practicum placements in schools. In school settings, students will be involved in activities, such as assessments, psychoeducational report-writing, presentation of reports, consultation with parents, teachers or staff, counseling and other interventions with students, school-wide activities, and relevant meetings. Students will be provided with training, supervision and evaluations addressing their achievement of NASP standards and APA discipline-wide competencies as outlined in the Adelphi School Psychology Psy.D. Field Placement Handbook. Additional information about the practicum requirements can be found in the Field Placement Handbook.
2. The practicum placement is at least 280 hours, typically in a one day per week experience from September through at late May. Summer months may be counted as part of the year for any of these placements. Some placements may also include evening or weekend hours.

3. Practicum experiences are provided in the public schools under the supervision of professional school psychologists employed by the school division or agency. A minimum of 1-hour weekly, regularly scheduled supervision, by a state licensed psychologist, appropriately credentialed for the jurisdiction in which the program is located, is required. When students are not being supervised on their field placement site by such doctoral level psychologists, students will be provided on-going weekly opportunities to discuss their clinical work at their placements, with a doctoral level psychologist at Adelphi University, during the field placement class. See the following for a complete discussion of these expectations: <https://www.apa.org/ed/accreditation/section-c-soa.pdf>). Students also receive supervision through their participation in class/group supervision meetings facilitated by the university-based practicum supervisor.
4. The field placement schedule, including the starting and ending times will be negotiated between the Student and his/her on-site supervisor at the Participating Agency. The Student will follow the Participating Agency's calendar and schedule. If the Student does (with Participating Agency supervisor's approval) miss any days/hours (e.g., Thanksgiving, spring break, program –related activity, etc.) these days/hours must be made up in consultation with their Participating Agency site and ADELPHI supervisor.
5. The ADELPHI Field Placement Coordinator will contact the Participating Agency Supervisor early in the year (i.e., September) to address any possible concerns. In addition, mid-year and end of year reviews will be requested from the Participating Agency Supervisor to complete as part of progress-monitoring and feedback for Students and for the Program. If Participating Agency Supervisor has any concerns at any time, they should contact the ADELPHI Field Placement Coordinator.
6. The Student must be in good standing in the Program and be making satisfactory progress to participate in the field placement. Maintaining a B average is required as part of this eligibility requirement.
7. The Student will follow confidentiality and privacy expectations under HIPAA and FERPA. The Student will follow these placement policies (e.g., record-keeping, placement regulations).
8. Time logs will be kept by the Student, submitted for Participating Agency Supervisor review, monthly. Logs will be sent from the Participating Agency Supervisor to the Field Placement Coordinator at ADELPHI by the 1st of the following month. Electronic copies will be accepted from the Participating Agency Supervisor's email only.
9. The Student involved in the field placement activities will be focused on developing competency in both NASP domains and APA profession-wide competencies (see Field Placement Requirements and Documentation Handbook).
10. In the event of an unsatisfactory evaluation of the Student, the Student will be removed from the Participating Agency site.

Participating Agency Agrees:

1. To the requirements of the field placements as set forth above.
2. To inform the Participating Agency Supervisor who will be involved in the conduct of the field placement experience of the terms of this Agreement and their responsibilities and obligations hereunder. The Participating Agency may replace the Supervisor identified to ADELPHI upon written notice to the ADELPHI Field Placement Coordinator or Director of Clinical Training, Adelphi University.

3. To cooperate with ADELPHI in planning the field placement so as to provide the Student with maximum opportunities for the development of field skills and professional growth to fulfill the objectives of the course and complete their course required clinical hours.
4. To provide students and faculty with access to appropriate resources for student education including: (a) access to patients in an appropriately supervised environment; (b) student security badges or other required security access to patient care areas (if available); (c) access (if appropriate) for students to electronic medical records or paper charts, as applicable; and (d) computer access, if applicable.
5. To assume responsibility for the continuity of care of all participants/clients assigned to Adelphi students.
6. To notify Adelphi if a student's illness occurs and assist the student to obtain needed care, for which the student will be held financially responsible
7. To retain documentation to attest that it is meeting its obligations under this Agreement and other standards that apply (Field Placement Requirements), and shall maintain such documentation for the duration of this agreement.
8. To issue an evaluation at the end of each semester, using Adelphi's Student Evaluation Form.
9. Should concerns arise from the Supervisor of the Participating Agency, they will be brought to the attention of the Student and his/her ADELPHI supervisor and the Field Placement Coordinator/Director of Clinical Training in a timely fashion. If necessary, a remedial plan will be developed and implemented.
10. To indemnify and hold harmless ADELPHI, its officers, directors and employees, and Student, of all claims, demands, causes of action and judgments arising out of injuries, including death, of persons or property or whatsoever kind or nature resulting from the Agreement and from acts or omissions of Participating Agency employees or agents.

ADELPHI Agrees:

1. To assume responsibility for planning, directing and implementing the educational program of the students, evaluating and grading of students, the collection of tuition fees and the assignment of credit according to the established policies of the University.
5. It is responsible for the administration of the Program, its curriculum content requirements for matriculation and graduation, records and faculty appointments, and bear all costs in connection therewith. Adelphi's Director of clinical training shall serve as liaison between Adelphi and the Participating Agency, correlate the clinical and academic experiences of the students, assist the supervisor when necessary, and in other ways assist the Participating Agency in providing an effective and meaningful learning opportunity for the students.
6. That the Student(s) selected for the field placements will meet the requirements as set forth above. ADELPHI will submit a listing of participating students and pertinent faculty prior to the beginning of the field placement. The University calendar will be observed.
7. The Student will be covered for professional liability through a group malpractice insurance policy.
8. In the event any Student proves to be unsatisfactory or unable to participate in the field placement experience, they will, on the recommendation of the ADELPHI Field Placement Coordinator or

Director of Clinical Training, Adelphi University or delegate of Participating Agency be transferred out of the field placement experience being conducted at the Participating Agency.

9. To indemnify and hold harmless Participating Agency, its officers, directors and employees, of all claims, demands, causes of action and judgments arising out of injuries, including death, of persons or property or whatsoever kind or nature resulting from the Agreement and from acts or omissions of ADELPHI employees or agents or Student in connection with this Agreement.
10. To advise participating students that they are required to comply with Participating Agency's rules, regulations, and procedures.

Participating Agency and ADELPHI Agree:

1. The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that student permission must be obtained before releasing specific student data to anyone other than those associated with ADELPHI.
2. The parties agree that this field placement will to comply with all the federal, state, local and institutional laws, ordinances and rules applicable to ADELPHI, and specifically agree not to unlawfully discriminate against any individual on the basis of an individual's race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, genetic predisposition or carrier status, age, religion, marital status, veteran status, or any other basis protected by applicable local, state or federal laws, and to comply with all anti-discriminatory laws and policies which ADELPHI promulgates and to which ADELPHI is subject.
3. Both parties shall comply with all relevant New York State and Federal confidentiality laws including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to the extent applicable. In addition, both parties shall provide staff, students and all interested personnel with training in the requirements of the privacy and security provisions of HIPAA and advise them of the importance of complying with all procedures relative to HIPAA.
4. Any notices required to be given under this Agreement shall be sent to the addresses listed in the first paragraph. If the notice is sent to ADELPHI UNIVERSITY, it shall be directed to the Controller and Associate Vice President. If sent to Participating Agency, it shall be directed to the attention of the signatory.
5. Governing Law and Venue. This Agreement shall be governed by, interpreted, construed, and enforced under the laws of the State of New York, without regard to the principles of conflicts of laws. Any claims under this Agreement must be brought in a court of competent jurisdiction located within the State of New York or, at the University's sole discretion, may be referred to the American Arbitration Association for arbitration proceedings.
6. Electronic Signatures and Transmissions - This Agreement may be transmitted in electronic format and shall not be denied legal effect because it was formed or transmitted, in whole or in part, by electronic means. An electronic, digital or electronically transmitted signature (collectively, "Electronic Signature") will be deemed an acceptable original for purposes of consummating this Agreement and binding the party providing such Electronic Signature.
7. Entire Agreement - This constitutes the entire agreement between the parties with respect to the subject matter and no statement, promise, or inducement made by either party or agent of either party that is not contained in this written Agreement shall be valid or binding. This Agreement may not be

enlarged, modified or altered except in writing signed by both parties and endorsed thereon. This Agreement shall be construed without regard to any presumption or other rule requiring construction against the party who caused this Agreement to be drafted.

Participating Agency:

Name (Signature):
Title:

Date

Name: Robert DeCarlo
Title: Controller & Associate Vice President
Adelphi University

Date

Appendix C. INTERNSHIP AFFILIATION AGREEMENT FORM



INTERNSHIP AFFILIATION AGREEMENT

This Agreement is between Adelphi University for its Psy.D. in School Psychology Program (“Program”) in the Gordon F. Derner School of Psychology (“ADELPHI”) and _____ (agency name), located at _____ (address) (“Participating Agency”) is effective as of _____ (Start date). Any and all modifications to the terms of this Agreement must be by a written Amendment, signed, and approved by all parties.

Purpose

Field placement training is required for students in the School Psychology doctoral program at Adelphi University’s Gordon F. Derner School of Psychology. The goals for the internship training in this program are met through placing students in settings that are clearly committed to training and in which students will be supervised using an adequate number of appropriate professionals, and which provide a wide range of training and education experiences through application of empirically supported assessment and intervention procedures.

Term of Field Placement

This Agreement shall become effective as of (_____ (Date) and shall continue in full force and effect through the end of the academic year (for purposes of this agreement academic year begins on September 1st and ends on August 31st). Thereafter, this agreement shall automatically renew from year to year unless terminated at the end of the academic year on at least sixty (60) days prior written notice to the other party.

