



# 2024-2025 Educational Specialist Student Handbook

School Psychology Program  
Psychological and Quantitative Foundations  
College of Education  
361 Lindquist Center  
The University of Iowa  
Iowa City, IA 52242-1529

The American Psychological Association's (APA) Commission on Accreditation (CoA) has approved the University of Iowa's School Psychology Program's "Intent to Apply" application and voted to provide public notice of the program's intent to seek accreditation which can be found on the [CoA website](#). The doctoral program is not currently accredited by the American Psychological Association nor the National Association of School Psychologists but has developed its course offerings, sequence, research, and practical experiences to be in line with the standards set forth by the standards of accreditation in health service psychology and school psychology. The University of Iowa's Educational Specialist-level School Psychology Program will apply for NASP accreditation as soon as possible.

APA's Office of Program Consultation and Accreditation: <https://www.accreditation.apa.org/>

NASP 2020 Standards for Graduate Preparation of School Psychologists: <https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation>

This handbook provides information about the School Psychology Educational Specialist (Ed.S) program within the College of Education's Psychological and Quantitative Foundations department at The University of Iowa. The purpose of this student handbook is to provide specific information regarding policies, procedures, and program requirements and should be used in addition to frequent consultation with your faculty advisor.

## The University of Iowa Nondiscrimination Statement

**The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences. The university also affirms its commitment to providing equal opportunities and equal access to university facilities.**

For additional information on nondiscrimination policies, contact the Senior Director, [Office of Civil Rights Compliance](#), the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, [daod-ocrc@uiowa.edu](mailto:daod-ocrc@uiowa.edu).

## **Preface**

Materials within this student and faculty handbook were assembled from various sources for the convenience of present and prospective graduate students in the school psychology program. This handbook is not an official publication of The University of Iowa and is superseded in cases of conflict by The University of Iowa *Manual of Rules and Regulations of the Graduate College* (<http://www.grad.uiowa.edu/graduate-college-manual>). In keeping with the standards of the profession, certain program requirements are more stringent than those of the Graduate College. Policies are considered binding only within the school psychology program and program faculty can revise these policies. The remaining policies are those of the College of Education of The University of Iowa and are taken from various official University publications. Regulations that are operative on the date of entry into the program govern students. **Revisions to the school psychology program of study and Schedule of Courses may be introduced at the beginning of an academic year.**

When working with students, faculty in the school psychology program adhere to confidentiality standards. Students can expect the information they share with faculty in confidence will be kept in confidence unless mandatory disclosure is indicated for legal or ethical reasons. In all situations, faculty follow University, College, and program policies about maintaining confidentiality.

## Welcome Letter

Dear Students,

Welcome! On behalf of the faculty, the Department of Psychological and Quantitative Foundations, and the College of Education, we welcome you to the School Psychology program at The University of Iowa. We are pleased that you have chosen The University of Iowa to receive your graduate training. Our faculty and staff recognize that committing to continuing your education will bring about many challenges and changes. We pride ourselves on being supportive and available to our students and strive to assist you in every way possible.

As a part of our commitment to you, we have prepared this comprehensive student handbook to help guide your time in the program. We encourage you to read it carefully and refer to it frequently throughout your time with us. It contains much information on topics such as program requirements, professional ethics, research opportunities, and more.

I am personally looking forward to our time together over the coming years and I am excited to watch your professional growth. We wish you the best in your quest to become a future leader in school psychology. Also, your input matters and it helps us all do our jobs better. Therefore, if any of us can provide any assistance or answer any questions, please feel free to contact anyone of us at the following:

Dr. Ann Santos: [ann-m-garcia-santos@uiowa.edu](mailto:ann-m-garcia-santos@uiowa.edu) (N304 LC)

Dr. Enedina Vazquez: [enedina-vazquez@uiowa.edu](mailto:enedina-vazquez@uiowa.edu) (remote)

Dr. Jessica O'Bleness: [jessica-obleness@uiowa.edu](mailto:jessica-obleness@uiowa.edu) (S374 LC)

Dr. Matthew O'Brien: [matthew-j-obrien@uiowa.edu](mailto:matthew-j-obrien@uiowa.edu) (146 CDD)

Dr. Miranda Zahn: [miranda-zahn@uiowa.edu](mailto:miranda-zahn@uiowa.edu) (N326 LC)

Dr. Yanchen Zhang: [yanchen-zhang@uiowa.edu](mailto:yanchen-zhang@uiowa.edu) (N328 LC)

It is my pleasure to welcome you to this new academic year.

With best regards,

*Dr. Ann M. Santos*

## **Introduction to the School Psychology Program**

The School Psychology program at The University of Iowa is housed within the College of Education's Psychological and Quantitative Foundations Department and is developed to be consistent with the American Psychological Association's Commission on Accreditation Standards of Accreditation for Health Service Psychology with an emphasis on School Psychology and to align with the National Association of School Psychologists' mission of 'advancing effective practices to improve students' learning, behavior, and mental health" (NASP, 2020, About NASP section).

The primary mission of The University of Iowa SP Educational Specialist program is to prepare health service psychologists to be outstanding ethical, and multiculturally competent practitioner-scholars who **promote psychology as a profession and science for the betterment of the human condition**. As such, the program emphasizes instilling attitudes and skills necessary to become critical consumers of research, active disseminators of research, and valuable contributors to the scientific foundations of the field.

Faculty members model a scientist-practitioner approach in the application of psychological knowledge to address the academic, developmental, behavioral, and mental health needs of children and youth served from prevention to intervention. Our program's developmental aspect ensures student learning is appropriately sequenced to encourage and support a deep understanding of course content that can be applied in similarly sequenced practical experiences. Our educational specialist program prepares students to become credentialed School Psychologists who provide evidence-based academic, social-emotional, mental health, and behavioral services for children and adolescents, their families, and care providers in a variety of educational and other settings. Our program promotes an educational environment characterized by collaborative learning and scholarship among its graduate students and faculty.

### **COMMITMENT TO DIVERSITY**

The University of Iowa is dedicated to non-discrimination and equal opportunity in education and employment in compliance with state and federal laws that prohibit discrimination based on race, color, national origin, ethnicity, gender, gender identity, sexual orientation, spousal affiliation, physical or mental disability, serious medical condition, or veteran status. The University of Iowa's dedication to non-discrimination extends to recruitment, admissions, education, scholarships and other tuition assistance, social and recreational programs, hiring, promotion, training, and other employee actions such as work assignments, compensation, benefits, transfers, layoffs, and terminations. The University of Iowa is dedicated to excellence in everything we attempt to accomplish. For more information, contact The University of Iowa Office of Equal Opportunity and Diversity in Jessup Hall. The phone number is (319) 335-0705 and email [diversity@uiowa.edu](mailto:diversity@uiowa.edu).

The school psychology program is committed to increasing its number of graduate students from diverse backgrounds. We urge applicants from all walks of life to apply to our program. The University supports candidates with Financial Aid (if applicable) and other sources of funding through the Office of Student Financial Aid (<https://financialaid.uiowa.edu>). Program faculty make every effort to assist candidates in securing graduate assistantships offered by the program, department, College of Education, and Graduate College for all candidates, with special consideration for underrepresented candidates.

## **The University of Iowa**

The University of Iowa is one of America's premier public research universities. Founded in 1847, it is the state's oldest institution of higher education and is in Iowa City. A member of the Association of American Universities since 1909 and the Big Ten Conference since 1899, The University of Iowa is recognized globally in the study and creation of writing. This institution also houses one of the most impressive academic medical centers in the country. Iowa is known for excellence in both the arts and sciences, as it continues to offer nationally recognized undergraduate, graduate, and professional academic programs in a wide variety of fields.

The University is nestled in the heart of Iowa City and spreads into and across neighboring communities which provides access to diverse experiences in the arts, social life, and various cultures. The Iowa City and surrounding communities are home to The University of Iowa Hospital and Clinics (UIHC) and to Area Education Agencies (AEA), both of which serve as fertile training grounds for our graduate students and are the professional homes to many of our outstanding alumni from our previously accredited program.

## **College of Education**

The University of Iowa College of Education prepares graduate students to become the leaders, scholars, and innovators in their field. As a Big Ten research institution, the college offers master's, specialist, and doctoral programs that consistently rank in the nation's top 20. With small class sizes, students have direct access to world-renowned faculty and their research projects.

The College of Education is divided into three academic divisions: undergraduate, graduate, and certificate programs. There are four departments within the College of Education with graduate programs: Psychological and Quantitative Foundations, Educational Policy and Leadership Studies, Counselor Education, and Teaching and Learning. Additionally, the College of Education at Iowa is home to the Belin-Blank Center (BBC) for Gifted Education and Talent Development and the Scanlan Center for School Mental Health (SCSMH). The BBC is a great resource for our students as they have opportunities to conduct research, serve as graduate assistants, and complete field experiences in this world-renowned center for gifted education. The SCSMH '...serves as the state's hub for school-based mental health research, training, professional learning, and clinical services' (<https://scsmh.education.uiowa.edu/>). The center provides opportunities for graduate assistantships, research, professional development, and field experiences.

## **The Department of Psychological and Quantitative Foundations**

This department involves the psychological and quantitative foundations of education. It includes five graduate programs: School Psychology, Counseling Psychology, Couple and Family Therapy, Educational Measurement and Statistics, and Learning Sciences and Educational Psychology. Each of these programs seeks to understand issues related to education from a psychological and/or quantitative perspective, rather than from a social or historical perspective.

The School Psychology (SP) training program at the UI is administered in the Department of Psychological and Quantitative Foundations (P&Q), in the College of Education (COE). The chief administrative officer of the COE is Dean and Professor Daniel Clay, and the Department Executive Officer is Professor Martin Kivlighan.

Students in the School Psychology program at The University of Iowa are admitted to, and by, the Graduate College but are also considered students in the College of Education (COE) and the Psychological and Quantitative Foundations (PSQF) department. Each of these organizational levels within The University of Iowa adopts policies and procedures that apply to students in the School Psychology Program (SP). Students are expected to be informed of, and abide by, all relevant policies.

The following sources provide the relevant information on applicable policies:

Graduate College- *Manual of Rules and Regulations* available only online at:

<https://www.grad.uiowa.edu/academics/rules-and-deadlines/manual>

College of Education – *Policies*: <https://education.uiowa.edu/current-student-resources>

Student Academic Misconduct: [https://education.uiowa.edu/coe-policies/student-academic misconduct](https://education.uiowa.edu/coe-policies/student-academic-misconduct)

Policies Pertaining to Graduate Appointments: <https://education.uiowa.edu/student-experience/graduate-student-life>

## **Program Aims**

The School Psychology program at The University of Iowa is guided by our seven program aims (Appendix B) as follows:

- 1. Develops an identity as a professional psychologist and health service psychologists,**
- 2. Develops an understanding of theoretical and empirical foundations in the science of psychology, with specific applications to children and schools,**
- 3. Understands and works within ethical and legal boundaries of the profession,**
- 4. Integrates awareness of, knowledge of, and sensitivity to individual and cultural differences (equity, diversity, and inclusion),**
- 5. Demonstrates skills in consultation and collaborative services to families, schools, and community systems,**
- 6. Implements empirically based assessment and intervention procedures, and**
- 7. Demonstrates skills and attitudes for lifelong learning.**

Our program Aims and Competencies draw on the competencies the American Psychological Association's (APA) Profession Wide Competencies (PWC) outline. All program graduates are expected to develop the following competencies as part of their preparation for practice in school psychology and health service psychology under the Standards of Accreditation of APA and as delineated in the 9 competency areas described below:

- 1. Research:** To prepare future health service psychologists who demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate existing research and use existing knowledge to solve problems, and to disseminate scientific research.
- 2. Ethical and Legal Standards:** To prepare future health service psychologists who are knowledgeable of and act in accordance with ethical and legal standards, apply ethical decision-making processes to resolve dilemmas, and conduct themselves in an ethical manner in all professional activities.
- 3. Individual and cultural diversity:** To prepare future health service psychologists with foundational knowledge, awareness, sensitivity, and skills to effectively work with diverse individuals and groups, and to integrate self-awareness, knowledge of individual and cultural differences and culturally responsive skills in the conduct of professional practice.
- 4. Professional values and attitudes:** To prepare future health service psychologists who behave in ways that reflect the values and attitudes of psychology through integrity, professional identity alignment, professional behavior, and responsiveness to supervision and feedback.
- 5. Communication and interpersonal skills:** To prepare future health service psychologists with the communication and interpersonal skills necessary for professional practice and for effective collaboration with others in the delivery of professional services. Objective- to prepare HSP to maintain effective relationships with colleagues, communities, organizations, supervisors, supervisees, and clients.
- 6. Data-based decision-making and Assessment:** To prepare future health service psychologists with evidence-based assessment skills, including selection, application, interpretation, integration, and communication of assessments, necessary for the competent delivery of professional services.
- 7. Intervention:** To prepare future health service psychologists with evidence-based intervention skills, including selection, implementation, evaluation of effectiveness, and communication of interventions, necessary for the competent delivery of professional services.

8. **Supervision:** To prepare future health service psychologists with knowledge of supervision models and practices. Doctoral students gain knowledge and skills as they engage in the supervision of beginning practicum students and Ed.S. level students are exposed to various models of supervision through practical experiences in school settings.
9. **Consultation and interprofessional/interdisciplinary skills:** To prepare future health service psychologists with knowledge of consultation models and practices and the consultation skills necessary for competent delivery of professional services.

### **APA Accreditation Statement and NASP Approval**

The American Psychological Association's (APA) Commission on Accreditation (CoA) has approved the University of Iowa's School Psychology Program's "Intent to Apply" application and voted to provide public notice of the program's intent to seek accreditation which can be found on the [CoA website](#). Additionally, the program has applied for *Accreditation on Contingency* and has been approved for a site visit to occur in the winter of 2025. The doctoral program is neither accredited by the American Psychological Association nor the National Association of School Psychologists. Still, it has developed its course offerings, sequence, research, and practical experiences to align with the standards set forth by the accreditation standards in health service psychology and school psychology. The University of Iowa's Doctoral-level School Psychology Program will apply for NASP accreditation as soon as possible.

APA's Office of Program Consultation and Accreditation: <https://www.accreditation.apa.org/>

Once the program receives APA accreditation, accreditation from the National Association of School Psychologists (NASP) will be pursued. NASP Graduate Program Approval and Accreditation information can be found at <https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation>



## **Faculty and Students**

Given that the profession of psychology is constantly evolving to meet human needs, our faculty and students represent a variety of backgrounds and interests. Program-level decisions are made at regularly scheduled monthly (during academic year) faculty meetings which are chaired by the program coordinator. We encourage students to submit questions or concerns at least one week in advance of the monthly faculty meeting to the student representative for discussion at the meeting. The student representative attends the beginning portion (typically the first 30-45 minutes) of the faculty meeting to share information from the student body and to gather information from the faculty. Decisions to include student funding, progress, and admissions, are discussed in a closed session to protect the privacy of individuals.

The program is designed to encourage innovation in the delivery of psychological services in schools and various other settings that serve children and their families. Collaboration occurs with other faculty members in the College of Education and across other University entities including faculty members in the College of Liberal Arts and Sciences, with faculty and staff in the Department of Pediatrics and the Department of Psychiatry at The University of Iowa Hospitals and Clinics, at the Belin-Blank Center for Gifted Education and Talent Development, and at the Scanlan Center for School Mental Health.

As individuals and groups, students exemplify the program's commitment to its goal of developing ethical practitioners. Our goal is to prepare students to obtain positions as school service providers, psychologists in community mental health agencies, residential settings, and pediatric and psychiatric settings.

### **Core Faculty**

#### **Ann M. Santos, Ph.D., L.P.**

Program Coordinator

Clinical Associate Professor

Licensed Psychologist- Iowa & Texas

Ph.D. School Psychology, The University of Iowa

Master of Arts Rehabilitation Counseling, The University of Iowa

***Research Interests:** Belonging, poverty and its cumulative negative impact on children and families; belonging; access to education; and training of school psychology professionals.*

#### **Enedina García Vázquez, Ph.D.**

Program Coordinator

Clinical Professor

Ph.D. School Psychology, The University of Iowa

M.A. Bilingual, Bicultural Studies, The University of Texas, San Antonio

***Research Interests:** financial resiliency, grit, emotional intelligence, and cultural intelligence among undergraduate and graduate STEM students in HBCU and HSI's; workforce development among high school youth (age 16-24).*

#### **Dr. Jessica O'Bleness, Ph.D., L.P., NCSP**

Clinical Assistant Professor

Ph.D. School Psychology, The University of Iowa

***Research Interests:** Training and development of school psychologists; environmental sensitivity; and child development*

**Matthew O'Brien, Ph.D., L.P., BCBA-D**

Clinical Associate Professor in Pediatrics

Licensed Psychologist

Board Certified Behavior Analyst-Doctoral (BCBA-D)

Ph.D. School Psychology, The University of Iowa

*Research Interests: NIH-funded: Telehealth; Behavioral Persistence; Pilot Trial – Stimulants & Challenging Behavior; and FNIRS – Tourette's; Challenging Behavior*

**Miranda Zahn, Ph.D., L.P., NCSP**

Assistant Professor

Ph.D. Educational Psychology-School Psychology, University of Wisconsin-Madison

*Research Interests:*

**Yanchen Zhang, Ph.D., L.P., NCSP**

Assistant Professor

Nationally Credentialed School Psychologist (NCSP)

Ph.D. School Psychology, University of Minnesota-Twin Cities

M.Ed., School Psychology, University of Washington-Seattle

*Research Interests: the intersection of prevention, intervention, and implementation sciences for the successful Evidence-Based Practices (EBPs) in school mental health, quantitative methods, psychological technology (im4education.com/about/), and cross-cultural adaption of EBPs.*

**Emeriti Faculty**

**Susan Assouline, Ph.D.**

Professor Emerita

Myron and Jacqueline N. Blank Endowed Chair in Gifted Education

Belin-Blank Center

Ph.D. Educational Psychology, The University of Iowa

Ed.S. School Psychology, The University of Iowa

**Adjunct Faculty**

*These faculty provide various services to our program including teaching and supervision.*

**Sarah Bergthold, Ph.D., BCBA**

Ph.D. School Psychology, Western Illinois University

**Janet Drew, Ph.D., L.P.**

Ph.D. School Psychology, The University of Iowa

Ed.S. School Psychology, The University of Iowa

**Michelle Hinzman-Ferris, Ph.D.**

Nationally Certified School Psychologist (NCSP)

Ph.D. Teaching & Learning/Special Education, The University of Iowa

M.A. Educational Leadership, The University of Iowa

Ed.S. School Psychology, University of Northern Iowa

**Jennifer Kuhle, Ph.D., L.P.**

Clinical Assistant Professor

Board Certified Behavior Analyst-Doctoral (BCBA-D)

Certified School Psychologist- Iowa

Ph.D. School Psychology, The University of Iowa

Ed.S. School Psychology, The University of Iowa

**Students**

The school psychology program will admit a limited number of students each year to ensure that a close working relationship between faculty members and students exists. Our program is committed to fostering a collegial and respectful environment in a supportive student-focused training program. We strive to admit students who are diverse and represent a broad spectrum of educational and experiential backgrounds. We actively recruit students from diverse backgrounds and seek to have a student body that represents various cultural, racial, and ethnic backgrounds, personal and professional life experiences and identities, and physical abilities and challenges. As individuals and as a group, we strive to accept students who will exemplify the program's commitment to its goal of developing scientist-practitioners with a desire to meet the academic, social, mental health, and behavioral needs of the individuals we serve.

Historically, students entering the SP program typically have a background in psychology or a related field such as education, special education, guidance, or social work.

**Admission Requirements**

1. Personal statement/letter of interest addressing the following:
  - a. Reasons for seeking entry into **The University of Iowa School Psychology doctoral program,**
  - b. Professional aspirations,
  - c. Description of child/adolescent experiences (e.g., teaching, counseling, testing, etc.),
  - d. Educational experiences relevant to an applicant's professional goals,
  - e. Degrees earned and credentials held, and
  - f. Research interests and experience(s).
  
2. Letters of recommendation (3) from individuals who can speak to the student's:
  - a. Aptitude to complete a graduate program.
  - b. Interest and commitment to serving children, adolescents, their families, and the environments within which they function.
  - c. Communication skills (written and oral).
  - d. Ability to interact professionally and effectively with peers, supervisors, children, youth, and families.
  - e. Ability to work independently.
  - f. Ability to work in teams, to be able to problem-solve, to be open to different perspectives, etc.
  - g. Research experience and aptitude if applicable

*These recommendation letters generally will come from professors or direct supervisors, on their respective letterhead.*
  
3. Graduate Record Exam Scores (GRE)\*

- a. The University of Iowa’s School Psychology doctoral program does not apply a definitive cutoff score for the GRE.
  - b. Persons with unremarkable GRE scores are encouraged to provide a written statement justification for why their scores do not fully reflect their academic abilities.
  - c. **Students who do not submit GRE scores as part of their application materials, may be asked to respond to a writing prompt as part of the interview process.**
4. Grade-point average (GPA) of 3.0 or higher—cumulative GPA for latest degree held\*\*
  5. Updated curriculum vitae or resume
  6. Preferential consideration is given to students who have the following experiences:
    - a. Applied experience with children and or adolescents in school settings (k-12)
    - b. Research training and experience, especially as it relates to schools, children, and adolescents.

Applications for admission are accepted and reviewed once per year. Prospective students apply via the application portal of The University of Iowa’s Graduate College by the deadline stated on the program’s website (December 1<sup>st</sup>). Faculty reviews of applications commence in January. Applicants will be notified of their status and competitive applicants will be invited for a campus visit and interview (at the applicant’s expense) in early February. Individuals offered an interview but unable to attend the on-campus interview will be offered a web-based interview with 2 or more members of the core faculty in school psychology. Offers of admission will follow in February and continue until all vacancies are filled. We honor the national April 15<sup>th</sup> deadline for admission responses. We strongly encourage applicants from diverse backgrounds.

Criminal background check: Prospective students are not required to complete a criminal background check prior to or as part of the admissions process. However, during the first semester in the program, students will complete a criminal background check to be approved for field experiences.

*\*Currently, GRE score submission is optional for the 2024 application cycle. This will be reviewed and updated as appropriate for upcoming application cycles. Applicants are reviewed holistically, and the GRE score represents one aspect of the overall admissions considerations.*

*\*\* Persons with GPAs below 3.0 are encouraged to apply and should provide a written statement justification for why their GPA does not fully reflect their academic abilities and or provide rationale/explanation for grades.*

## Advising

Once in the program, students will work closely with faculty on coursework and applied experiences. Active participation in professional organizations is required. For Ed.S.-level students, this requirement includes student membership in the National Association of School Psychologists. Students will be expected to engage with current research and important topics facing school psychology and are encouraged to attend professional conferences, workshops, and professional development opportunities.

Upon entering the SP program students are assigned an advisor based on faculty/student interests, faculty expertise, and advising load. All advisors maintain an advising folder for each of their advisees. Records of the student's school psychology program of study, copies of requests for curriculum substitutions, and correspondence are kept in this folder and provided to the program coordinator for program documenting. Faculty advisors and their advisees complete the advising sheet throughout their time in the program

All advisors meet with each advisee at least once a semester to discuss progress, prepare annual review evaluations each spring, and write a progress letter for each advisee, a copy of which is kept in the department. Advisors are expected to meet with advisees each semester in person; however, when advanced students are not on campus, communication may take place via telephone, e-mail, and videoconferencing. It is the advisor's responsibility to make sure that students are aware of all deadlines and are meeting them. It is the **advisee's** responsibility to initiate meetings with their advisors

## Degree Requirements

The most fundamental tenet of the Educational Specialist (Ed.S.) Program in School Psychology is for trainees to acquire scientific knowledge and practical skills to become leaders, innovators, and positive change agents in the service of children, youth, and families. Therefore, our program's curriculum emphasizes the importance of knowledge, skills, and experiences with a wide range of individual differences including ethnicity, gender, age, socio-economic status, culture, sexual orientation, religion, race, and lifestyle. The curriculum also stresses the importance of legal and ethical issues guiding service delivery and research. The coursework and practicum experiences during the first two years of the Ed.S. and doctoral programs at the University of Iowa follow the same developmental model and lay the foundation for higher-level coursework and professional experiences (i.e., practicum and internship)

The School Psychology program at Iowa is a full-time, residential program. Students in the SP EdS program must enroll in a minimum of nine graduate credits during the fall and spring semesters for the two years in the program which is considered full-time enrollment by The University of Iowa's Graduate College guidelines. If students wish to complete the coursework requirements within two years it will be necessary to take a minimum of 12 hours per semester. The Graduate College policies explain University registration requirements. The *academic registration requirement* means that a student must be enrolled for a minimum of nine semester hours for two consecutive semesters or enrolled for a minimum of six semester hours in three consecutive semester hours with a quarter-time assistantship. (See <http://www.grad.uiowa.edu/manual-part-1-section-xii-doctors-degrees>).