Such termination shall not take effect with respect to Student(s) then currently involved in a field placement, and such Student(s) shall be permitted to complete their participation in the field placement unless the Participating Agency determines that it is not in the best interest of the Site or its clients to allow completion of the Student’s participation in the field-placement post-termination of this Agreement.

Requirements for Field Placement

11. Students will be involved in internship placements which may be in schools or clinical/community settings. Depending on the setting, students may be involved in clinical or community psychology activities, such as intakes, clinical review meetings, assessments, psychotherapy, counseling, therapeutic group work, family support, interdisciplinary team activities, consultation, didactic training, administrative procedures and other meaningful training experiences for a student working toward a doctorate in school psychology. In school settings, students will be involved in activities, such as assessments, psychoeducational report-writing, presentation of reports, consultation with parents, teachers or staff, counseling and other interventions with students, school-wide activities, and relevant meetings. Students will be provided with training, supervision and evaluations addressing their achievement of NASP standards and APA discipline-wide competencies as outlined in the Adelphi School Psychology Psy.D. Field Placement Handbook. Additional information about the internship requirements can be found in the Field Placement Handbook.

12. The internship is a 1750-hour experience, which typically is 5 days per week and can occur over the course of an academic year. Summer months may be counted as part of the year for any of these placements. Some placements may also include evening or weekend hours.
13. Supervision requirements for full time internship, require 2 hours weekly, regularly scheduled supervision, by a state licensed psychologist, appropriately credentialed for the jurisdiction in which the program is located. In addition, another 2 hours of supervision are required by such an appropriately credentialed psychologist, which can be in a group setting. When students are not being supervised on their field placement site by such doctoral level psychologists, students will be provided on-going weekly opportunities to discuss their clinical work conducted at their placements, with a doctoral level psychologist at Adelphi University, during the field placement class. See the following for a complete description of these expectations: <https://www.apa.org/ed/accreditation/section-c-soa.pdf>. Students also receive supervision through their participation in class/group supervision meetings facilitated by the university-based field-placement supervisor.
14. The field placement schedule, including the starting and ending times will be negotiated between the Student and his/her on-site supervisor at the Participating Agency. The Student will follow the Participating Agency's calendar and schedule. If the Student does (with Participating Agency supervisor's approval) miss any days/hours (e.g., Thanksgiving, spring break, program –related activity, etc.) these days/hours must be made up in consultation with their Participating Agency site and ADELPHI supervisor.
15. The ADELPHI Field Placement Coordinator will contact the Participating Agency Supervisor early in the year (i.e., September) to address any possible concerns. In addition, mid-year and end of year reviews will be requested from the Participating Agency Supervisor to complete as part of progress-monitoring and feedback for Students and for the Program. If Participating Agency Supervisor has any concerns at any time, they should contact the ADELPHI Field Placement Coordinator.
16. The Student must be in good standing in the Program and be making satisfactory progress to participate in the field placement. Maintaining a B average is required as part of this eligibility requirement.
17. The Student will follow confidentiality and privacy expectations under HIPAA and FERPA. The Student will follow these placement policies (e.g., record-keeping, placement regulations).
18. Time logs will be kept by the Student, submitted for Participating Agency Supervisor review, monthly. Logs will be sent from the Participating Agency Supervisor to the Field Placement Coordinator at ADELPHI by the 1st of the following month. Electronic copies will be accepted from the Participating Agency Supervisor's email only.
19. The Student involved in the field placement activities will be focused on developing competency in both NASP domains and APA profession-wide competencies (see Field Placement Requirements and Documentation Handbook).
20. In the event of an unsatisfactory evaluation of the Student, the Student will be removed from the Participating Agency site.

Participating Agency Agrees:

1. To the requirements of the field placements as set forth above.
2. To inform the Participating Agency Supervisor who will be involved in the conduct of the field placement experience of the terms of this Agreement and their responsibilities and obligations

hereunder. The Participating Agency may replace the Supervisor identified to ADELPHI upon written notice to the ADELPHI Field Placement Coordinator or Director of Clinical Training, Adelphi University.

3. To cooperate with ADELPHI in planning the field placement so as to provide the Student with maximum opportunities for the development of field skills and professional growth to fulfill the objectives of the course and complete their course required clinical hours.
4. To provide students and faculty with access to appropriate resources for student education including: (a) access to patients in an appropriately supervised environment; (b) student security badges or other required security access to patient care areas (if available); (c) access (if appropriate) for students to electronic medical records or paper charts, as applicable; and (d) computer access, if applicable.
5. To assume responsibility for the continuity of care of all participants/clients assigned to Adelphi students.
6. To notify Adelphi if a student's illness occurs and assist the student to obtain needed care, for which the student will be held financially responsible
7. To retain documentation to attest that it is meeting its obligations under this Agreement and other standards that apply (Field Placement Requirements), and shall maintain such documentation for the duration of this agreement.
8. To issue an evaluation at the end of each semester, using Adelphi's Student Evaluation Form.
9. Should concerns arise from the Supervisor of the Participating Agency, they will be brought to the attention of the Student and his/her ADELPHI supervisor and the Field Placement Coordinator/Director of Clinical Training in a timely fashion. If necessary, a remedial plan will be developed and implemented.
10. To indemnify and hold harmless ADELPHI, its officers, directors and employees, and Student, of all claims, demands, causes of action and judgments arising out of injuries, including death, of persons or property or whatsoever kind or nature resulting from the Agreement and from acts or omissions of Participating Agency employees or agents.

ADELPHI Agrees:

1. To assume responsibility for planning, directing and implementing the educational program of the students, evaluating and grading of students, the collection of tuition fees and the assignment of credit according to the established policies of the University.
2. It is responsible for the administration of the Program, its curriculum content requirements for matriculation and graduation, records and faculty appointments, and bear all costs in connection therewith. Adelphi's Director of clinical training shall serve as liaison between Adelphi and the Participating Agency, correlate the clinical and academic experiences of the students, assist the supervisor when necessary, and in other ways assist the Participating Agency in providing an effective and meaningful learning opportunity for the students.
3. That the Student(s) selected for the field placements will meet the requirements as set forth above. ADELPHI will submit a listing of participating students and pertinent faculty prior to the beginning of the field placement. The University calendar will be observed.

4. The Student will be covered for professional liability through a group malpractice insurance policy.
5. In the event any Student proves to be unsatisfactory or unable to participate in the field placement experience, they will, on the recommendation of the ADELPHI Field Placement Coordinator or Director of Clinical Training, Adelphi University or delegate of Participating Agency be transferred out of the field placement experience being conducted at the Participating Agency.
6. To indemnify and hold harmless Participating Agency, its officers, directors and employees, of all claims, demands, causes of action and judgments arising out of injuries, including death, of persons or property or whatsoever kind or nature resulting from the Agreement and from acts or omissions of ADELPHI employees or agents or Student in connection with this Agreement.
7. To advise participating students that they are required to comply with Participating Agency's rules, regulations, and procedures.

Participating Agency and ADELPHI Agree:

1. The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that student permission must be obtained before releasing specific student data to anyone other than those associated with ADELPHI.
2. The parties agree that this field placement will to comply with all the federal, state, local and institutional laws, ordinances and rules applicable to ADELPHI, and specifically agree not to unlawfully discriminate against any individual on the basis of an individual's race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, genetic predisposition or carrier status, age, religion, marital status, veteran status, or any other basis protected by applicable local, state or federal laws, and to comply with all anti-discriminatory laws and policies which ADELPHI promulgates and to which ADELPHI is subject.
3. Both parties shall comply with all relevant New York State and Federal confidentiality laws including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to the extent applicable. In addition, both parties shall provide staff, students and all interested personnel with training in the requirements of the privacy and security provisions of HIPAA and advise them of the importance of complying with all procedures relative to HIPAA.
4. Any notices required to be given under this Agreement shall be sent to the addresses listed in the first paragraph. If the notice is sent to ADELPHI UNIVERSITY, it shall be directed to the Controller and Associate Vice President. If sent to Participating Agency, it shall be directed to the attention of the signatory.
5. Governing Law and Venue. This Agreement shall be governed by, interpreted, construed, and enforced under the laws of the State of New York, without regard to the principles of conflicts of laws. Any claims under this Agreement must be brought in a court of competent jurisdiction located within the State of New York or, at the University's sole discretion, may be referred to the American Arbitration Association for arbitration proceedings.
6. Electronic Signatures and Transmissions - This Agreement may be transmitted in electronic format and shall not be denied legal effect because it was formed or transmitted, in whole or in part, by electronic means. An electronic, digital or electronically transmitted signature (collectively, "Electronic Signature") will be deemed an acceptable original for purposes of

consummating this Agreement and binding the party providing such Electronic Signature.

7. Entire Agreement - This constitutes the entire agreement between the parties with respect to the subject matter and no statement, promise, or inducement made by either party or agent of either party that is not contained in this written Agreement shall be valid or binding. This Agreement may not be enlarged, modified or altered except in writing signed by both parties and endorsed thereon. This Agreement shall be construed without regard to any presumption or other rule requiring construction against the party who caused this Agreement to be drafted.

Participating Agency:

Name (Signature):
Title:

Date

Name: Robert DeCarlo
Title: Controller & Associate Vice President
Adelphi University

Date

Does the secondary internship supervisor have prior experience supervising school psychology trainees (i.e., practicum students or interns)?