**Typical course registration each Fall and Spring semester in the school psychology program is 12-15 semester hours.** The school psychology Ed.S. program typically requires two years of academic coursework and practica training beyond the bachelor's degree, plus a 1200-hour minimum (1 year paid) educational specialist internship. For trainees entering with a bachelor's degree, the program requires a minimum of three years to complete. Students who cannot complete the program on a full-time basis must petition the faculty for a waiver.

Training of students in The University of Iowa's School Psychology program follows a developmental perspective and is rigorous. The first two years of coursework provide a broad foundation of theoretical knowledge, clinical skills, and research methods. These are accompanied by clinical training experiences in schools and exposure to research opportunities. Knowledge learned in these foundational courses will be applied to practicum settings in the advanced practicum experiences. Satisfactory achievement across core courses is expected. Students not receiving satisfactory grades may be required to repeat a course and could be blocked from registering for advanced courses until satisfactory completion of attempted courses.

The Ed.S program in school psychology at the University of Iowa requires a minimum of 62 graduate semester hours of coursework. Students entering the program with previous graduate coursework (or equivalent) may submit a request for course substitution. The program requires at least three years of full-time study, or the equivalent, at the graduate level. This includes two years of coursework and one year of the Ed.S. level internship. NASP standards require that students take at least 60 semester hours/credits to include practicum and coursework with 54 of those credit hours to be exclusive of Ed.S.-level internship hours. Students must take a minimum of 1 sh of internship credit for each semester on internship (i.e., 2-3 sh total).

Training adheres to the training standards set out by the Standards of Accreditation for Health Service Psychology (SoA) of the American Psychological Association Office of Accreditation (<https://accreditation.apa.org/policies>) and standards of the National Association of School Psychology (<https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-accreditation>) and the Iowa Department of Education.

## Curriculum

After enrolling for the first time, students receive a copy of the school psychology program of study that is specific to their entering class. Students may be required to complete coursework prerequisite to program requirements. The Ed.S. degree in school psychology at the University of Iowa requires 62 semester hours. Admission with advanced graduate status is determined individually after the SP program faculty reviews the student's official transcripts and course syllabi. Students must complete a course substitution form (Appendix D) for any credits transferred to the program. All students must be registered in the semester in which they earn their degrees (<https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees>).

Students with graduate credit may have on the school psychology program of study some coursework that has been substituted; and as mentioned previously, their equivalent coursework must be approved by all faculty members. (See Appendix D for the Course Substitution Form). **Courses taken ten or more years prior to the comprehensive portfolio defense must be updated if they are to be included on the Non-doctoral Plan of Study.** Contact your advisor or the Office of Student Services regarding the update procedure. Unless the program faculty approves an alternative arrangement in writing, students must register on a full-time basis—excluding summer sessions—while in the program. *Full-time is at least 9 semester hours for the fall and spring sessions.* Typical course enrollment ranges from 12-15 semester hours during fall/spring and 3-8 semester hours during the summer sessions.

Students who hold half-time assistantships (i.e., 20 hours/week) are limited to 12 semester hours of coursework. In semesters when more than 12 credit hours are required, special arrangements for an overload registration may need to be made with approval from program faculty. The typical maximum hours allowed during a fall or spring semester is 15 for all graduate programs.

The program provides coursework and supervised field experience in education and psychology. The curriculum includes courses in psychological foundations, psychoeducational foundations, school psychology, and research methods. Other requirements include practicum experiences, a written and oral portfolio, and a full-time yearlong EdS-level internship. Successful completion of the PRAXIS II—School Psychology subject test 5403 is required for program completion.

The EdS in psychological and quantitative **foundations includes the following coursework:**

**The University of Iowa  
School Psychology Course Sequence**

EdS COURSE SEQUENCE Cohort entering Fall 2024	
<b>Name:</b>	Psychological & Quantitative Foundations Department
<b>Degree Objective:</b> EdS-School Psychology	
<b>Start Term:</b>	<b>Expected Graduation:</b>

YEAR 1	
<b>1<sup>st</sup> Semester (Fall)</b>	<b>15 s.h.</b>
PSQF:7310 Intelligence Assessment	3
PSQF:6238 Assessment of Learning Differences	3
EDTL:7953 Single Subject Design Research	3
PSQF:5219 Foundations in Health Service School/Psychology	3
EDTL:5961 Foundations of ABA	3
<b>2<sup>nd</sup> Semester (Spring)</b>	<b>15 s.h.</b>
PSQF:6213 Advanced Lifespan Development	3
PSQF:7344 Academic Interventions	3
PSQF:6263 Consultation Theory & Practice	3
PSQF:7237 Beginning Practicum in School Psychology	3
EDTL:4900 Foundations of Special Education <b>OR</b> EPLS:4180 Human Relations for the Classroom Teacher	3
<b>Summer</b>	<b>1 s.h.</b>
PSQF:5900 Psychometrics	1
YEAR 2	
<b>1<sup>st</sup> Semester (Fall)</b>	<b>15 s.h.</b>
PSQF:7315 Social/Emotional Assessment of C&A	3
PSQF:6312 Psychopathology Across the Lifespan	3
PSQF:7465 Issues and Ethics in Professional Psychology	3
PSQF:7337 Advanced Practicum in School Psychology	3
EDTL:4900 Foundations of Special Education <b>OR</b> EPLS:4180 Human Relations for the Classroom Teacher	3
<b>2<sup>nd</sup> Semester (Spring)</b>	<b>12-15 s.h.</b>
<i>PSQF:6281 Cognitive Theories of Learning**</i>	3
PSQF:6235 Multicultural Counseling	3
EDTL:4950 Behavioral & Social Interventions	3
CSED:5222 Counseling Children and Adolescents in Schools	3
PSQF:7337 Advanced Practicum in School Psychology	3
<b>Summer</b>	<b>0 s.h.</b>
YEAR 3	
<b>1<sup>st</sup> Semester (Fall)</b>	<b>2 s.h.</b>
PSQF:7437 Internship in School Psychology (EdS Field Experience)	2
<b>2<sup>nd</sup> Semester (Spring)</b>	<b>2 s.h.</b>
PSQF:7437 Internship in School Psychology (EdS Field Experience)	2
<b>Total Credits</b>	<b>62</b>



Academic accommodation is available for students with special needs. These are arranged through Student Disability Services (<https://sds.studentlife.uiowa.edu/>) and governed by The University of Iowa Policy on Student Academic Accommodations.

## Professional Training

### Practicum

As part of basic program requirements, all Ed.S. students are required to accumulate a minimum of 450 clock hours of practicum. Students and faculty work collaboratively to arrange placements in a variety of sites to ensure that students receive experiences that are related to coursework in assessment, intervention, and consultation with diverse clients in a variety of settings. Practicum hours must be in accredited school settings and must include experience at the elementary and secondary level in urban and rural settings. NASP defines a *school setting* as

one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes children and youth who are enrolled in prekindergarten through Grade 12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services. (National Association of School Psychologists, "[Standards for the Credentialing of School Psychologists](#)," 2020)

Initially, training begins in the schools, so that candidates can gain expertise with typical child development in school-based services such as interdisciplinary team models, data-based decision-making, and consultation. This initial training occurs across numerous schools in districts within various Area Education Agencies. **To increase the diversity of experiences and due to supervision needs, most school-based placements will require students to travel more than 45 minutes from the Iowa City area.** Additional training opportunities typically reserved for students in year 3 and beyond are available at various University of Iowa Hospital and Clinic settings such as Pediatrics and Child Psychiatry and at the Belin-Blank International Center for Gifted Education and Talent Development. Other opportunities include services in community mental health centers, early childhood centers, alternative schools, reading clinics, and outreach programs in schools and homes. Sites are required to provide appropriate supervision, and to require no more than 18 hours per week on-site from each student.

During practicum training, a university, and a site school psychologist (or other appropriately credentialed professional) supervise students. Both supervisors must be certified/licensed professionals. Ongoing evaluation of practicum sites and supervisors is conducted.

All Ed.S students are required to complete a 1200-clock-hour paid educational specialist internship, which can be either on a full-time basis for a year or on a half-time basis for two consecutive years. This internship will generally occur in a school setting, but the internship setting could provide clinic or community-based experiences as part of their training. Faculty provide extensive guidance and support in the selection of an internship site.

More information and forms about practicum and internship are in the Appendices.

**Unsuccessful Experience:** Practicum and internship students who are unsuccessful in their practicum or internship will be graded to reflect that lack of success. Students may request a second placement and or remediation and this may be approved or denied. Conversations between the student/intern and the program coordinator must determine why the original placement was unsuccessful and the plan for

correcting the issues presented. Students will need to retake the course (practicum/internship) and pay all required tuition and fees.

### **Non-Required Practicum (NRP) Experiences (APPIC-Relevant Training/Practicum experience)**

In addition to practicum experiences from the required SP practicum courses, students have the opportunity for non-required practicum (NRP) experiences that provide additional ways to acquire clinical training while enrolled in the program. Such additional supervised experiences can be both relevant and useful to candidates' development as school psychology professionals.

Hours from these experiences do **not** count towards hours for an official SP practicum course nor do they count towards the total program-required practicum hours. Additionally, they do not count for licensure requirements (e.g., practicum hour requirements for state credentials). Nonetheless, candidates are encouraged to take advantage of these additional experiences as they can broaden their skill set.

Typical non-required practicum experiences take the form of clinical activities from a formal **clinical** experience or working at a clinically related assistantship/job. For example, candidates in the applied behavior analysis certification program are required to have a certain number of hours conducting applied behavior analysis (i.e., supervised independent fieldwork) which can take place as paid or non-paid experiences at the UIHC clinics of a school setting under the supervision of a Board-Certified Behavior Analyst. Students should document non-required practicum experience activities and hours by completing the Non-required Practicum experiences APPIC-Relevant Training/Practicum hours forms (found in Appendices). Activities and completed hours should be kept *separate from the official practicum logs for official SP practicum courses*.

If the supervisor of the non-required practicum experience has a credential as a school or licensed psychologist, the supervisor agrees to serve as the site supervisor and to meet the expectations set forth through the collaborative completion of an APPIC-Relevant Training/Practicum Contract, Evaluation, and Summary Forms (found in Appendices). **The SP program practicum coordinator/program coordinator decides whether the hours can be documented as a non-required practicum experience/APPIC-Relevant Training/Practicum experience.**

### **Internship**

An essential component of the doctoral program in school psychology is the internship. It is the culminating training experience to prepare individuals to function as independent professionals. An internship provides students with the opportunity to take substantial responsibility for carrying out professional functions as school psychologists in the context of appropriate supervision. Furthermore, the internship facilitates the further development and integration of knowledge and skills gained from didactic instruction and practicum work. All Ed.S. level students must complete a minimum 1200-clock-hour paid internship, which can be either full-time for a year or half-time for two consecutive years.

The *internship* occurs apart from the training program and is administered primarily by the **internship setting**. The internship must consist of supervised experiences that will increase the student's knowledge and skill levels. It is the student's responsibility to present an internship plan that provides new experiences. Intern supervision is the University and internship supervisors' responsibility. The internship is further defined by its length and placement in the overall training sequence. Students spend a calendar year (or two consecutive years half time) at an internship setting the school psychology faculty approves.

The program endorses standards for internships as developed by the American Psychological Association (APA) and the Council of Directors of School Psychology Programs (CDSPP) and follows the NASP model for best practices for internship supervision (NASP, 2014).

Verbal acceptance of an internship offer is considered binding by program faculty and breaking such an agreement will be considered by the faculty to be unethical and unprofessional. In extenuating circumstances students can petition the faculty for permission to make a change in internship sites. Questions concerning internship should be directed to the internship coordinator/program coordinator. Additional information regarding internship guidelines and forms can be found in Appendix U and V.

### **Multidisciplinary Pathways to Recruit, Train, and Retain School Mental Health Providers in Iowa (MPath)**

The school psychology program at Iowa has been awarded a five-year grant in collaboration with programs across the University of Iowa to include the School Counseling program in the College of Education, the School Social Work program in the College of Liberal Arts, and the Public Health program in the College of Public Health. The grant serves to address shortages in the number of school-based mental health service professionals available in high-need schools. Six students seeking an Ed.S. in the school psychology program will be awarded a position in the grant. Additional information is provided on the College of Education website (<https://education.uiowa.edu/multidisciplinary-pathways-recruit-train-and-retain-school-mental-health-providers-iowa-mpath>).

### **Professional Employment**

Students engaging in and receiving remuneration for services as a school psychologist before completing certification or licensure or receiving approval for the internship will be considered by faculty as engaging in unethical behavior. Prior approval is required for students to engage in professional employment related to psychology (e.g., psychometrician, counselor, etc.) and students are required to complete the employment verification in the appendices prior to engaging in this professional work to petition the faculty before accepting employment (form located in appendices should be submitted to the program coordinator).

Students must notify the faculty of current employment if it relates to psychology.

## **Research Opportunities**

In addition to receiving training as practitioners, Ed.S.-level students are encouraged to take an active part in research activities through participation in research groups. Students might choose from a wide variety of research groups or projects on campus. For instance, a research group could be one that is directed by school psychology faculty or faculty from another program.

Although assistantships are not guaranteed, students may be able to obtain a research assistantship—usually grant-supported—from a wide variety of areas. The College and University provide support for guest lecturers of national renown. Thus, students not only have access to current research findings but may discuss their research interests with an expert in the field.

## **Research Resources**

- Kelly Hangauer
  - University of Iowa librarian with Subject Specialties in: Education, Linguistics, Psychology
- University of Iowa Human Subjects Office: IRB Information
  - <https://hso.research.uiowa.edu/hawkirb-information>
- Iowa Research Online
  - <https://ir.uiowa.edu/>
- Paul Blommers Measurement Resources Library
  - <https://education.uiowa.edu/paul-blommers-measurement-resources-library>
- The College of Education Grants and Research Services Center (GRSC)
  - <https://education.uiowa.edu/research/grants-and-research-services-center>
- Scanlan Center for School Mental Health – Professional Development Services
  - <https://scsmh.education.uiowa.edu>
- Baker Teacher Leader Center
  - <https://education.uiowa.edu/student-experience/baker-teacher-leader-center>
- UIHC – Pediatric Psychology Educational Research Clinical Rounds
- APA – PD Training Center
  - <https://www.apa.org/education-career/development/practitioners>

## **Licensure/Credentials**

### **Professional Certification and Licensure**

The term credentialing refers to the process which authorizes the use of the title "school psychologist", "psychologist", or related titles, by those professionals meeting accepted standards of training and experience who seek to provide school psychological services. The credentialing process for school psychology in public schools is called certification. The credentialing process for the practice of school psychology independently (i.e., outside of the school setting, in "private practice" or in clinical community settings), is generally known as licensure; and psychology licensing boards administer the license. Regulations vary by state; thus, students need to review in advance certification and licensure standards for the states (and settings) in which they intend to practice.

Completion of the program requirements and specific state requirements can also lead to Iowa Department of Education licensure as a school psychologist which is required for employment in k-12 settings (PhD and EdS-level degrees) as noted above. As of the writing of this handbook, the school psychology program at the University of Iowa is not credentialed by the Iowa Department of Education as it is a new program. Initial application to the Iowa DOE has been made.

The University of Iowa School Psychology Educational Specialist Program requires all students to pass the PRAXIS II Exam (#5403) (<https://www.ets.org/praxis/site/test-takers/resources/prep-materials.html?examId=5403>) by the end of the third year in the program. Students must submit score reports provided to the student from the Educational Testing Service (ETS) to ensure the university obtains an official copy of the passing score report. To request an official score report be sent to the College of Education students select "the University of Iowa, College of Education #6681).

*Important note: Students interested in obtaining licensures or certifications that require specific program information should do so within a timely manner after degree completion and it is further recommended that students retain copies of the following materials in case of future need: course syllabi, course catalog, program handbook, practicum, and internship documentation).*

### **State Department of Education Licensure/Certification**

To work in a school setting, students must become licensed by the department of education in the state they plan to practice in. Students are encouraged to identify the requirements for the state they plan to work in and determine specific requirements for practice. The state of Iowa requirements for Initial Professional Service Licensure are (1) a master's degree, and (2) completion of a professional service program specific to an education setting. This initial professional service licensure in Iowa is good for two (2) years. Current certification standards for school psychologists can be accessed online at: <https://boee.iowa.gov/license-authorization/professional-service>. Students who complete the Ed.S. degree and complete the required 1200-hour internship in a school setting would be eligible to apply for the initial professional service license to practice in the professional area of school psychology for employment in an educational setting. As of the writing of this handbook, the school psychology program at The University of Iowa is not Iowa Department of Education credentialed as it is a new program. Therefore, students who want to be eligible to practice in the state of Iowa must pass the Praxis II exam in school

psychology and become nationally certified (attain the Nationally Certified School Psychologist credential, <https://nasponline.org/standards-and-certification/national-certification>).

### **Nationally Certified School Psychologist (NCSP)**

Students are encouraged to become NCSP certified. The National Association of School Psychologists (NASP) created the National School Psychology Certification System (NSPCS) to credential school psychologists who meet nationally recognized standards. Persons who successfully meet the credentialing standards established by the NSCPC are entitled to use the designation Nationally Certified School Psychologist (NCSP). Students can apply for NCSP after completing internship. Applicants for the NCSP must take the Educational Testing Service National School Psychology Examination (Praxis II) and obtain a passing score (155 for #5403). **The University of Iowa School Psychology Educational Specialist Program requires all students to pass the PRAXIS II Exam (#5403) by the end of the third year in the program.** Students must submit score reports provided to the student from the Educational Testing Service (ETS). To request an official score report be sent to the College of Education students select “the University of Iowa, College of Education #6681). Test scores remain valid for 10 years after taking the test and scores older than 10 years are considered expired. Information regarding the NCSP can be found on the National Association of School Psychologists website at <https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>

### **Accreditation:**

The American Psychological Association’s (APA) Commission on Accreditation (CoA) has approved the University of Iowa's School Psychology Program's “Intent to Apply” application and voted to provide public notice of the program’s intent to seek accreditation which can be found on the [CoA website](https://www.accreditation.apa.org/) (APA’s Office of Program Consultation and Accreditation: <https://www.accreditation.apa.org/>). The doctoral program is not currently accredited by the American Psychological Association but has developed its course offerings, sequence, research, and practical experiences to be in line with the standards set forth by the standards of accreditation in health service psychology. In the fall of 2023, the school psychology program applied for accreditation on contingency. A site visit was approved and will occur in the winter of 2025. The University of Iowa's Doctoral-level School Psychology Program will apply for full accreditation as soon as possible.

Once the program receives APA accreditation, accreditation from the National Association of School Psychologists (NASP) will be pursued. NASP Graduate Program Approval and Accreditation information can be found at <https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation>.

## Communication

During the week prior to the start of the school year, the University Graduate College holds an orientation covering graduate student issues including resources at The University of Iowa, financial support, training for new teaching assistants and other issues pertinent to entering students. Similarly, the College of Education may host an orientation addressing University and College resources and issues pertinent to transitioning to graduate study. The School Psychology program hosts an orientation as well. The latter orientations are intended to be social (meet your fellow graduate students, faculty, and staff) and informative (covering department and program policies and procedures). It is expected that all incoming students will attend all relevant orientation meetings. **All new incoming students are required to attend the school psychology program orientation in the fall.**

Each spring semester, a mandatory townhall meeting is held for all students and faculty to communicate and share information about program operation, to address student issues, and to offer students an opportunity to provide formal program feedback. Additional feedback will be obtained through survey results. A questionnaire about the program will be sent to current students annually and to alumni at five-year intervals. Current students will be asked to evaluate the extent to which the program is meeting its objectives. Alumni are asked how the program has met their needs and are requested to provide information about their professional status (e.g., employment, licensure).

Failure to attend a mandatory meeting will result in the absence being recorded in a student's annual review letter.

Students are provided a University of Iowa email address upon admittance to the graduate college and students are expected to use the University email for all University communications. University emails are considered official forms of communication and all University and departmental mass mailings are sent to university e-mail addresses (which usually take the form of **firstname-lastname@uiowa.edu**). For example, deadlines and requirements will be sent to university e-mails; also, postings to the mailing list for current school psychology students are sent to official University addresses. **Students thus should regularly check their university e-mail.** They are responsible for information that is sent to their university e-mail address and that they send from this address. For technology services and resources, students can contact the Help Desk at Information Technology Services (<http://its.uiowa.edu/services-for-students>).

Students also receive campus and departmental mail. The mail cabinet for current students is in the department office (361 Lindquist Center south). Students may use *361 LC* as their campus mail address. Students should check the mail cabinet often.

### Program Communication and Student Support

In addition to the student's advisor and school psychology faculty, several avenues of support have been created to assist students in learning about and progressing through the SP program. These include Orientation meetings (Program, the College of Education, and the University), the SP program website and handbook, the Psychological & Quantitative Foundations department, and the College of Education listservs.

In addition, the UI School Psychology program expects that students will demonstrate a commitment to the profession by joining and becoming active members in a professional association. To foster a school psychology professional identity, **all Ed.S.-level students are required to obtain a student membership**



**in the National Association of School Psychologists (NASP).** Other options include the American Psychological Association (APA) Division 16 (School Psychology), APA Student Affiliates in School Psychology (SASP), the National Association of School Psychologists (NASP), and the Iowa School Psychologists Association (ISPA). We strongly encourage students to join other professional organizations as their professional interests and finances allow. Applications for student membership are available from the organizations' websites below. These organizations also provide liability insurance at student rates. Additionally, students in the school psychology program have an opportunity to engage in leadership positions. These can include involvement as an APA or NASP student representative. These representatives communicate information from APA and NASP to all current students in the school psychology program. These representatives also work with other APA and NASP student representatives from other universities to help share materials and information to encourage involvement with these professional organizations.

*Graduate Student Affiliate Member of APA:*

<https://www.apa.org/members/your-membership/graduate>

*Graduate Student Affiliate Member of APA Division 16:* <https://apadivision16.org/membership/#>  
Student representative to Division 16 Student Affiliates in School Psychology

*NASP Student Member:* <https://www.nasponline.org/membership-and-community/join-nasp>

*Iowa School Psychologists Association Student Membership:*

[https://www.iowaschoolpsych.com/?page\\_id=56](https://www.iowaschoolpsych.com/?page_id=56)

*Iowa Psychological Association:* <https://www.iowapsychology.org/>

## **Financial Assistance**

Sources of funding include teaching and research assistantships, special assistantships and grants, scholarships and awards, federal loans, and professional employment at the University or in the community. Information about funding is available online. Students are encouraged to regularly check the following resources for financial information:

- Finances page from Graduate Admissions (<http://grad.admissions.uiowa.edu/finances>),
- Funding information from the Graduate College (<http://www.grad.uiowa.edu/funding>), and the
- Graduate financial aid information that is provided by the Office of Student Financial Aid (<http://financialaid.uiowa.edu/graduate>).

Funding is not guaranteed and is competitive but students in the SP program have historically been able to secure funding for a significant part of their graduate education. The University of Iowa provides a wide range of options for assistantships to graduate students in the SP program. Assistantships may be in the form of ¼-time or ½-time research, teaching, or administrative assistantships. Available assistantships may be posted to the school psychology listserv. Students should also check the online assistantship postings (<http://www.grad.uiowa.edu/graduate-assistant-job-postings>) often and apply for more than one position. To apply for federal financial aid (FAFSA), students should follow the procedure that is provided on the Office of Student Financial Aid website (<http://financialaid.uiowa.edu/apply/process>); note that the applications should be filed as soon as possible after October 1 each year. Funding has occurred through the College of Education and departmental funding, assistantships offered through The Belin-Blank International Center for Gifted Education and Talent Development (B-BC) and the University of Iowa Hospitals and Clinics (UIHC), among other sources.

## **Facilities and Resources**

At the College and University level, there are many centers and services that students can use to support their studies. Here is a partial listing, many of which are in Lindquist Center.

**Scanlan Center for School Mental Health Services is on the second floor of the Lindquist Center.** “The purpose of the Center is to provide social, emotional, behavioral, and psychological services to all of Iowa’s schools, not only to aid in COVID-19 recovery but to build state capacity for immediate and future delivery of mental health supports across the state” (<https://scsmh.education.uiowa.edu/about-us/>).