Internship Characteristics Checklist Continued		
Instructions:		
<p>Review the following 2017 guidelines from the CDSPP (Council of Directors of School Psychology Program) for evaluating non-APPIC internships. The criteria can be found in the original document at the following link: CDSPP internship guidelines (electronic link) https://education.uky.edu/edp/wp-content/uploads/sites/4/2019/01/2017-Published-CDSPP-Internship-Guidelines.pdf</p> <p>The presence of these criteria will be part of how the Adelphi University School Psychology Psy.D. Program will evaluate an internship if it is not an APPIC internship.</p> <p>Indicate if criteria are met by checking the checkbox to the left of the criteria and/or add comments or additional information in the right most column.</p>		
	Criteria: CDSPP Guideline 1	Comments or additional information
	<p>Organized training program A school psychology doctoral internship is an organized training program designed to provide an intern with a planned sequence of training experiences that will develop the intern’s profession wide competencies in health service psychology and the specialty of school psychology. The internship is the culminating (i.e., completed after a programmed sequence of coursework, practica, and field experiences), supervised training experience prior to the granting of a degree by a doctoral program.</p>	
	<p>Range of activities Consistent with the definition of health service psychology (i.e., the integration of psychological science and practice in order to facilitate human development and functioning), the internship consists of a range of activities promoting the development of the following profession-wide competencies (research; ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; consultation and interprofessional/interdisciplinary skills.</p>	
	Criteria: CDSPP Guideline 2	Comments or additional information
	<p>1750 Hours of internship, 25 % (437.5 hours) of direct services The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service</p>	

	providers, which translates to a minimum of 437.5 hours out of 1750 doctoral internship hours.	
	Research on services delivered and effectiveness The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern’s own training.	
	Criteria: CDSPP Guideline 3	Comments or additional information
	Written statement The internship program must provide prospective interns with a dated written statement, brochure, or website that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for the quality of interns’ work.	
	Joint approval The internship program, doctoral program, and intern must jointly approve in writing the goals and content of the internship, including clearly stated expectations for the nature of experiences offered by the internship program, the quantity and quality of the work, intern salary, benefits, reimbursable travel, holidays, and other relevant internship policies.	
	Criteria: CDSPP Guideline 4	Comments or additional information
	Formal, written evaluation Interns will minimally receive a formal, written evaluation at the end of the doctoral program’s semester, trimester, or quarter course grading period.	
	Format, direct observation The internship program and doctoral program will agree in advance upon the format of the internship evaluation, which should in part be based on direct observation.	
	Evaluated areas The evaluated areas will be consistent with the doctoral program’s aims and address intern development of profession-wide competencies. Although the internship supervisor evaluates student performance during the internship year, the doctoral program is ultimately responsible for the determination of the student’s readiness for graduation and entrance into the profession. Therefore, communication between doctoral programs and internship programs is of critical importance to the overall development of competent health service psychologists.	
	Criteria: CDSPP Guideline 5	Comments or additional information
	Internship completion time and hours Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,750 hours in activities described above. Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g.,	

	completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.	
	Criteria: CDSPP Guideline 6	Comments or additional information
	Completion documentation The doctoral internship program issues to the intern written documentation (e.g., a certificate or letter) reflecting successful completion of a doctoral level internship in health service psychology.	
	Criteria: CDSPP Guideline 7	Comments or additional information
	Supervisors The internship program employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship program has at least two psychologists on staff available as supervisors for the intern. The intern’s primary supervisor must be actively licensed as a psychologist by the state regulatory board of psychology.	
	If only one credentialed supervisor available Internship programs such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into formal internship agreements with other entities, such as other school districts, clinics, or university doctoral programs.	
	Criteria: CDSPP Guideline 8	Comments or additional information
	Supervision The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level.	
	Direct observation The primary supervisor must directly observe the intern with the specific intent of evaluating the intern’s clinical deportment and skills in psychological service delivery, and providing formative and summative feedback to the intern and university program. An internship program that does not permit live observation or audio-video recording by policy should not be approved under these guidelines.	
	Criteria: CDSPP Guideline 9	Comments or additional information
	Group or additional supervision In addition to the individual supervision (as described above), the intern spends at least two additional hours per week in scheduled group or individual supervision conducted by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.).	
	Training activities The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional	

	development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists.	
	Criteria: CDSPP Guideline 10	Comments or additional information
	<p>Two or more interns The internship program has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on at least a monthly basis.</p>	
	Criteria: CDSPP Guideline 11	Comments or additional information
	<p>Electronic supervision Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described above).</p>	
	<p>Tele-supervision model The use of tele-supervision should be consistent with the program’s overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in tele-supervision. Programs utilizing any form of tele-supervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Internships using tele-supervision adhere to best practices and ethical, legal, and professional guidelines.</p>	
	Criteria: CDSPP Guideline 12	Comments or additional information
	<p>Supervisor co-signing of documents Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.</p>	
	Criteria: CDSPP Guideline 13	Comments or additional information
	Intern title	

	<p>The intern has a title such as “intern,” “resident,” or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of his or her doctoral intern status.</p>	
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**Appendix E. Adelphi University
School Psychology Psy.D. Program
Practicum and Internship Supervisor Evaluation Form**

Student: _____ Date: _____

Supervisor: _____ School Division/Agency: _____

Practicum Internship (Check if practicum or internship)

Thank you for supervising a student from Adelphi University’s School Psychology Psy.D. Program. This summative evaluation provides meaningful feedback to the student and the program on the development of this student’s knowledge and skills related to the practice of school psychology.

Please share a copy with the student and forward a copy to my attention at weisz@adelphi.edu (Dr. Weisz, Director of Clinical Training).

DESCRIPTION OF SITE:

Grade levels served:	
Total number of students:	
Percent of students eligible for free/reduced-price lunch:	
Percent of students who are members of a minority group:	
Three most prevalent races/ethnicities:	
Source for descriptive information (e.g., Strategic School Profile Report):	

BACKGROUND INFORMATION:

Please answer the following questions related to your professional practice.

Position/Title:	Years of Experience:	
Education:	<input type="checkbox"/> Master’s/Specialist	<input type="checkbox"/> Ph.D.
	<input type="checkbox"/> Psy.D.	<input type="checkbox"/> Other _____
Certification/Licensure:	<input type="checkbox"/> Certification in school psychology:	
	<input type="checkbox"/> <i>Initial</i>	<input type="checkbox"/> <i>Provisional</i> <input type="checkbox"/> <i>Professional</i>
	<input type="checkbox"/> Educator certificate in school psychology outside of NY (State: _____)	
	<input type="checkbox"/> NCSP	<input type="checkbox"/> BCBA <input type="checkbox"/> Psychology License (State: _____)

RATING INSTRUCTIONS:

Please complete the following questions regarding the performance and progress of the school psychology practicum student that you are currently supervising. Specifically, please evaluate their level of competency, knowledge, and skill development using the scale below.

<p>Key:</p> <p>1 – Does not Meet Expectations: Student <i>demonstrates no skill</i> in this area, <i>or</i> the student demonstrates the skill at a level that is <i>ineffective, despite supervision</i>.</p>
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<p>2 – Minimally Meets Expectations: Student <i>demonstrates aspects of the skill at a very basic level</i>, and is effective in this area with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).</p> <p>3 – Emerging Skills: Student <i>demonstrates all aspects of the skill</i>, and is effective in this area <i>with frequent close, supervision; direct supervised assistance occasionally needed</i></p> <p>4 – Meets Expectations: Student <i>demonstrates all aspects of the skill</i>, and is effective in this area with <i>on-going supervision</i> to affirm the student’s skill or to provide suggestions to increase the effectiveness of the skill. <i>Direct supervised assistance rarely needed.</i></p> <p>5 – Exceeds Expectations: Student <i>demonstrates all aspects of the skill</i>, and is effective in this area with regular, <i>on-going supervision, but no direct supervised assistance.</i></p> <p>N/O – Not observed</p>
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<p>NASP Standard I: Data-Based Decision Making</p> <p>APA Competency VI: Assessment</p> <p>Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</p>	<p>Evaluation Mark if this is the winter or spring evaluation</p>	
	<p>Winter</p>	<p>Spring</p>
<p>Activity</p>	<p>Supervisor’s Comments</p>	
<p>A. Student demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)</p>	<p>1 2 3 4 5 N/O</p>	
<p>B. Student demonstrates knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)</p>	<p>1 2 3 4 5 N/O</p>	
<p>C. Student demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.</p>	<p>1 2 3 4 5 N/O</p>	
<p>D. Student demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.</p>	<p>1 2 3 4 5 N/O</p>	
<p>E. Student demonstrates competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.</p>	<p>1 2 3 4 5 N/O</p>	
<p>F. Student demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.</p>	<p>1 2 3 4 5 N/O</p>	
<p>G. Student demonstrates competence in the administration and scoring of academic assessment tools including standardized testing, criterion-</p>	<p>1 2 3 4 5 N/O</p>	

referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	
H. Student demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	1 2 3 4 5 N/O
I. Student demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	1 2 3 4 5 N/O
J. Student demonstrates the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	1 2 3 4 5 N/O

<p>NASP Standard II: Consultation and Collaboration</p> <p>APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills</p> <p>Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	1 2 3 4 5 N/O	
C. Student demonstrates effective consultation and collaboration skills in <i>planning processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1 2 3 4 5 N/O	
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1 2 3 4 5 N/O	
E. Student demonstrates effective consultation and collaboration skills in <i>decision-making processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1 2 3 4 5 N/O	
F. Student facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.	1 2 3 4 5 N/O	
G. Student effectively communicates information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).	1 2 3 4 5 N/O	

<p>NASP Standard III: Academic interventions and instructional Supports</p> <p>APA Competency VII: Intervention</p> <p>Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2 3 4 5 N/O
B. Student uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2 3 4 5 N/O
C. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	1	2 3 4 5 N/O
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O

<p>NASP Standard IV: Mental and Behavioral Health Services and Interventions</p> <p>APA Competency VII: Intervention</p> <p>Students 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.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	1	2 3 4 5 N/O
B. Student demonstrates knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2 3 4 5 N/O
C. Student uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2 3 4 5 N/O

D. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children’s social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	1 2 3 4 5 N/O
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<p>NASP Standard V: School-Wide Practices to Promote Learning</p> <p>APA Competency IX: Consultation and interpersonal/interdisciplinary skills</p> <p>Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor’s Comments	
A. Student demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.	1 2 3 4 5 N/O	
C. Student demonstrates knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.	1 2 3 4 5 N/O	
D. Student is a contributing, effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).	1 2 3 4 5 N/O	