The **Education Technology Center (ETC)** provides services to students, faculty, and staff in the College. Equipment checkout, seminar room scheduling, and some computer-related supplies are available through the ETC. When the ETC computer lab is closed, graduate students can use computers in the Grad Commons, in the 24-hour computer lab, and in the Learning Commons in the Library building across the street. Additional computer labs (Instructional Technology Centers or ITCs) are available throughout campus; students can also use wireless devices. Computer assistance is also available. Additional assistance is provided by the help desk from Information Technology Services (ITS) (<https://its.uiowa.edu/students>).

**Linda R. Baker Teacher Leader Center (TLC)** is a comprehensive professional development center and professional learning commons designed to create the next generation of 21st century teachers, leaders, scholars, and innovators. The Teacher Leader Center adds value and vitality to the teacher education experience and enhances the marketability of our professional students and scholars through unique programs that are highly relevant to today’s education. <https://education.uiowa.edu/baker-teacher-leader-center-tlc> The first floor of north Lindquist Center (N110 LC) is newly renovated. This space includes the Education Technology Center (ETC) and the **Linda R. Baker Teacher Leader Center (TLC)**.

The **Office of Graduate Teaching Excellence (OGTE)**—a partnership between the College of Education and the Graduate College—provides services to doctoral students who plan to pursue careers in teaching at the college level: Two examples are the Graduate Certificate in College and the Iowa Education Fellows (i-fellows) program. Students who wish to obtain the certificate take specific coursework, complete two semesters of Practicum in College Teaching, and create a portfolio that will be evaluated. Through i-fellows, doctoral students are provided mentoring, networking opportunities, and professional seminars.

The **Writing Resource** is a service that is available to graduate students who wish to consult with a writing tutor about academic writing. Students can make appointments with a tutor during their writing process to help them recognize how their academic writing can improve or further develop. The goal is to have students write well at the graduate-level and write papers that are suitable for publication. (<https://education.uiowa.edu/college-education-writing-resource>)

The **Paul Blommers Measurement Resources Library**—as part of Iowa Testing Programs—maintains a collection of materials that are related to educational and psychological testing and assessment. Blommers Library has an extensive collection of published and unpublished tests. (<https://education.uiowa.edu/paul-blommers-measurement-resources-library>)

The **University of Iowa Libraries**—the largest library system in Iowa—includes the Main Library and the Learning Commons in the Library building that is across the street from Lindquist and the Hardin Library for Health Sciences on the west campus. Additional libraries are in various buildings on campus. (<https://www.lib.uiowa.edu/>)

The University of Iowa Psychological and Quantitative Foundations has **Assessment Office space which houses** assessment materials used in assessment and intervention courses for students in the school and counseling psychology programs (S224C LC) and is available to all students enrolled in practicum settings, internship, and for research and practice.

The **University Counseling Services (UCS)** offers a variety of counseling services for currently enrolled University of Iowa students. (<https://counseling.uiowa.edu/>)

UE Local 896/COGS- **UE-COGS** is the union for all Teaching Assistants and Research Assistants at The University of Iowa. UE-COGS is an organization run by TAs and RAs from all over campus.

## **Workspaces**

Students who have research or teaching assistantships in the College of Education are provided office space. For example, the Department of Psychological and Quantitative Foundations allocates office space for assistantships that are offered by the department. Students can use their student IDs to gain access to the Lindquist Center after the building is locked.

With the **Graduate Commons** (located inside the Jones Commons), students have access to a quiet space to study, work, and relax. The Graduate Commons is furnished with vending machines, comfortable seating, outlets for charging, a fridge and freezer, a microwave, a sink, and small lockers that students can use to store their belongings for short periods of time. The College of Education continues to respond to feedback about this space by adding features and making improvements. The Graduate Commons is open during regular building hours. Students can use their student IDs (Iowa One card) to access this area after hours.

When the area is unlocked and there are no scheduled events, people can study or meet in Jones Commons (N300 LC)—a large meeting area with tables and seating areas. The Learning Commons (<http://www.lib.uiowa.edu/commons>) in the library building across the street from Lindquist Center is also very popular. This section of the main library on campus has numerous amenities including technology meeting rooms that can be reserved, comfortable seating areas, a café, and technology.

The Main Library houses the Graduate Study Room (Room 3132) on the third floor (<https://www.lib.uiowa.edu/about/studyspaces/>). The Graduate Study Room is a quiet room with desks, outlets, and some desktop computers. This area is available to all graduate students with a valid Iowa One card during library hours.

## **Student Evaluation**

As student's progress through their programs of study, they complete a series of activities and evaluations to systematically evaluate their progress in meeting university and program-defined competencies. These activities are detailed below and include evaluations of comportment/professional behavior, academic achievement, research progress, and practical experiences.

### **Program Expectations for Professional Behavior**

*(information gathered from multiple resources)*

The University of Iowa expects that students will adhere to high expectations of professional behavior. Although legal, ethical, and standards of practice as set forth by the American Psychological Association and the National Association of School Psychologists Associations are covered in courses and practical experiences, students are required to be familiar with these procedures whenever providing psychological services of any kind and when interacting with professionals in their daily work (e.g., colleagues, school staff, clients, etc.). Specific requirements for professional behavior can be found in the appendices and on the Office of the Dean of Students: Code of Student Life webpage (<https://dos.uiowa.edu/policies/code-of-student-life/>). Students who do not meet these requirements can be recommended for remediation and/or dismissal from the program. As mentioned previously, students are evaluated on these expectations throughout their time in the program. Students must demonstrate appropriate levels of emotional balance and interpersonal skills. The student must also act within the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (<https://www.apa.org/ethics/code>).

Violations of University rules or civil laws may result in disciplinary action by the University. Students charged with major violations of academic or student codes of conduct may be expelled, suspended, or some other sanction.

### **Working with peers, trainers, and other professionals**

An important aspect of professional training in school psychology involves developing appropriate skills in working with fellow students, faculty, and other professionals. Student interactions are expected to be respectful and professional in all interactions as students are considered representatives of the School Psychology program of the University of Iowa. There will be no tolerance for disrespectful or rude behavior or behavior that interferes with the learning of others. If students feel that another individual is violating professional ethics or acting in inappropriate ways, it should be addressed with the appropriate supervisor or faculty member before sharing this information elsewhere. A skill deficit in professional behavior will result in a remediation or growth plan.

### **Policy guideline on social media**

Students in the School Psychology program are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these extend beyond one's professional roles, including conduct in public settings and forums. Due to the pervasiveness of social media, it is important to be sensitive to these standards when engaged in online behaviors. Students are to acknowledge that social media forums (i.e., Facebook, LinkedIn, Instagram, texting etc.) are limited in the privacy they afford. Care should be taken when posting online as other individuals (faculty, clients, etc.) can be exposed to such content through various ways. Students are discouraged and forbidden to engage in unprofessional online behavior such as posting inappropriate pictures, escalating problem

situations, making insensitive, disrespectful comments. If unprofessional conduct is found online the conduct will be addressed by the program coordinator and can be grounds for dismissal. Persistent or serious violations will result in disciplinary action up to and including dismissal from the program.

### **Annual Student Evaluation**

The faculty evaluate student progress annually through scheduled annual meetings (with completion of an annual portfolio) and evaluations, and a summative progress letter. Prior to the annual review meeting, the Annual Review forms—including the Student Review Form, Advisor Review Form, and Criteria for Adequate Progress should be completed. Annual review and annual portfolio requirements are in line with the program aims and objectives and include such things as samples of student work, an updated vita, current transcript, and reflections on aims and professional development (check appendices for additional information concerning portfolio requirements).

Upon reviewing the portfolio, current transcript, practicum evaluations and any other documentation, the faculty orally provides feedback to the student regarding the student's progress (at the meeting) and in writing (in the form of a progress letter from the advisor). If necessary, a remedial plan is developed for the student and given to the student in written form.

In addition to academic progress, students must display appropriate levels of emotional stability and interpersonal skills needed to conduct themselves professionally in vivo and through electronic communication, as mentioned previously. Adherence to University of Iowa policies and professional codes of ethics is expected. See APA Ethical Principles and Code of Conduct at <http://www.apa.org/ethics/code>, The University of Iowa Sexual Harassment Policy at <http://opsmanual.uiowa.edu/community-policies/sexual-harassment>, the University of Iowa Policy on Student Academic Misconduct that is found at <http://clas.uiowa.edu/students/handbook>; the APA Assessment of Competency and the APA Competency Benchmarks (Appendix M) <http://www.apa.org/ed/graduate/competency.aspx>, and <http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx>, and the NASP 2020 Professional Practice Standards (NASP 2022).

See Appendix N for program policy regarding student misconduct and competence.

### **Annual Portfolio Review**

The program director will notify students of the date of the spring semester annual portfolio review meetings, so students can prepare their materials and submit them to faculty members. Several weeks before the meeting date, the student must send the advisor all forms and documents; the advisor should also complete the annual review forms and meet to discuss them. **Two weeks before the annual review meeting date**, the advisor should have reviewed and signed off indicating the completion of all portfolio materials.

Students will submit all forms/documents (conceptual framework, research statement, CV, seven aims/competency statements, unofficial transcript, and copies of the annual review forms) using an ICON course. The student needs to complete all forms prior to uploading the documents, including securing signatures. Each student will be invited to the course. Deadlines for material submissions are firm with the deadline set at one (1) week prior to the first date of the annual review meeting dates for all students regardless of their individual meeting date.

Students should be prepared to access and present their electronic portfolio at their annual meeting. Faculty will evaluate and provide comments on materials. At the review's end, students will be dismissed so faculty can discuss and communicate a performance score.

The student and their advisor will meet before the annual portfolio review meeting to discuss the student's progress in the program and to complete forms found in the appendices. Related annual review forms that are in the Appendices of this handbook are also likely to aid discussion and planning. Specific criteria evaluated as part of annual progress include:

- 1) Progress toward completion of required coursework and commensurate achievement (minimum grade-point average of 3.0 across all courses; see The University of Iowa General Catalog (<http://registrar.uiowa.edu/general-catalog>)).
- 2) Progress in completion of required practica and commensurate achievement.
- 3) Progress toward comprehensive portfolio (satisfactory progress is successfully defending the comprehensive portfolio by the end of the third year)
- 4) Resolution of *Incomplete* grades on transcript(s).
- 5) Development of professional and ethical interpersonal skills.

At the beginning of the annual portfolio review meeting, the student presents a summary of progress for the academic year. The faculty will discuss and evaluate the student's progress and development in each of the program's seven goals. During the meeting, the student's advisor maintains a record of remarks made about the student's progress. These remarks become part of the annual student progress letter sent to the student and placed in the student's permanent file. When students are dismissed near the end of the meeting, faculty will evaluate the portfolio, in relation to the completeness of the portfolio, on a three-point scale.

1 = The portfolio lacks some essential elements and must be completed before the student is given the annual progress letter. If the student does not complete the portfolio, then a letter indicating unsatisfactory progress will be placed in the student's file.

2 = The portfolio contains all the required components; it is organized, and the writing is clear and concise.

3 = The portfolio contains all the required components, it is well-organized, the writing is clear and concise, and the student has gone beyond the essential requirements to provide evidence of their personal and/or professional growth.

#### Annual Student Progress Letter

The annual letter will summarize student progress and competencies and is based on discussion from the Annual Portfolio Review Meeting *as well as* progress toward the seven program goals:

- 1) develops an identity as a professional school psychologist,
- 2) develops an understanding of theoretical and empirical foundations in the science of psychology with specific application to children and schools,
- 3) understands and works within ethical and legal boundaries of the profession,
- 4) integrates awareness of, knowledge of, and sensitivity to individual and cultural differences,
- 5) demonstrates skills in consultation and collaborative services to families, schools, and community systems,
- 6) implements empirically based assessment and intervention procedures, and



- 7) demonstrates skills and attitudes for life-long learning (e.g., professional, and personal appraisal).

The annual letter will provide an overall rating in the following categories:

- A. **Excellent:** The student is making excellent progress through the program and demonstrating exceptional performance across all 7 program aims; in addition to progressing at an exceptional rate through courses and completing research and the Comprehensive Portfolio. The student is also excelling in practice and conduct.
- B. *Satisfactory:* The student is making satisfactory progress through the program and across all seven program goals; the student has completed the requirements for that semester and is achieving at a satisfactory level in research, coursework, practica, and conduct.
- C. *Unsatisfactory:* The student's progress is unsatisfactory; the student has not completed the requirements for the semester or is not achieving at a desired level in coursework, research, practicum, or is not behaving in a professional or ethical manner.
- D. *Probation:* The student is on formal probation.
1. The Graduate College may put a student on probation after completion of 8 s.h. if their grade-point average falls below 3.0. If after completing an additional 8 s.h., the student maintains a GPA below 3.0, the student will be dropped from the program and denied permission to register. If a student applies for and is accepted to a non-doctoral degree program, the student will be allowed to register. However, a student on probation shall not be permitted to take comprehensive or final examinations leading to any graduate degree or certificate. (<http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>).
  2. The school psychology faculty may place a student on probation if they receive a designation of unsatisfactory progress for **two sequential semesters**.
    - a. When a student is put on probation, they receive a letter which clearly specifies the nature of the deficiencies, the criteria for removing or addressing the deficiencies, and the length of time of the probationary period.
    - b. If the end of the probationary period does not coincide with a semester review meeting, the faculty will review the student at the first regularly scheduled faculty meeting after the close of the probationary period.
      1. At this meeting, the advisor and the student will **document** the degree to which the student has fulfilled the stipulations.
      2. After discussion with the student, faculty by majority vote will decide to do one of the following:
        - The student will be removed from probationary status.
        - The student will receive an extension of the probationary period (**only one extension allowed**).
        - The student will be terminated from the program.
      3. If the student chooses not to be present at the meeting, the faculty, after reviewing all documentation, will decide among the options presented in **b**.

- E. *Termination*: A student may be terminated from the program without a probationary period for reasons that are both extremely serious and unusual in nature. In this case, the faculty would hold a formal review of the student prior to the termination and seek consultation from Legal Counsel.

A student may disagree with the faculty evaluation. They may address the faculty through the program coordinator in writing regarding the points of disagreement. The program coordinator will then inform the faculty of the student's disagreement at the next regularly scheduled meeting (i.e., each month during the fall and spring semesters). The student has the option of requesting, through their advisor, a special faculty meeting to discuss the points of disagreement. The letter to the student—and the student's points of disagreement, if any—will be kept in the student's permanent file.

### **Supplementary Review Procedures**

- A. A candidate, their advisor, or any faculty member has the option of calling for a special review meeting at any time during an academic year by communicating such a request in writing to the Program Director. The format for such a meeting is the same as that of the yearly review.
- B. If a candidate fails to achieve competency or sufficient skill development, displays inappropriate professional behavior or dispositions, or inadequate ethical and/or legal judgment (particularly in practicum courses), or is in anyway not progress satisfactorily, the candidate will have a selective review with the school psychology faculty. The advisor, Program Director or other school psychology faculty members can call the selective review. The Program Director and the advisor will arrange the meeting. The purpose of the selective review meeting is to hear the candidate's point of view, for the faculty to ask clarifying questions, and to directly express their concern about the situation. The outcome of the selective review may include the following.
1. The candidate has made or is currently making adequate adjustments that the concern is considered corrected or needs no further intervention.
  2. The candidate having difficulty demonstrating minimum competencies or behaving inappropriately will be so informed and recommendations for remediation will be given.
  3. The duration of remediation activities and assessment of remediation outcome are based on the needs of the candidate and available resources.
  4. Failure to achieve minimum competencies and/or to make adequate adjustments following remediation efforts can result in a candidate being dismissed from the program due to lack of progress.

Candidates are responsible for adhering to APA and NASP's principles for professional ethics. Unethical behavior may result in remedial plans or dismissal from the program. While attempts at remediation are generally the first step in corrective action, there may be some actions that require immediate dismissal from the program. Multiple violations around the same or new issue may also result in dismissal from the program. See also "Code of Conduct" statement found in this document.

**Decisions rendered by the school psychology faculty will be sent to the candidate in writing signed by the Program Coordinator and the student's advisor. Most remediation plans do not have a timeframe, but rather a competency that needs to be met. Annual evaluation of candidates' progress includes an assessment of candidates' ability to take corrective action. Official closure of a selective review occurs when the candidate initiates the closure by writing a letter to the school psychology faculty through the Program Director detailing how they feel they have met all the recommendations or remediation plan, and how they have resolved the concern. The school psychology faculty will review this letter, potentially discuss this information with the candidate,**



**and write a letter to the candidate indicating the committee's assessment of the extent to which they were successful in correcting concerns.**

### **Comprehensive Portfolio Defense**

With the advisor's approval, a student applies for the Ed.S.-level Comprehensive Examination. The comprehensive portfolio occurs once all course requirements are complete and prior to the start of the internship. A student must compose a committee of five faculty members to serve on the Comprehensive Portfolio Committee.

The comprehensive portfolio contains all the required artifacts for the annual portfolio in addition to an updated CV, a comprehensive case study, and a statement about the student's theoretical orientation to case conceptualization. The student's advisor must approve all components of the Comprehensive Portfolio before the student is allowed to defend the portfolio.

**At least one week before** the comprehensive portfolio meeting, students must submit to committee members electronically all aspects of the annual portfolio and a comprehensive case summary, conceptual framework, and updated CV.

Students must be prepared to present and defend the case at a scheduled defense meeting. Although the meeting is scheduled for two hours, the case presentation should last about 30 minutes with ample time for questions. The committee members will focus on the case study, but they may ask questions about any aspects of the comprehensive portfolio.

## **Complaint Procedures**

The school psychology program provides each student with several avenues to question, clarify, or challenge policies and practices that affect the student. Students may request that information be held in confidence or presented anonymously.

Five broad paths offer the student opportunities to resolve issues or questions:

- 1) The student is encouraged to talk with their advisor. For example, a student may be unclear about how to satisfy specific program requirements or may seek to receive a waiver of a particular requirement. The advisor can often help the student understand how policies and practices affect the student's choices. The student and advisor may be unable to agree on resolving a question; at which point, the school psychology faculty can be approached.
- 2) The school psychology faculty meets monthly to plan and to consider an array of issues. Each month during the fall and spring semesters, faculty members are available to consider petitions from students. A student may ask the faculty for clarification or waiver of a policy, or the student could request the opportunity to address the faculty on any issue of concern to that student. Decisions by the faculty are by majority vote.
- 3) Students in the College of Education may appeal any program decision that affects them. The appeal procedure is spelled out in the College of Education's Complaint Procedures for Undergraduate and Graduate Students (<https://education.uiowa.edu/faculty-and-staff-resources/student-complaint-procedure>) as well as the Graduate College (<https://grad.uiowa.edu/academics/manual/academic-grievance-procedure>)
- 4) The Office of the Ombudsperson (<http://www.uiowa.edu/ombuds>) offers informal resolution, mediation, and/or negotiation to faculty, staff, and students. Appointments are encouraged and can be made by e-mail ([ombudsperson@uiowa.edu](mailto:ombudsperson@uiowa.edu)) or by telephone (319-335-3608).
- 5) An official summary of the concerns and issues can be submitted to the program director for the student's permanent file.

## **Leave of Absence Procedures**

To request a leave of absence from the program due to illness, family/personal emergency, military service, etc., students must transmit the request through their advisor to the program director. This letter should specify the nature of the request, supporting evidence, and a proposed timeline for re-entry to the program. The request will be considered at a convened meeting of the faculty and will be either approved or disapproved by majority vote. (See also <http://www.grad.uiowa.edu/manual-part-1-section-1-admission-to-the-graduate-college> for Graduate College policies with respect to readmission.) All official documents will be forwarded to the program coordinator to be placed in the student's official folder.

## **Withdrawal**

Students may submit a letter to the program coordinator with their intent to withdraw from the program at any time. Students who wish to reenroll will be required to reapply for admission to the program, and if admitted, must follow the regulations and program requirements in effect at the time of their new admission.

**HANDBOOK APPENDICES FOR  
Ed.S. STUDENTS AND FACULTY**

School Psychology Program  
Department of Psychological and  
Quantitative Foundations  
361 Lindquist Center  
College of Education  
The University of Iowa  
Iowa City, IA 52242-1529

**FALL 2024**

**APPENDIX A**

**STUDENT-FACULTY CONTRACT**

Educational Specialist (Ed.S.). Program in School Psychology

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

\_\_\_\_\_  
Date of Admission

The above-named student has been accepted into the Educational Specialist (Ed.S.) Program in School Psychology at The University of Iowa. Program policies and practices are explained in the *Ed.S. Student Handbook* and revisions to the *Handbook* are provided during the student's tenure at the University.

The school psychology program of study in effect during the semester that the student is admitted will be the standard by which the student and the advisor select coursework leading to completion of the degree. The student can elect to adopt a school psychology program of study issued after the date of first admission. Revisions to the school psychology program of study often have implications for certification and licensure; adoption of a new school psychology program of study may be to the student's long-term advantage.

The signatures below attest to the student and faculty's acceptance of the conditions placed on enrollment by the School Psychology Program at the time of admission. The Graduate College, the College of Education, or The University of Iowa restrictions and conditions applied are not reflected in the Contract. Any changes in Program requirements and practices will be communicated to the student in writing. Any changes in the student's acceptance of program requirements may affect status in the program.

-----  
The policies in this handbook are binding. Exceptions to these policies must be granted in writing by the school psychology faculty. All students are to sign and return this form indicating an understanding of the requirements for completion of the Ed.S. degree in School Psychology.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Faculty Witness

\_\_\_\_\_  
Date Signed

## **APPENDIX B**

### **Program AIMS** **Objectives, Competencies, and Evaluation Criteria**

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Aim	Objective	Competency	Minimum level of achievement (How Measured)
<b>1. Develops an identity as a professional psychologist</b>	a. Works effectively with peers, faculty, staff, supervisors, children, families, and school personnel	<ol style="list-style-type: none"> <li>1. Shows professional behavior on practicum</li> <li>2. Accepts guidance and supervision</li> <li>3. Exhibits rapport with children</li> <li>4. Works effectively as a team member</li> </ol>	<ul style="list-style-type: none"> <li>• Practicum evaluation items 1a-c and 2a-c (average score across students and semesters of 3 or better)</li> </ul>
	b. Uses effective oral and written communication skills	<ol style="list-style-type: none"> <li>1. Displays effective oral communication with peers, faculty, supervisors, and other professionals.</li> <li>2. Communicates effectively through use of electronic methods</li> <li>3. Produces professional clinical, consultation and research reports</li> <li>4. Discusses professional issues coherently orally and in writing</li> </ol>	<ul style="list-style-type: none"> <li>• Annual portfolio review (rating of 3 or better)</li> <li>• Dissertation (dissertation approved by committee)</li> <li>• Comprehensive portfolio defense (average rating of 2 for all goals)</li> <li>• Practicum rating form items 6a-c (average score across students and semesters of 3 or better)</li> </ul>
	c. Develops effective supervision skills that are founded on current literature in professional psychology and related fields and supervised practice	<ol style="list-style-type: none"> <li>1. Identifies effective models of supervision</li> <li>2. Applies knowledge to successfully supervise novice student</li> <li>3. Critically appraises own performance as supervisor</li> </ol>	<ul style="list-style-type: none"> <li>• Supervision grade (B or better)</li> </ul>
	d. Knowledge of history and current issues in psychology and school psychology	<ol style="list-style-type: none"> <li>1. Traces history of psychology and the origins of school psychology</li> <li>2. Participates in professional organizations</li> <li>3. Identifies and critiques current issue in field</li> </ol>	<ul style="list-style-type: none"> <li>• History and Systems course grade (B or better)</li> <li>• Vita (participates in at least one professional organization)</li> <li>• Comprehensive portfolio defense (average rating of 3 for all aims)</li> </ul>