<p>NASP Standard VI: Services to Promote Safe and Supportive Schools</p> <p>APA Competency VII: Intervention</p> <p>Students 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.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor’s Comments	
A. Student demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	1 2 3 4 5 N/O	

Student demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	1 2 3 4 5 N/O
D. Student contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	1 2 3 4 5 N/O
E. Student engages in data-based decision making through direct and indirect delivery to promote services to promote safe and supportive schools.	1 2 3 4 5 N/O

<p>NASP Standard VII: Family, School, and Community Collaboration</p> <p>APA Competency IX: Consultation and interprofessional/interdisciplinary skills</p> <p>Skills Students 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, socialization, and mental health; and methods to develop collaboration between families and schools.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor’s Comments	
A Student demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children’s development.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of evidence-based practices that support positive family functioning and promote children’s development (e.g., conjoint behavioral consultation, home-school collaboration).	1 2 3 4 5 N/O	
C. Student demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	1 2 3 4 5 N/O	
D. Student demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	1 2 3 4 5 N/O	
E. Student facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	1 2 3 4 5 N/O	
F. Student designs, implements, and evaluates education programs/services that assist parents with promoting their child’s academic outcomes and social, emotional, and behavioral health and well-being.	1 2 3 4 5 N/O	

NASP Standard VIII: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.	Evaluation										
	Winter			Spring							
Activity						Supervisor's Comments					
A. Student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.						1 2 3 4 5 N/O					
B. Student demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.						1 2 3 4 5 N/O					
C. Student demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.						1 2 3 4 5 N/O					
D. Student provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.						1 2 3 4 5 N/O					
E. Student addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.						1 2 3 4 5 N/O					
F. Student applies principles of social justice and a respect for equitable practices for diverse student populations when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts.						1 2 3 4 5 N/O					

NASP Standard IX: Research and Evidence-Based Practice APA Competency I: Research Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Evaluation										
	Winter			Spring							
Activity						Supervisor's Comments					
A. Student demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a)						1 2 3 4 5 N/O					
B. Student demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)						1 2 3 4 5 N/O					
C. Student demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)						1 2 3 4 5 N/O					

D. Student completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	1	2	3	4	5	N/O
E. Student evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	1	2	3	4	5	N/O
F. Student uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	1	2	3	4	5	N/O

<p>NASP Standard X: Legal, ethical, and professional practice</p> <p>APA Competency II: Ethical and Legal Standards</p> <p>Knowledge of the history and foundation 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</p>	Evaluation					
	Winter	Spring				
Activity	Supervisor's Comments					
A. Student demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Student demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	1	2	3	4	5	N/O
C. Student demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	1	2	3	4	5	N/O
D. Student provides services consistent with ethical and professional standards in professional psychology.	1	2	3	4	5	N/O
E Student provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	1	2	3	4	5	N/O
F. Student engages in responsive, systematic, ethical and professional decision-making.	1	2	3	4	5	N/O

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the student's professional work characteristics using the following scale:		
1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times
4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities
5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	There were no opportunities for the characteristic to be demonstrated

	Rating					
	1	2	3	4	5	N/O
1. Punctuality and attendance <ul style="list-style-type: none"> • Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability 						
2. Professional appearance and demeanor <ul style="list-style-type: none"> • Follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 						
3. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> • Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner 						
4. Flexibility, adaptability to novel/ unexpected situations <ul style="list-style-type: none"> • Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery 						
5. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> • Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 						
6. Preparation and organization <ul style="list-style-type: none"> • Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 						
7. Ability to handle professionally constructive criticism and positively use feedback <ul style="list-style-type: none"> • Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors 						
8. Ability to accurately self-evaluate areas of practice <ul style="list-style-type: none"> • Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 						
9. Respect for cultural and individual diversity <ul style="list-style-type: none"> • Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; 						

monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation						
10. Engaging in continuing education, including participation in professional associations for school psychologists <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 						
11. Development of professional identity and integrity <ul style="list-style-type: none"> Displays emerging professional identity as psychology; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others 						
12. Self-care <ul style="list-style-type: none"> Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice 						
13. Effective communication skills <ul style="list-style-type: none"> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively 						
14. Knowledge and application of evidence-based practice <ul style="list-style-type: none"> Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 						

The basis for your evaluation of the student’s professional work characteristics is: (check all that apply):

<input type="checkbox"/> Direct observation	<input type="checkbox"/> Comments of colleagues
<input type="checkbox"/> Supervision hours	<input type="checkbox"/> Comments of parents
<input type="checkbox"/> Professional outcomes/permanent products (e.g., reports, presentations, etc.)	<input type="checkbox"/> Comments of teachers
	<input type="checkbox"/> Other, please specify: _____

Please comment on any ratings of 1 or 2:

Rating Key for Overall Rating:

1	Does not Meet Expectations	Student <i>demonstrates none of the above skills, or</i> the student demonstrates skills at a level that is <i>ineffective, despite supervision.</i>
2	Minimally Meets Expectations	Student <i>demonstrates aspects of the above skills at a very basic level,</i> and is effective across skill areas with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Skills	Student <i>demonstrates all aspects of the above skills,</i> and is effective across skill areas <i>with frequent close, supervision; direct supervised assistance occasionally needed</i>
4	Meets Expectations	Student <i>demonstrates all aspects of the above skills,</i> and is effective across skill areas with <i>on-going supervision</i> to affirm the student’s skills or to provide suggestions to increase the effectiveness of the skills. <i>Direct supervised assistance rarely needed.</i>
5	Exceeds Expectations	Student <i>demonstrates all aspects of the skill,</i> and is effective in this area with <i>no direct supervised assistance.</i>
NA	Not Applicable	Student not observed frequently enough to make a rating at this time.

**Appendix F. Adelphi University
School Psychology Psy.D. Program
Externship Supervisor Evaluation Form**

Externship Student: _____ Date: _____

Supervisor: _____ Phone: _____

Email: _____ Agency/Organization: _____

Address: _____

Thank you for supervising a student from Adelphi University's School Psychology Psy.D. Program. This summative evaluation provides meaningful feedback to the student and the program on the development of this student's knowledge and skills related to the practice of school psychology.

Please share a copy with the student and forward a copy to my attention at weisz@adelphi.edu (Dr. Weisz, Director of Clinical Training).

DESCRIPTION OF SITE:

Ages/Grades served:	
Total number of clients served by setting:	
Percent of clients with low income:	
Percent of clients who are members of a minority group:	
Three most prevalent races/ethnicities:	
Sources for descriptive information:	

BACKGROUND INFORMATION:

Please answer the following questions related to your professional practice.

Position/Title:	Years of Experience:
Education:	<input type="checkbox"/> Psy.D. <input type="checkbox"/> Ph.D. <input type="checkbox"/> CSW <input type="checkbox"/> MSW <input type="checkbox"/> MHC _____ <input type="checkbox"/> Other _____
Certification/Licensure:	Certification in _____ License in _____ State of license _____

RATING INSTRUCTIONS:

Please complete the following questions regarding the performance and progress of the school psychology practicum student that you are currently supervising. Specifically, please evaluate their level of competency, knowledge, and skill development using the scale below.

<p>Key:</p> <p>1 – Does not Meet Expectations: Student <i>demonstrates no skill</i> in this area, <i>or</i> the student demonstrates the skill at a level that is <i>ineffective, despite supervision</i>.</p> <p>2 – Minimally Meets Expectations: Student <i>demonstrates aspects of the skill at a very basic level</i>, and is effective in this area with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).</p> <p>3 – Emerging Skills: Student <i>demonstrates all aspects of the skill</i>, and is effective in this area <i>with frequent close, supervision; direct supervised assistance occasionally needed</i></p> <p>4 – Meets Expectations: Student <i>demonstrates all aspects of the skill</i>, and is effective in this area with <i>on-going supervision</i> to affirm the student’s skill or to provide suggestions to increase the effectiveness of the skill. <i>Direct supervised assistance rarely needed</i>.</p> <p>5 – Exceeds Expectations: Student <i>demonstrates all aspects of the skill</i>, and is effective in this area with regular, <i>on-going supervision, but no direct supervised assistance</i>.</p> <p>N/O – Not observed</p>

NASP Standard I: Data-Based Decision Making APA Competency VI: Assessment Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Evaluation	
	Mark if this is the winter or spring evaluation	
	Winter	Spring
Activity	Supervisor’s Comments	
A. Student demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	1 2 3 4 5 N/O	
C. Student demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	1 2 3 4 5 N/O	
D. Student demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	1 2 3 4 5 N/O	

E. Student demonstrates competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	1	2	3	4	5	N/O
F. Student demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	1	2	3	4	5	N/O
G. Student demonstrates competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	1	2	3	4	5	N/O
H. Student demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	1	2	3	4	5	N/O
I. Student demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	1	2	3	4	5	N/O
J. Student demonstrates the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	1	2	3	4	5	N/O

<p>NASP Standard II: Consultation and Collaboration</p> <p>APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills</p> <p>Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of varied methods of consultation in psychology and education applicable to clients, families, staff, communities, and systems.	1	2 3 4 5 N/O
B. Student demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	1	2 3 4 5 N/O
C. Student demonstrates effective consultation and collaboration skills in <i>planning processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O
E. Student demonstrates effective consultation and collaboration skills in <i>decision-making processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O
F. Student facilitates collaboration and communication among diverse personnel, families, community professionals, and others.	1	2 3 4 5 N/O