Aim	Objective	Competency	Minimum level of achievement (How Measured)
<b>2. Develops an understanding of theoretical and empirical foundations in the science of psychology, with specific applications to children and schools</b>	a. Acquires broad knowledge of theories relevant to understanding human behavior	<ol style="list-style-type: none"> <li>1. Identifies how bio, cognitive/affective, social, individual difference theories can be applied in school settings</li> <li>2. Utilizes that knowledge to conceptualize cases</li> <li>3. Critically analyzes theory and research to identify gaps in current knowledge base leading to original contributions</li> </ol>	<ul style="list-style-type: none"> <li>• Foundation course grades (B or better)</li> <li>• Portfolio (rating of 3or better)</li> <li>• Dissertation (dissertation approved by committee)</li> </ul>
	b. Demonstrates skills in psychological measurement, research design, data analysis, and program evaluation	<ol style="list-style-type: none"> <li>1. Understands concepts of reliability, validity, normative vs. criterion comparisons across all forms of measurement and critically analyzes available</li> <li>2. Identifies correlational and experimental designs for groups and single subjects and appropriate methods of data analysis</li> <li>3. Identifies program evaluation methods</li> <li>4. Selects appropriate methods and applies to assessment, treatment evaluation, program evaluation, and research question</li> </ol>	<ul style="list-style-type: none"> <li>• Research methods and applications course grades (C or better for stats classes; B or better for measurement and evaluation)</li> <li>• Portfolio (rating of 3or better)</li> <li>• Dissertation (dissertation approved by committee)</li> </ul>
<b>3. Understands and works within ethical and legal boundaries of the profession</b>	a. Demonstrates knowledge of local, state, and national policy and law pertaining to psychology & education	<ol style="list-style-type: none"> <li>1. Cites relevant federal &amp; state laws and policies</li> <li>2. Complies with specific legal requirements for practice</li> <li>3. Explains referral process within schools</li> </ol>	<ul style="list-style-type: none"> <li>• Completes criminal background check prior to job shadow experience (fee assessed)</li> <li>• Students' practicum objectives (at least one objective addressing policy procedures)</li> </ul>
	b. Demonstrates knowledge of ethical principles and standards for the profession of psychology and school psychology	<ol style="list-style-type: none"> <li>1. Differentiates between ethical principles and standards and cites relevant code</li> <li>2. Identifies challenges to ethical practice and applies decision-making model to determine course of action</li> <li>3. Practices within ethical boundaries during practicum experience</li> </ol>	<ul style="list-style-type: none"> <li>• Ethics course grade (B or better)</li> <li>• Comprehensive portfolio defense (average rating of 3 for all aims)</li> <li>• Practicum evaluation item 1d (average score across students and semesters of 3or better)</li> </ul>

Aim	Objective	Competency	Minimum level of achievement (How Measured)
<b>4. Integrates awareness of, knowledge of, and sensitivity to individual and cultural differences</b>	a. Demonstrates awareness of own and alternative world views	<ol style="list-style-type: none"> <li>1. Seeks diverse practicum and volunteer experiences</li> <li>2. Reflects upon experiences which highlight awareness</li> <li>3. Refers to theoretical models in understanding diversity</li> </ol>	<ul style="list-style-type: none"> <li>• Diversity Course grades</li> <li>• Student practicum objectives (at least one objective to seek diverse practicum experiences)</li> <li>• Portfolio (rating of 3or better)</li> <li>• Comprehensive portfolio defense (average rating of 3 for all aims)</li> </ul>
	b. Demonstrates knowledge through individually & culturally sensitive interactions and case conceptualizations	<ol style="list-style-type: none"> <li>1. Conducts interpersonal relationships with sensitivity</li> <li>2. Writes reports that reflect consideration of individual and cultural differences</li> </ol>	<ul style="list-style-type: none"> <li>• Practicum evaluation item 2d (average score across students and semesters of 3or better)</li> <li>• Annual portfolio review (rating of 3or better)</li> </ul>
<b>5. Demonstrates skills in consultation and collaborative services to families, schools, and community systems</b>	a. Demonstrates basic interpersonal skills	<ol style="list-style-type: none"> <li>1. Acquires knowledge of microcounseling skills</li> <li>2. Applies microcounseling skills during interviews.</li> <li>3. Evaluates interpersonal communication strengths and weaknesses</li> </ol>	<ul style="list-style-type: none"> <li>• Satisfactory evidence demonstrated in Foundation and practicum courses.</li> </ul>
	b. Demonstrates knowledge of consultation models and strategies	<ol style="list-style-type: none"> <li>1. Identifies problem, resources, potential change strategies within systems.</li> <li>2. Utilize systems knowledge to intervene at minimum with parent or teacher to change student behavior and provide evidence of second order change</li> <li>3. Systematically evaluates the success of consultation</li> </ol>	<ul style="list-style-type: none"> <li>• Consultation course grades (B or better)</li> <li>• Comprehensive portfolio defense (average rating of 3 for all aims)</li> <li>• Practicum evaluation item 5f (average score across students and semesters of 3 or better)</li> </ul>
	c. Demonstrates collaborative efforts to address multi-systemic issues	<ol style="list-style-type: none"> <li>1. Acquires knowledge of local, state, and national resources</li> <li>2. Develops intervention plans that go beyond the immediate system (or recognize, identify need to go beyond)</li> </ol>	<ul style="list-style-type: none"> <li>• Systems Intervention course grade (B or better)</li> <li>• Practicum evaluation item 5e (average score across students and semesters of 3 or better)</li> </ul>



Aim	Objective	Competency	Minimum level of achievement (How Measured)
<b>6. Implements empirically based assessment and intervention procedures</b>	a. Demonstrates knowledge of specific tools or techniques to assess cognitive, adaptive, academic, behavioral, and social-emotional functioning	<ol style="list-style-type: none"> <li>1. Acquires knowledge of a wide variety of tools or techniques</li> <li>2. Reliably conducts and scores standardized tests and systematic observations.</li> <li>3. Selects appropriate methods given purpose (hypothesis-testing approach), context, and client characteristics.</li> <li>4. Interprets findings in theoretically defensible way.</li> <li>5. Integrates data from multiple sources and methods to conceptualize case.</li> <li>6. Links referral concern, assessment results, and recommendations with best practices and empirically guided research</li> <li>7. Recognizes and applies diagnostic labels as appropriate according to empirical, professional, legal, and policy guidelines</li> </ol>	<ul style="list-style-type: none"> <li>• Assessment course grades (B or better)</li> <li>• Practicum evaluation item 4a-e (average score across students and semesters of 3 or better)</li> <li>• Annual portfolio review (rating of 3 or better)</li> <li>• Comprehensive portfolio defense (average rating of 3 for all aims)</li> </ul>
	b. Demonstrates knowledge of specific interventions to improve student performance across academic, behavioral, and social-emotional areas (including curricular interventions and teaching strategies, functional behavioral assessment and applied behavior analysis, and individual and group counseling)	<ol style="list-style-type: none"> <li>1. Acquires knowledge of a wide variety of evidence-based interventions</li> <li>2. Selects appropriate, empirically supported interventions given assessment results, client characteristics and context (treatment acceptability)</li> <li>3. Documents that interventions are implemented with integrity.</li> <li>4. Plans for and implements evaluation to determine intervention effects (social validity).</li> </ol>	<ul style="list-style-type: none"> <li>• Intervention courses grades (B or better)</li> <li>• Practicum evaluation item 5a-d (rating of 3 or better)</li> <li>• Comprehensive portfolio defense (average rating of 3 for all aims)</li> </ul>

Aim	Objective	Competency	Minimum level of achievement (How Measured)
<b>7. Demonstrates skills and attitudes for lifelong learning</b>	a. Conducts self-appraisal	1. Identifies strengths and weaknesses in professional skill areas.	<ul style="list-style-type: none"> <li>• Annual portfolio review (rating of 3 or better)</li> </ul>
	b. Engages in goal setting	1. Articulates professional development plan.	<ul style="list-style-type: none"> <li>• Supervision course grade (B or better)</li> <li>• Student practicum objectives (minimum of 2 goals for practicum experience)</li> </ul>
	c. Independently pursues activities to increase knowledge and skills	1. Attends conferences, in-services, or grand rounds. 2. Consolidates skills through teaching others.	<ul style="list-style-type: none"> <li>• Annual portfolio review (rating of 3 or better)</li> <li>• Vita (students attend at least one conference)</li> </ul>



**APPENDIX C**

**Ed.S. Advising and Course Planning Sheet  
2024-2025**

<b>Student Name:</b>	<b>Date:</b>
<b>Student ID#:</b>	<b>Advisor:</b>
<b>Substitution form submitted:</b>	

- I. For students with prior graduate coursework, transfer courses may be substituted with the approval of program faculty by completing the course substitution form. Submit the course substitution form along with transcripts and course syllabi to support course substitution requests.
- II. School Psychology Program Retention Requirements
- Students will meet or exceed a grade of “B” or better in all courses except for statistics courses where grades of “C” or better are allowed. Students not meeting these requirements must retake the course; performance will be noted in the student’s annual letter; and repeated underperformance could be grounds for remediation and or removal from program.
  - Professional behavior requirement
  - Participation/Attendance at all required program meetings (Fall/Spring)
  - Satisfactory performance across practicum settings
  - Scores of “Satisfactory” or above on Annual Portfolio
  - Student membership in the National Association of School Psychologist Association (NASP)
  - Successful completion of the PRAXIS exam by the end of Year 3
  - Completion of minimum 450 clock hours of practicum by end of year 2
  - One semester each- rural, urban, elementary, and middle or high school setting



## APPENDIX E

### BENCHMARKS AND DEADLINES

Name: \_\_\_\_\_ Year Entered: \_\_\_\_\_

#### **YEAR 1**

##### Fall Semester

- |                                                                                            |                    |
|--------------------------------------------------------------------------------------------|--------------------|
| <input type="checkbox"/> Attend program orientation                                        | August             |
| <input type="checkbox"/> Attend College orientation                                        | August             |
| <input type="checkbox"/> Meet with student mentor                                          | Monthly            |
| <input type="checkbox"/> Attend student school psychology association meeting(s)           | As scheduled       |
| <input type="checkbox"/> Consult with advisor about “program benchmarks and guidelines”    | As needed          |
| <input type="checkbox"/> Consult with advisor about annual portfolio structure and format  | September          |
| <input type="checkbox"/> Collect information and begin annual portfolio                    | October            |
| <input type="checkbox"/> Begin seeking funding opportunities for following semester        | November           |
| <input type="checkbox"/> Present evidence of portfolio progress to advisor                 | December           |
| <input type="checkbox"/> Complete document for student annual review and submit to advisor | December – January |

##### Spring Semester

- |                                                                                                                                                                       |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <input type="checkbox"/> Attend student school psychology association meeting(s)                                                                                      | As scheduled   |
| <input type="checkbox"/> Meet with student mentor                                                                                                                     | Monthly        |
| <input type="checkbox"/> Consult with advisor about “program benchmarks and guidelines”                                                                               | As needed      |
| <input type="checkbox"/> Schedule meeting with advisor to discuss annual review<br>(Advisor completes advisor review form and criteria for progress form-early March) | February-March |
| <input type="checkbox"/> Consider applying for funding for following semester                                                                                         | April/May      |
| <input type="checkbox"/> Present annual portfolio to advisor                                                                                                          | April          |
| <input type="checkbox"/> Attend Spring Town Hall (mandatory)                                                                                                          | May            |
| <input type="checkbox"/> Discuss annual review feedback with advisor                                                                                                  | May            |

#### **YEAR 2**

##### Fall Semester

- |                                                                                                                        |              |
|------------------------------------------------------------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Serve as a mentor for a first-year student                                                    | Aug; monthly |
| <input type="checkbox"/> Attend student school psychology association meeting(s)                                       | As scheduled |
| <input type="checkbox"/> Consult with advisor about “program benchmarks and guidelines”                                | As needed    |
| <input type="checkbox"/> Consult with advisor about material for annual portfolio and plans for Ed.S. level internship | October      |

- |                                                                                            |                 |
|--------------------------------------------------------------------------------------------|-----------------|
| <input type="checkbox"/> Attend mandatory meeting                                          | October         |
| <input type="checkbox"/> Submit applications for internship                                | October-January |
| <input type="checkbox"/> Present annual portfolio to advisor                               | December        |
| <input type="checkbox"/> Complete document for student annual review and submit to advisor | Dec-Jan         |
| <input type="checkbox"/> Begin seeking funding opportunities for following semester        | November        |

Spring Semester

- |                                                                                                                                                           |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <input type="checkbox"/> Attend school psychology association meeting(s)                                                                                  | As scheduled   |
| <input type="checkbox"/> Consult with advisor about “program benchmarks and guidelines”                                                                   | As needed      |
| <input type="checkbox"/> Serve as a mentor for a first-year student                                                                                       | Monthly        |
| <input type="checkbox"/> Schedule meeting with advisor to discuss annual review<br>(Advisor completes advisor review form and criteria for progress form) | February-March |
| <input type="checkbox"/> Complete document for student annual review and submit to advisor                                                                | Jan- February  |
| <input type="checkbox"/> Present annual portfolio to advisor                                                                                              | April          |
| <input type="checkbox"/> Attend mandatory meeting                                                                                                         | May            |
| <input type="checkbox"/> Discuss annual review feedback with advisor                                                                                      | May            |