G. Student effectively communicates information in written and oral forms to diverse audiences (e.g., family, staff, policy makers, community leaders).	1	2	3	4	5	N/O
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<p>NASP Standard III: Academic interventions and instructional Supports</p> <p>APA Competency VII: Intervention</p> <p>Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.</p>	Evaluation					
	Winter	Spring				
Activity	Supervisor's Comments					
A. Student demonstrates knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2	3	4	5	N/O
B. Student uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2	3	4	5	N/O
C. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	1	2	3	4	5	N/O
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the client, staff, family, community, and systems levels to design, implement, and evaluate services.	1	2	3	4	5	N/O

<p>NASP Standard IV: Mental and Behavioral Health Services and Interventions</p> <p>APA Competency VII: Intervention</p> <p>Students 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.</p>	Evaluation					
	Winter	Spring				
Activity	Supervisor's Comments					
A. Student demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	1	2	3	4	5	N/O
B. Student demonstrates knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2	3	4	5	N/O

C. Student uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2	3	4	5	N/O
D. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children’s social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	1	2	3	4	5	N/O

NASP Standard V: School-Wide Practices to Promote Learning APA Competency IX: Consultation and interpersonal/interdisciplinary skills Students have knowledge of systems and their structure, theory; educational impact; technology resources; and evidence-based organizational practices that promote positive outcomes in learning, social development, and mental health.	Evaluation	
	Winter	Spring
Activity	Supervisor’s Comments	
A. Student demonstrates an understanding of the role and function of psychologists in relation to the functions of the present organization, other personnel, and state and local agencies.	1	2 3 4 5 N/O
B. Student demonstrates knowledge of the present organization, and systems structure, and services across diverse settings.	1	2 3 4 5 N/O
C. Student demonstrates knowledge of evidence-based systems-wide practices that promote learning across domains; prevent problems; and ensure positive and effective organization and climate across diverse situations, contexts, and characteristics.	1	2 3 4 5 N/O
D. Student is a contributing, effective member on various committees within the organization (e.g., services, planning).	1	2 3 4 5 N/O

NASP Standard VI: Services to Promote Safe and Supportive Schools APA Competency VII: Intervention Students 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.	Evaluation	
	Winter	Spring
Activity	Supervisor’s Comments	
A. Student demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	1	2 3 4 5 N/O
B. Student demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning	1	2 3 4 5 N/O

and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	
Student demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	1 2 3 4 5 N/O
D. Student contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	1 2 3 4 5 N/O
E. Student engages in data-based decision making through direct and indirect delivery to promote services to promote safe and supportive schools.	1 2 3 4 5 N/O

<p>NASP Standard VII: Family, School and Community Collaboration</p> <p>APA Competency IX: Consultation and interprofessional/interdisciplinary skills</p> <p>Skills Students 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, socialization, and mental health; and methods to develop collaboration between families and schools.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor’s Comments	
A Student demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school or family-agency interactions that impact children’s development.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of evidence-based practices that support positive family functioning and promote children’s development (e.g., conjoint behavioral consultation, home-school collaboration).	1 2 3 4 5 N/O	
C. Student demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	1 2 3 4 5 N/O	
D. Student demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	1 2 3 4 5 N/O	
E. Student facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	1 2 3 4 5 N/O	
F. Student designs, implements, and evaluates education programs/services that assist parents with promoting their child’s academic outcomes and social, emotional, and behavioral health and well-being.	1 2 3 4 5 N/O	

<p>NASP Standard VIII: Equitable Practices for Diverse Student Populations</p> <p>APA Competency III: Individual and Cultural Diversity</p> <p>Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	1	2 3 4 5 N/O
B. Student demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	1	2 3 4 5 N/O
C. Student demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	1	2 3 4 5 N/O
D. Student provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools, agencies) with diverse characteristics, cultures, and backgrounds across multiple contexts.	1	2 3 4 5 N/O
E. Student addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	1	2 3 4 5 N/O
F. Student applies principles of social justice and a respect for equitable practices for diverse student populations when providing professional services that promote effective functioning for individuals, families, and schools or agencies with diverse characteristics and across multiple contexts.	1	2 3 4 5 N/O

<p>NASP Standard IX: Research and Evidence-Based Practice</p> <p>APA Competency I: Research</p> <p>Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a)	1	2 3 4 5 N/O
B. Student demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	1	2 3 4 5 N/O
C. Student demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	1	2 3 4 5 N/O

D. Student completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	1	2	3	4	5	N/O
E. Student evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	1	2	3	4	5	N/O
F. Student uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	1	2	3	4	5	N/O

<p>NASP Standard X: Legal, Ethical, and Professional Practice</p> <p>APA Competency II: Ethical and Legal Standards</p> <p>Knowledge of the history and foundation 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</p>	Evaluation					
	Winter	Spring				
Activity	Supervisor's Comments					
A. Student demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Student demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	1	2	3	4	5	N/O
C. Student demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	1	2	3	4	5	N/O
D. Student provides services consistent with ethical and professional standards in professional psychology.	1	2	3	4	5	N/O
E Student provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	1	2	3	4	5	N/O
F. Student engages in responsive, systematic, ethical and professional decision-making.	1	2	3	4	5	N/O

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the student's professional work characteristics using the following scale:		
1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times
4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities
5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	There were no opportunities for the characteristic to be demonstrated

	Rating					
	1	2	3	4	5	N/O
15. Punctuality and attendance <ul style="list-style-type: none"> Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability 						
16. Professional appearance and demeanor <ul style="list-style-type: none"> Follows agency norms and adheres to organizational policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 						
17. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner 						
18. Flexibility, adaptability to novel/ unexpected situations <ul style="list-style-type: none"> Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery 						
19. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 						
20. Preparation and organization <ul style="list-style-type: none"> Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 						
21. Ability to handle professionally constructive criticism and positively use feedback <ul style="list-style-type: none"> Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors 						
22. Ability to accurately self-evaluate areas of practice <ul style="list-style-type: none"> Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 						
23. Respect for cultural and individual diversity <ul style="list-style-type: none"> Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; 						

monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation						
24. Engaging in continuing education, including participation in professional associations for school psychologists <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 						
25. Development of professional identity and integrity <ul style="list-style-type: none"> Displays emerging professional identity as psychology; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others 						
26. Self-care <ul style="list-style-type: none"> Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice 						
27. Effective communication skills <ul style="list-style-type: none"> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively 						
28. Knowledge and application of evidence-based practice <ul style="list-style-type: none"> Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 						

The basis for your evaluation of the student’s professional work characteristics is: (check all that apply):

<input type="checkbox"/> Direct observation	<input type="checkbox"/> Comments of colleagues
<input type="checkbox"/> Supervision hours	<input type="checkbox"/> Comments of parents
<input type="checkbox"/> Professional outcomes/permanent products (e.g., reports, presentations, etc.)	<input type="checkbox"/> Comments of teachers
	<input type="checkbox"/> Other, please specify: _____

Please comment on any ratings of 1 or 2:

Rating Key for Overall Rating:

1	Does not Meet Expectations	Student <i>demonstrates none of the above skills, or</i> the student demonstrates skills at a level that is <i>ineffective, despite supervision</i> .
2	Minimally Meets Expectations	Student <i>demonstrates aspects of the above skills at a very basic level</i> , and is effective across skill areas with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Skills	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas <i>with frequent close, supervision; direct supervised assistance occasionally needed</i>
4	Meets Expectations	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas with <i>on-going supervision</i> to affirm the student’s skills or to provide suggestions to increase the effectiveness of the skills. <i>Direct supervised assistance rarely needed.</i>
5	Exceeds Expectations	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area with <i>no direct supervised assistance.</i>
NA	Not Applicable	Student not observed frequently enough to make a rating at this time.

<u>Part III: Summary</u>	
What are this student’s strengths?	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
In what areas does this student need to grow?	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
What is your overall rating of this student?	1 2 3 4 5 NA

**Appendix G. Adelphi University
School Psychology Psy.D. Program
Student Self-Evaluation Form**

Student: _____ Date: _____

Placement Name: _____ Type of Placement: _____

Supervisor(s): _____

Thank you for completing this self-evaluation, as a student from Adelphi University’s School Psychology Psy.D. Program. This evaluation provides meaningful feedback to the program on your development related to the practice of school psychology.

Please share a copy with the student and forward a copy to my attention at weisz@adelphi.edu (Dr. Weisz, Director of Clinical Training).

RATING INSTRUCTIONS:

Please complete the following questions regarding your perception of your performance and progress. Specifically, please evaluate your level of competency, knowledge, and skill development using the scale below.

Key:

1 – Does not Meet Expectations: Student *demonstrates no skill* in this area, *or* the student demonstrates the skill at a level that is *ineffective, despite supervision*.

2 – Minimally Meets Expectations: Student *demonstrates aspects of the skill at a very basic level*, and is effective in this area with *a significant level of close, direct supervised assistance* (i.e., supervisor observing and providing supervision during activity).

3 – Emerging Skills: Student *demonstrates all aspects of the skill*, and is effective in this area *with frequent close, supervision; direct supervised assistance occasionally needed*

4 – Meets Expectations: Student *demonstrates all aspects of the skill*, and is effective in this area with *on-going supervision* to affirm the student’s skill or to provide suggestions to increase the effectiveness of the skill. *Direct supervised assistance rarely needed.*

5 – Exceeds Expectations: Student *demonstrates all aspects of the skill*, and is effective in this area with regular, *on-going supervision, but no direct supervised assistance.*

N/O – Not observed

NASP Standard I: Data-Based Decision Making	Evaluation
APA Competency VI: Assessment	Mark if this is the winter or spring evaluation

Knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Winter	Spring			
Activity	Supervisor's Comments				
A. Knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student or client strengths and needs, and their psychometric properties. (APA Domain B.3.c)	1	2	3	4	5 N/O
B. Knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	1	2	3	4	5 N/O
C. Ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	1	2	3	4	5 N/O
D. Competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	1	2	3	4	5 N/O
E. Competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	1	2	3	4	5 N/O
F. Competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	1	2	3	4	5 N/O
G. Competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	1	2	3	4	5 N/O
H. Competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	1	2	3	4	5 N/O
I. Ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	1	2	3	4	5 N/O
J. Ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	1	2	3	4	5 N/O

NASP Standard II: Consultation and Collaboration	Evaluation	
APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills	Winter	Spring
Knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and		

systems and used to promote effective implementation of services.		
Activity	Supervisor's Comments	
A. Knowledge of varied methods of consultation in psychology and education applicable to clients, families, staff, communities, and systems.	1	2 3 4 5 N/O
B. Knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	1	2 3 4 5 N/O
C. Effective consultation and collaboration skills in <i>planning processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O
D. Effective consultation and collaboration skills in <i>problem-solving processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O
E. Effective consultation and collaboration skills in <i>decision-making processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O
F. Facilitates collaboration and communication among diverse personnel, families, community professionals, and others.	1	2 3 4 5 N/O
G. Effectively communicates information in written and oral forms to diverse audiences (e.g., family, staff, policy makers, community leaders).	1	2 3 4 5 N/O

NASP Standard III: Academic interventions and instructional Supports	Evaluation	
APA Competency VII: Intervention	Winter	Spring
Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.		
Activity	Supervisor's Comments	
A. Knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2 3 4 5 N/O
B. Uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2 3 4 5 N/O
C. Implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	1	2 3 4 5 N/O
D. Effective consultation and collaboration skills in <i>problem-solving processes</i> at the client, staff, family, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O

<p>NASP Standard IV: Mental and Behavioral Health Services and Interventions</p> <p>APA Competency VII: Intervention</p> <p>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.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	1	2 3 4 5 N/O
B. Knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2 3 4 5 N/O
C. Uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2 3 4 5 N/O
D. Implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	1	2 3 4 5 N/O

<p>NASP Standard V: School-Wide Practices to Promote Learning</p> <p>APA Competency IX: Consultation and interpersonal/interdisciplinary skills</p> <p>Knowledge of systems and their structure, theory; educational impact; technology resources; and evidence-based organizational practices that promote positive outcomes in learning, social development, and mental health.</p>	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. An understanding of the role and function of psychologists in relation to the functions of the present organization, other personnel, and state and local agencies.	1	2 3 4 5 N/O
B. Knowledge of the present organization, and systems structure, and services across diverse settings.	1	2 3 4 5 N/O
C. Knowledge of evidence-based systems-wide practices that promote learning across domains; prevent problems; and ensure positive and effective organization and climate across diverse situations, contexts, and characteristics.	1	2 3 4 5 N/O
D. Contributing, effective member on various committees within the organization (e.g., services, planning).	1	2 3 4 5 N/O

<p>NASP Standard VI: Services to Promote Safe and Supportive Schools</p> <p>APA Competency VII: Intervention</p> <p>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.</p>	Evaluation					
	Winter			Spring		
Activity						
Supervisor's Comments						
A. Knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	1	2	3	4	5	N/O
B. Knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	1	2	3	4	5	N/O
C. Knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	1	2	3	4	5	N/O
D. Contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	1	2	3	4	5	N/O
E. Engages in data-based decision making through direct and indirect delivery to promote services to promote safe and supportive schools.	1	2	3	4	5	N/O

<p>NASP Standard VII: Family, School and Community Collaboration</p> <p>APA Competency IX: Consultation and interprofessional/interdisciplinary skills</p> <p>Knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.</p>	Evaluation					
	Winter			Spring		
Activity						
Supervisor's Comments						
A. Knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school or family-agency interactions that impact children's development.	1	2	3	4	5	N/O
B. Knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).	1	2	3	4	5	N/O
C. Knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	1	2	3	4	5	N/O

D. Skills to design, implement, and evaluate services that respond to family culture and context.	1	2	3	4	5	N/O
E. Facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	1	2	3	4	5	N/O
F. Designs, implements, and evaluates education programs/services that assist parents with promoting their child’s academic outcomes and social, emotional, and behavioral health and well-being.	1	2	3	4	5	N/O

NASP Standard VIII: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.	Evaluation					
	Winter	Spring				
Activity	Supervisor’s Comments					
A. Knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	1	2	3	4	5	N/O
B. Knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	1	2	3	4	5	N/O
C. Knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	1	2	3	4	5	N/O
D. Provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools, agencies) with diverse characteristics, cultures, and backgrounds across multiple contexts.	1	2	3	4	5	N/O
E. Addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	1	2	3	4	5	N/O
F. Applies principles of social justice and a respect for equitable practices for diverse student populations when providing professional services that promote effective functioning for individuals, families, and schools or agencies with diverse characteristics and across multiple contexts.	1	2	3	4	5	N/O

NASP Standard IX: Research and Evidence-Based Practice APA Competency I: Research Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Evaluation	
	Winter	Spring
Activity	Supervisor’s Comments	

A. Knowledge of group and single-case research designs. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	1	2	3	4	5	N/O
C. Knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	1	2	3	4	5	N/O
D. Completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	1	2	3	4	5	N/O
E. Evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	1	2	3	4	5	N/O
F. Uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	1	2	3	4	5	N/O

<p>NASP Standard X: Legal, Ethical, and Professional Practice</p> <p>APA Competency II: Ethical and Legal Standards</p> <p>Knowledge of the history and foundation 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</p>	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Knowledge of the history and systems of psychology. (APA Domain B.3.a)	1	2 3 4 5 N/O
B. Knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	1	2 3 4 5 N/O
C. Knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	1	2 3 4 5 N/O
D. Provides services consistent with ethical and professional standards in professional psychology.	1	2 3 4 5 N/O
E Provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	1	2 3 4 5 N/O
F. Engages in responsive, systematic, ethical and professional decision-making.	1	2 3 4 5 N/O

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate your professional work characteristics using the following scale:		
1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times
4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities
5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	There were no opportunities for the characteristic to be demonstrated

	Rating					
	1	2	3	4	5	N/O
29. Punctuality and attendance <ul style="list-style-type: none"> • Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability 						
30. Professional appearance and demeanor <ul style="list-style-type: none"> • Follows agency norms and adheres to organizational policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 						
31. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> • Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner 						
32. Flexibility, adaptability to novel/ unexpected situations <ul style="list-style-type: none"> • Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery 						
33. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> • Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 						
34. Preparation and organization <ul style="list-style-type: none"> • Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 						
35. Ability to handle professionally constructive criticism and positively use feedback <ul style="list-style-type: none"> • Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors 						
36. Ability to accurately self-evaluate areas of practice <ul style="list-style-type: none"> • Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 						
37. Respect for cultural and individual diversity <ul style="list-style-type: none"> • Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; 						

monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation						
38. Engaging in continuing education, including participation in professional associations for school psychologists <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 						
39. Development of professional identity and integrity <ul style="list-style-type: none"> Displays emerging professional identity as psychology; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others 						
40. Self-care <ul style="list-style-type: none"> Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice 						
41. Effective communication skills <ul style="list-style-type: none"> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively 						
42. Knowledge and application of evidence-based practice <ul style="list-style-type: none"> Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 						

<p>Please comment on any ratings of 1 or 2:</p> <hr/> <hr/> <hr/> <hr/>
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Rating Key for Overall Rating:

1	Does not Meet Expectations	Student <i>demonstrates none of the above skills, or</i> the student demonstrates skills at a level that is <i>ineffective, despite supervision.</i>
2	Minimally Meets Expectations	Student <i>demonstrates aspects of the above skills at a very basic level,</i> and is effective across skill areas with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Skills	Student <i>demonstrates all aspects of the above skills,</i> and is effective across skill areas <i>with frequent close, supervision; direct supervised assistance occasionally needed</i>
4	Meets Expectations	Student <i>demonstrates all aspects of the above skills,</i> and is effective across skill areas with <i>on-going supervision</i> to affirm the student’s skills or to provide suggestions to increase the effectiveness of the skills. <i>Direct supervised assistance rarely needed.</i>
5	Exceeds Expectations	Student <i>demonstrates all aspects of the skill,</i> and is effective in this area with <i>no direct supervised assistance.</i>
NA	Not Applicable	Student not observed frequently enough to make a rating at this time.

<u>Part III: Summary</u>	
What are your strengths?	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
In what areas do you need to grow?	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
What is your overall rating?	1 2 3 4 5 NA

Student Evaluation of Field Placement Site

Please provide feedback in the following areas on your Field Placement Site by marking the appropriate box.

	Externship	Practicum	Internship
My field placement is the following			

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I had sufficient opportunities to use a variety of assessment methods.				
2. I had sufficient opportunities to provide direct services.				
3. I had sufficient opportunities for professional growth (e.g., trainings, seminars, staff conferences).				
4. I had sufficient opportunities to design, implement, and evaluate direct and indirect interventions.				
5. I had adequate opportunities to work with diverse populations				
6. I had appropriate supervision for my stage of development.				
7. I would recommend this site as a placement.				

Comments:

Appendix H: School Psychology Psy.D. Program Portfolio Artifacts

To successfully pass the Practicum course requirements in the School Psychology Doctoral Program at Adelphi University, and non-APPIC Internships, students must submit a portfolio that documents proficiency in APA and NASP domains of competence. These examples could include any number of artifacts such as research papers, reports, presentations, letters, etc.

APA/NASP COMPETENCY

Assessment; Data-Based Decision Making

School Psychologists have knowledge of varied models and methods of assessment. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions, and evaluate the outcomes of services.

Examples:

- A comprehensive psycho-educational report (*required; practicum students submit 2; interns submit at least 3*)
- Curriculum-based assessment (evaluate progress and response to intervention)
- Functional behavioral assessment
- Evaluation of student's behavioral, social, and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland)
- Program Evaluation Report

Consultation and Interprofessional/interdisciplinary Skills; Consultation and Collaboration

School psychologists must have knowledge of consultation models and methods and their application to individuals, families, groups, and systems. They collaborate effectively with others in problem-solving and decision-making processes. **Examples:**

- Consultation case analysis (*required*)
- Presentations/In-services conducted
- Participation in building level or division level committee

Interventions; Academic interventions and instructional supports

School psychologists collaborate with others to use assessment and data collection methods to develop cognitive and academic goals for all students, implement interventions to achieve these goals, and evaluate the effectiveness of these interventions. **Examples:**

- Academic intervention with effect sizes (*required*)
- Instructional consultation/intervention case analysis
- Participation in development of IEP goals
- Instructional assessment and intervention
- Teacher/parent training workshop on cognitive/academic skills
- Study skills intervention

Interventions; Mental and behavioral health services and interventions

School Psychologists must be able to develop appropriate behavioral, affective, adaptive, and social goals for students; implement interventions to achieve these goals; and evaluate the effectiveness of interventions (including consultation, behavioral assessment/intervention, and counseling). **Examples:**

- Individual and/or group behavioral intervention/counseling case study (*required*)
- Functional behavioral assessment and BIP
- Unit/lesson plan dealing with behavior/social/life skills
- Behavioral consultation case analysis
- Parent or teacher training workshop on social/life skills
- Social skills group counseling/intervention

Intervention: School-wide Practices to Promote Learning

School psychologists must understand schools as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others. **Examples:**

- Participate in district wide or school-based committee
- Develop and present a workshop on school violence, bullying, discipline, etc.
- Create a bulletin board posting tips for teachers, parents, students, etc.
- Contributions to school newsletter
- Attend and present at faculty meeting of PTA meeting
- Development of school wide discipline plans, positive behavioral supports, etc.
- Involvement in RTI initiatives

Intervention: Services to promote safe and supportive schools

School psychologists must have knowledge of human development, resilience, and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders. **Examples:**

- Parent/teacher training workshops (*required*)
- Implement a prevention program
- Develop and present a parent/teacher workshop (i.e., school violence, bullying, discipline, etc.)
- Participate on crisis committee
- Provide crisis management services

Communication and Interpersonal Skills; Consultation and Interprofessional/Interdisciplinary Skills; Family, School and Community Collaboration; Equitable Practices for Diverse Student Populations

School psychologists must have knowledge of family influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community.

Examples:

- Facilitate parent education class
- Implement a home-school communication system
- Conduct a conjoint behavioral consultation case (with parents)
- Parent training workshop
- Collaboration with outside/independent agencies

Individual and Cultural Diversity; Equitable Practices for Diverse Student Populations

School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual strengths, and needs. School psychologists promote effective functioning for individuals, families, and schools with diverse characteristics.

Examples:

- Assessment of bilingual child (assessment where adaptations were made)
- Conducting counseling sessions for a specific group (i.e., LGBTQ+), with documentation of how you integrated awareness and knowledge of individual and cultural differences in your professional role
- Working in an environment serving people from a wide range of ethnic backgrounds
- Research paper on diversity in education, bias, individual differences, etc.
- Reflection paper on how your personal/cultural history, attitudes, and biases may affect how you interact with others different from yourself

Research: Research and Evidence-Based Practice

School psychologists must have knowledge of research, statistics and evaluation methods. They evaluate research, translate research into practice, and understand research design and statistics to a sufficient depth to plan and conduct program evaluations for improvement of services.

Examples:

- Attend workshops/conference presentations (need documentation)
- Present at local, regional, and/or national conferences
- Submit a manuscript/empirical study to a journal for publication
- Critique of a research article
- Track the success of an intervention
- Submit a program evaluation
- Comprehensive test review
- Consultation with school personnel for analyzing and interpreting evidence for effective practice.

Ethical and Legal Standards; Legal, Ethical, and Professional Practice

School psychologists must practice in ways that are consistent with professional, ethical and legal standards. They have knowledge of various service models. They pursue opportunities to gain knowledge and skills for professional development.

Examples:

- Attend workshops/conference presentations on legal or ethical issues (need documentation)
- Ethical dilemma paper or legal case study that includes application of ethical decision-making process
- Analysis of due process or Section 504 hearing

Portfolio Organization

The contents of the portfolio should be organized in coordination with your University supervisors. All identifying information should be removed from the artifacts (e.g., names, school), or they will be returned to the student for correction prior to review.

<p><u>Mean Supervisor Rating:</u> ____</p>			
<p>School-wide practices to promote learning. <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>
<p>Services to promote safe and supportive schools. <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>
<p>Communication and interpersonal skills; consultation and interprofessional/interdisciplinary Skills; Family, school and community collaboration. <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>
<p>Individual and cultural diversity; Equitable practices for diverse student populations <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>
<p>Research and evidence-based practice. <u>Work Products:</u></p>	<p>Work products provide exceptional</p>	<p>Work products provide sufficient</p>	<p>Work products provide a lack of evidence of criteria mastery.</p>

<p><u>Mean Supervisor Rating:</u> ____</p>	<p>evidence of criteria mastery. Mean supervisor evaluations ≥ 4.</p>	<p>evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Mean supervisor evaluations < 3.0.</p>
<p>Legal, ethical, and professional practice. <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>

**Appendix J. Rubric for Pre-Internship Portfolio
 Rubric for Internship Portfolio
 Adelphi University
 School Psychology Psy.D. Program**

Student Name: _____

Date of Review: _____

Criteria	High Pass 2	Pass 1	Fail 0
Transcript	GPA = 3.75 – 4.0	GPA = 3.00 – 3.74	GPA < 3.0
Clinical Competencies	Portfolio contains exceptional exemplars of attainment of all 10 competencies (all exceed expectations)	Portfolio contains proficient exemplars of attainment of all 10 competencies (at least 5 of the 10 competencies exceed expectations, while the other five meet expectations.)	Exemplars of attainment of the 10 competencies are insufficient OR Less than 10 competencies have documentation of attainment.
Reflective Practice	Portfolio reflects: - Clear understanding of the discipline. - A careful examination of the skills and attributes necessary for success within the profession. - The importance of active inquiry and in- depth analysis. - Careful reflection and analysis of actions.	Portfolio reflects: - Basic understanding of the discipline. - A basic examination of the skills and attributes necessary for success within the profession. - Some importance of active inquiry and in-depth analysis. Some reflection and analysis of actions.	Portfolio reflects: - Lack of understanding of the discipline. - No examination of the skills and attributes necessary for success within the profession. - Lack of active inquiry and in-depth analysis. - Lack of reflection and analysis of actions.
Leadership	Portfolio reflects: - A consistent application of research-based best practice to provide for positive change. - A strong commitment to prevention, remediation and growth of students. - A consistent understanding of human problems from a systems perspective.	Portfolio reflects: - Some application of research-based best practice to provide for positive change. - A strong commitment to prevention, remediation and growth of students. - A consistent understanding of human problems from a systems perspective.	Portfolio reflects: - No application of research-based best practice to provide for positive change. - A lack of commitment to prevention, remediation and growth of students. - A lack of understanding of human problems from a systems perspective.

Appendix K. Psychoeducational Assessment Rubric

Assessment Procedures	2 High Pass	1 Pass	0 Fail
Assessment methods cover all areas related to the referral question.			
Multiple sources (e.g., parent, teacher, child) of information are included in assessment procedures.			
Assessment procedures include various forms of assessment (e.g., interviews, observations, standardized assessment, instructional assessment)			
Assessment procedures are sensitive to issues of diversity.			
Selection of assessment procedures is individually tailored to the characteristics of the referred child.			
Interpretation of Data	2 High Pass	1 Pass	0 Fail
Assessment data are interpreted according to best practice.			
Assessment results are integrated to define the child’s strengths/needs, which can be directly related to evidence-based interventions.			
Integration and Report Writing	2 High Pass	1 Pass	0 Fail
Report includes all required sections.			
Jargon-free explanation of abilities accompany scores.			
Conclusions are related to assessment data.			
Report is written in a style that can be understood by all audiences.			
Satisfactory analysis of test results.			
Write-up of findings is well integrated and includes ecological and cultural issues, if relevant.			
Findings answer the referral questions.			
The report provides multiple, specific, research-supported, and practical recommendations that address the referral question(s).			

Appendix L. Consultation Case Analysis

Provide short-term consultation (instructional or behavioral) to a classroom teacher/building administrator/parent to improve student(s)' academic or behavioral performance in school/home.

The Consultation Case Analysis should include:

Problem Identification and Analysis:

1. Provide an overview of the case including a description of the presenting problem(s) and a brief background history of the client.
2. Include a description of the academic and/or behavioral problem in observable measurable terms.
3. Provide a detailed description of data collection methods used (interview, observation, work products).
4. Provide baseline data related to the identified problem in a chart or graph.
5. Provide an analysis of the consultee's and client's school culture (classroom, environmental, organizational factors) that are impacting the problem.
6. Describe the individuals involved, both directly and indirectly, in the consultation process and collaborative efforts of everyone involved.
7. Identify specific goals to be achieved by the client.
8. Goals for the intervention are clear, measurable, and linked to problem analysis.

Intervention:

1. Provide a clear description of the intervention(s) with at least 3 references to document that it is based on sound theory and research.
2. Provide a detailed discussion of the intervention as implemented, including activities, timeline, treatment integrity, collaboration with others, and diversity, such that the intervention may be replicated by others.
3. Treatment integrity checklist is developed and employed to monitor intervention.
4. Data are used to revise, adapt or modify the intervention as needed.

Evaluation:

1. Outcome data are compared to baseline data to evaluate the effectiveness of the intervention.
2. Data are evaluated to determine intervention influences, including a discussion of intervention facilitators and barriers and treatment integrity.
3. Strategies for generalization and follow-up are developed and implemented.

Critique:

1. A critique of the consultation (what went well, why, suggestions for improvement).

Appendix M. Rubric for Consultation Case

Problem Identification & Analysis	2 High Pass	1 Pass	0 Fail
Provides an overview of the case including a description of the presenting problem(s) and brief background of the client.			
A description of the academic and/or behavioral problem in observable, measurable terms.			
A detailed description of data collection methods used (interview, observation, work products).			
Baseline data related to the identified problem are charted or graphed.			
Analysis of school culture (classroom, environmental, organizational factors) that impact the problem.			
Individuals involved, both directly and indirectly, in the consultation process and collaborative efforts are described.			
Identification of specific goals to be achieved by the student			
Goals for the intervention are clear, measurable, and linked to problem analysis.			
Intervention	2 High Pass	1 Pass	0 Fail
Clear description of the intervention(s) with at least 3 references to document that it is based on sound theory and research.			
A detailed discussion of the intervention as implemented, including activities, timeline, treatment integrity, collaboration with others, and diversity, such that the intervention may be replicated by others.			
Treatment integrity checklist is developed and employed to monitor intervention.			
Data are used to revise, adapt or modify the intervention as needed.			
Evaluation	2 High Pass	1 Pass	0 Fail
Outcome data are compared to baseline data to evaluate the effectiveness of the intervention.			

Data are evaluated to determine intervention influences, including a discussion of intervention facilitators and barriers and treatment integrity.			
Strategies for generalization and follow-up are developed and implemented.			
Critique	2 High Pass	1 Pass	0 Fail
Description of what went well, why, suggestions for improvement.			

**Appendix N:
Academic and Behavioral
Intervention Case Study**

The intervention case study is a way for students to demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Each student will conduct one academic and one behavioral intervention.

The case study shall address each of the following areas:

- a) Problem Identification
 - Clear statement of reason(s) for intervention referral.
 - Problem is identified in observable, measurable terms in the context of age/grade expectations.
 - Sufficient baseline data are collected (minimum of three stable data points).
 - Collaboration with family, school and community in identifying the problem is described.
- b) Analysis of the problem.
 - Hypotheses are generated and collaboration with teacher/family are described.
 - Support for hypotheses are based on multiple sources of data (e.g., record review, interview, observation, self-report)
 - Hypotheses are considered with respect to diversity issues.
- c) Intervention
 - Clear rationale for selection of the intervention.
 - Intervention selected is evidence-based and three or more references are provided to support the intervention.
 - Clear description of each component of the intervention such that the intervention could be replicated by others.
 - Collaborative efforts in developing the intervention are described.
 - Interventions are sensitive to contextual variables, individual differences, and system issues.
 - Clear discussion of intervention integrity and how intervention integrity was monitored.
 - Data are collected to monitor intervention implementation.
 - Data are used to revise, adapt or modify the intervention as needed.
- d) Evaluation
 - Outcome data are compared to baseline data to evaluate the effectiveness of the intervention.
 - Data are used to inform problem-solving and decision-making (continuing intervention, modifying intervention).
 - Data are evaluated to determine intervention influences, including a discussion of intervention facilitators and barriers and treatment integrity.
 - Effect sizes for each student are calculated to determine the efficacy of the intervention.
 - Strategies for generalization and follow-up are developed and implemented.

Each student is required to document the effectiveness of one academic and one behavioral intervention by calculating effect sizes for interventions that are employed for students in the schools. Since effect sizes document the magnitude of the effect of an intervention, they are a suitable method by which to demonstrate the effectiveness of an intervention, as well as the influence on student learning. Effect sizes may be calculated using the following formula:

Mean Intervention Phase – Mean Baseline Phase

Standard Deviation of Baseline

Appendix O: Rubric for Intervention Case Study

Problem Identification	2 High Pass	1 Pass	0 Fail
Clear statement of reason(s) for intervention referral.			
Problem is identified in observable, measurable terms in the context of age/grade expectations			
Sufficient baseline data are collected (minimum of three stable baseline points)			
Collaboration with family, school and community in identifying the problem is described.			
Problem Analysis	2 High Pass	1 Pass	0 Fail
Hypotheses are generated and collaboration with teacher/family are described.			
Support for hypotheses are based on multiple sources of data (record review, interview, observation, self-report, etc.)			
Hypotheses are considered with respect to diversity issues.			
Intervention	2 High Pass	1 Pass	0 Fail
Clear rationale for selection of the intervention.			
Intervention selected is evidence-based and three or more references are provided to support the intervention.			
Clear description of each component of the intervention such that the intervention could be replicated by others.			
Collaborative efforts in developing the intervention are described.			
Interventions are sensitive to contextual variables, individual differences, and system issues.			
Clear discussion of intervention integrity and how intervention integrity was monitored.			
Data are collected to monitor intervention implementation.			
Data are used to revise, adapt or modify the intervention as needed.			
	2	1	0

Evaluation	High Pass	Pass	Fail
Outcome data are compared to baseline data to evaluate the effectiveness of the intervention.			
Data are used to inform problem-solving and decision-making (continuing intervention, modifying intervention).			
Data are evaluated to determine intervention influences, including a discussion of intervention facilitators and barriers and treatment integrity.			
Effect sizes for each student are calculated to determine the efficacy of the intervention.			
Strategies for generalization and follow-up are developed and implemented.			
Effect Size			

Appendix P: Counseling Case Analysis

Problem Identification

- Client Characteristics: Age, gender, presenting problem, significant history.
- Comprehensive background information is provided including ecological and cultural issues.
- Personal strengths, weaknesses, and resources client has to work with are identified and described.

Establish Rapport

Focus of Counseling

- What are your goals? (stated as objectives)
- Clear rationale for selection of the counseling theory/approach (intervention) is provided.
- Provide evidence that strategy is based on sound theory and research.
- Details of the evidence-based intervention are described.
- Use progress monitoring data to inform counseling. Clear rationale for selection of the counseling theory/approach (intervention) is provided.
- Provide evidence that strategy is based on sound theory and research.
- Details of the evidence-based intervention are described.
- Use progress monitoring data to inform counseling.

Outcome and Analysis

- Data are evaluated to determine treatment outcomes.
- Discussion of treatment facilitators and barriers.
- Description of what went well, why, suggestions for improvement.
- Outcome data are presented in chart/graph

Appendix Q: Rubric for Counseling Case

	2 High Pass	1 Pass	0 Fail
Problem Identification			
Clear statement of reason for referral.			
Comprehensive background information was provided, including ecological and cultural issues.			
Personal strengths, weaknesses, and resources client has to work with are identified and described.			
Counseling Focus	2 High Pass	1 Pass	0 Fail
Goals are stated objectively.			
Clear rationale for selection of the counseling theory/approach (intervention) is provided.			
Provides evidence that strategy is based on sound theory and research.			
Details of the evidence-based intervention are described.			
Uses progress monitoring data to inform counseling.			
Outcome and Analysis	2 High Pass	1 Pass	0 Fail
Data are evaluated to determine treatment outcomes.			
Discussion of treatment facilitators and barriers.			
Description of what went well, why, suggestions for improvement			

Appendix R: Rubric for Systems Level Prevention Project

Mission	2 High Pass	1 Pass	0 Fail
Prevention project is related to the school's mission			
Element	2 High Pass	1 Pass	0 Fail
Needs assessment is completed and data are used to determine focus of project.			
Critical issue that is the focus of the project is described			
Baseline data are presented in chart or graph.			
Analyze	2 High Pass	1 Pass	0 Fail
Outcome data are collected.			
Data are analyzed (aggregated/disaggregated) to understand effects of project.			
Stakeholders	2 High Pass	1 Pass	0 Fail
Important stakeholders are identified.			
Stakeholders' roles in the various stages of the project are described.			
Results	2 High Pass	1 Pass	0 Fail
Baseline data are restated.			
New data are presented.			
Clear and accurate description of the effects of the project are presented.			
Reflection on ways to revise project for future use are presented.			
Educate	2 High Pass	1 Pass	0 Fail
Effectively evaluates prevention and intervention outcomes.			

Appendix S. Rubric for Parent/Teacher Workshop

	2 High Pass	1 Pass	0 Fail
Mission			
Parent/Teacher workshop is related to the school's mission			
Element			
Needs assessment is completed and data are used to determine focus of project.			
Critical data element that you are trying to influence with workshop are described.			
Baseline data are presented in chart or graph.			
Analyze			
Outcome data are collected.			
Data are analyzed (aggregated/disaggregated) to understand impact of workshop.			
Stakeholders			
Important stakeholders are identified.			
Stakeholders' roles in the various stages of the workshop are presented.			
Results			
Baseline data are restated.			
New data are presented.			
Clear and accurate description of the effects of the workshop are presented.			
Reflection on ways to revise workshop for future use are presented.			

Appendix T: APPIC Internship Timeline
APPIC APPLICATION TIMELINE

Students who follow this timeline will receive ample support through the APPIC application process. Should a student follow a shorter timeline, they may not have the opportunity to receive support with essay drafts and other more complex parts of the application process. All students should determine the year that they plan to apply for APPIC and work backwards to the first entry on the timeline.

Time Frame	Task
July/August	Applicants can begin registering for the APPIC Match online via the website (www.appic.org). Register for both the MATCH and the APPI website.
August	Request letter of recommendation from faculty and supervisors. (Due November 1)
October 1	By this date, a final list of internship programs participating in the Match should be available on-line.
Mid-October	Send final site list to the Director of Field Placements, Dr. Weisz.
Late October	Director of Field Placements verification of readiness for internship form.
November	Applications due.
December and January	Interviews!!
Early February	Match I Ranking Submission Deadline
Late February	Match I Results
Early March	Match II Application, Interviews, and Ranking
Late March	Match II Results
July, August, Sept.	GO TO INTERNSHIP!