**YEAR 3**

Fall Semester

- |                                                                                            |                  |
|--------------------------------------------------------------------------------------------|------------------|
| <input type="checkbox"/> Attend Fall Orientation/Fall Town Hall                            | August           |
| Attend school psychology association meeting(s). As Scheduled                              |                  |
| <input type="checkbox"/> Consult with advisor about “program benchmarks and guidelines”    | As needed        |
| <input type="checkbox"/> Identify a case for comprehensive portfolio case study            | Ongoing          |
| <input type="checkbox"/> Consult with advisor about material for comprehensive portfolio   | October          |
| <input type="checkbox"/> Complete document for student annual review and submit to advisor | December-January |

Spring Semester

- |                                                                                                                                                                                                                                                                                     |                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <input type="checkbox"/> Finalize case study for comprehensive portfolio                                                                                                                                                                                                            | February                     |
| <input type="checkbox"/> Attend school psychology association meeting(s)                                                                                                                                                                                                            | As scheduled                 |
| <input type="checkbox"/> Consult with advisor about “program benchmarks and guidelines”                                                                                                                                                                                             | As needed                    |
| <input type="checkbox"/> Schedule meeting with advisor to discuss comprehensive portfolio<br>(Advisor completes advisor review form and criteria for progress form; together determine committee for comprehensive portfolio) and set date for comprehensive portfolio meeting date | February-March               |
| <input type="checkbox"/> Apply for degree                                                                                                                                                                                                                                           | Graduate College<br>Deadline |
| <input type="checkbox"/> Present and defend comprehensive portfolio                                                                                                                                                                                                                 | April                        |
| <input type="checkbox"/> Pass PRAXIS II exam and submit report to college                                                                                                                                                                                                           | February                     |
| <input type="checkbox"/> Attend Spring Town Hall (mandatory)                                                                                                                                                                                                                        | May                          |





## **APPENDIX F**

### **Overview of Annual and Comprehensive Portfolio Organization and Requirements**

Your annual portfolio is prepared and updated continuously. You will present an annual portfolio to the program faculty every academic year you are enrolled as a student, except the academic year you defend your comprehensive portfolio. During your first year in the program, you will develop the physical portfolio beginning immediately and you will seek ongoing support and input from your advisor. Each year you will edit statements, content, and goal reflections. The product should be “new” and updated for the academic year under review (e.g., “one paper from a psychology course”) except in the cases where a course is taken only once (e.g., ethics). (Documents should be maintained to be presented cumulatively to the faculty in the Comprehensive Portfolio defense.) In the spring of every academic year, you will present your portfolio to your advisor for feedback, along with the annual review forms for approval (Student Annual Review Form [completed], Advisor Annual Review Form, and Criteria for Maintaining Satisfactory Progress); all annual review forms are available in [the appendices](#). In the late spring semester on dates identified by program faculty, your portfolio will be reviewed by the full program faculty, and you will receive an official letter of progress from your advisor.

Your portfolio should be uploaded to the Annual Evaluation ICON site. Content areas should be delineated according to modules and assignments on the site. This is a professional product and should appear as such. Include the uploading of signed forms indicating your advisor has reviewed your physical portfolio and completed annual review forms from [\(Found in appendices\)](#).

**By the program designated deadline**, you must provide all program faculty members with electronic copies of I-V below.

#### **Portfolio Content**

##### **I) Table of Contents**

##### **II) Annual Review Forms (Advisor and Student Forms with signatures)**

##### **III) Introduction to Portfolio Content**

- The introductory pages of the portfolio should address your overall growth and development. You may decide if you present information in one statement or in multiple statements to showcase your professional status and progress.
  - Describe your progress toward becoming the school psychologist you desire to be.
  - What is your theoretical orientation toward research and practice?
  - What are your competencies as a developing professional in terms of areas of study, research, practice, diversity, and multi-culturalism?

##### **IV) CV and Transcript**

- Include copies (unofficial or official) of all graduate transcripts.
- Prepare and update a professional CV (use resources in the COE TLC for assistance with formatting).

##### **V) Documentation of Competencies**

- How are your competencies developing regarding the seven program goals? The Progress toward Program Goals table will guide you in gathering and preparing materials for this section of the portfolio. Provide evidence showing progress as indicated in each goal. On occasion, you will be unable to address an objective in a goal because you are not enrolled in a specific class. You need to address all the objectives that are relevant for your year in the program. Additionally, each goal requires a 1–2-page reflection that must demonstrate annual progress toward the goal. Each annual goal statement should reflect experiences and growth from the

time of the last annual meeting. For clarity, you may wish to use dividers to organize goal-related content.

- Advisors and program faculty will evaluate independently your progress using a scoring rubric.

Your written materials and your defense of the materials/content will be scored.

### **Portfolio Requirements**

What follows is a comprehensive list of items to be included in the portfolio. Starred (\*) items indicate which of these requirements are attached to specific coursework. NOTE that by the final oral defense of the portfolio, all products are to be included in the portfolio. Prior to the defense, students will include products that are consistent with completed course work and related activities, including research groups, professional activities, and so on.

#### ANNUAL Requirements:

1. Documentation (in CV) of participation on one or more research teams
2. Annual presentation of data-based practicum work (e.g., sample practicum report) which demonstrates utilization of scientific literature in formulating assessment and intervention plans, awareness of professional issues and ethics, and attention to diversity and individual differences\*
3. Annual practicum evaluation (referenced items are contained on practicum evaluation form)
  - a. professional and ethical behaviors and interpersonal relations
  - b. professional and ethical behavior.
  - c. interpersonal relationships
  - d. dissemination of information
  - e. to interpersonal relationships, assessment, and intervention/consultation.
  - f. intervention/consultation
  - g. intervention/consultation
  - h. Assessment
  - i. intervention/consultation
4. Successful completion of annual oral covering topics pertaining to the student's portfolio submissions for the year. Relevant topics might include:
  - a. Supervision
  - b. Multicultural competence
  - c. Interpersonal strengths and areas to improve.
  - d. Theoretical orientation
  - e. Interdisciplinary and interagency collaboration
  - f. Professional strengths and weaknesses
5. Annual documentation (in CV) of affiliation with professional organization. The following developmental sequence should be followed as students' progress through the program:
  - a. Student becomes a member of at least two professional organizations.
  - b. Student attends one state/national conference
  - c. Student actively participates in professional organization, e.g., volunteers to help at conference, joins subcommittee, serves in formal position, presents at conference (poster, paper, symposium)
6. Documentation (in CV) of professional development activity. This could include, but is not limited to, leading a workshop, parent training, or teacher in-service.
7. Annual preparation of written goals to be reviewed during the portfolio meeting.

#### LEVEL ONE:

1. Assist as needed in updating practicum's electronic record of local, state, and national resources.

2. Organize intervention course products (e.g., resource notebook; annotated bibliography; critical review of the literature; workshop materials) demonstrating evidence-based practice as applied to academic, social-emotional, and behavioral targets\*
3. Scholarly paper or other course product from a school psychology course that documents broad knowledge in the science of psychology\*

**LEVEL TWO:**

1. Scholarly paper or other course product from a scientific psychology course that documents broad knowledge in the science of psychology\*
2. Product from Issues & Ethics course which demonstrates working knowledge of ethical decision making\*
3. Product from Multicultural Counseling course which demonstrates working knowledge of multicultural issues\*

**LEVEL THREE:**

1. Paper associated with PSQF:7263 delineating a consultation (including problem identification, change strategies, consultation results, and systematic evaluation of outcomes) \*
2. Course paper or product that addresses system level interventions\*
3. Satisfactory completion of a formal case presentation that indicates the integration of science and practice, knowledge of individual differences and application within the clinical realm.
4. Satisfactory completion of a final oral exam covering professional and current issues, history, law, and ethics as part of the portfolio defense prior to applying for internship
5. A paper, presented to faculty by the final portfolio defense, that summarizes the following:
  - a. the student's theoretical orientation
  - b. with relevant citations of theoretical and research support for components of the orientation
  - c. how this orientation influences the student's work with clients, including assessment and intervention
  - d. with examples of how this orientation has worked (or failed to work) with selected clients
  - e. and how multiculturalism fits with this theoretical approach with racial and ethnic groups and other cultural groups

**ANNUAL PROGRESS TOWARD PROGRAM AIMS**  
**(PORTFOLIO ITEM IV)**  
**SECTION 1**

STUDENT: \_\_\_\_\_ ADVISOR: \_\_\_\_\_

DATE OF ANNUAL REVIEW: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**Progress Toward Professional Aims**

Artifact	Absent	Present	Comments
1. Introduction – Statement of Purpose			
2. Research Statement			
3. CV			
4. Seven goals/competency statement			
5. Unofficial Transcript			
6. Annual Review Form – student			
7. Annual Review Form - advisor			

**SECTION 2**  
**Progress Toward Seven Aims**

**Scoring Rubric**

- 1 = **Unsatisfactory**: The student’s progress is unsatisfactory; the student demonstrates lack of mastery in this goal.
- 2 = **Satisfactory**: The student is making satisfactory progress in this goal. The student shows sufficient evidence of mastery.
- 3 = **Exemplary**: The student is making excellent progress through the program and demonstrates exceptional progress in this goal; evidence shows exceptional mastery.

<u>Section</u>	<u>Score</u>	<u>Comments</u>
<b><i>Aim 1: Develops identity as a professional school psychologist</i></b>		
<b>Objective 1.1</b> Works effectively with peers, faculty/staff, supervisors, children, families, and school personnel, as evidenced by practicum evaluations and by a lack of complaints regarding interpersonal relationships with all the above persons.		

<b>Objective 1.2</b> Demonstrates effective oral and written communication skills via coursework and participation, practicum grades and products, research, and annual review.			
<b>Objective 1.3</b> Demonstrates effective supervision skills based on current literature in professional psychology and related fields and supervised practice, as evidenced by grade of 'B' or better in Supervision course. Include course product(s).			
<b>Objective 1.4</b> Demonstrates knowledge of history and current issues in psychology and school psychology, as evidenced by grade of 'B' or better in History and Systems. Include course product(s).			
<b>Rate the following objectives using this rubric:</b> 1 = The objective has not been completed. 2 = Several, but not all, essential objective elements completed. 3 = All essential objective elements completed.			
<b>Objective 1.5</b> Verification of portfolio requirements through artifact submission.			
<b>1.5.1.</b> Attend 1 conference (e.g., IPA, APA, ISPA), including attending 1 invited talk, 5 presentations, and 1 poster session.			
<b>1.5.2.</b> Volunteer for 1 professional activity within school psychology (e.g., serving as local representative for state/national group, reviewing books or papers, etc.).			
<b>1.5.3.</b> Document affiliation with 2 national/local organizations relevant to the professional identity of school psychology and own interests (e.g., Division 16, NASP, ABA, CEC, NAGC).			
<b>1.5.4.</b> Write a 1–2-page reflection paper on annual progress toward this goal. The reflection paper should include the student's experiences related to membership in school psychology associations, conference attendance and volunteer activities within school psychology.			
<b><i>Aim 2: Develops an understanding of theoretical and empirical foundations in the science of psychology with specific applications to children and schools</i></b>			
<b>2.1</b> Demonstrates broad knowledge of theories relevant to understanding human behavior, as			

evidenced by grades of 'B' or better in Scientific Psychology courses.			
<b>2.2</b> Demonstrates skills in psychological measurement, research design, data analysis, and program evaluation, as evidenced by grades of 'C' or better in statistics courses and 'B' or better in measurement and qualitative research courses.			
<b>Rate the following objectives using this rubric:</b> 1 = The objective has not been completed. 2 = Several, but not all, essential objective elements completed. 3 = All essential objective elements completed.			
<b>2.3</b> Verification of portfolio requirements through artifact submission.			
<b>2.3.1</b> One paper from a core psychology course that documents broad knowledge in psychology as related to children and schools.			
<b>2.3.2</b> One paper from a school psychology course that documents broad knowledge in school psychology.			
<b>2.3.3</b> Write a 1–2-page reflection paper on annual progress toward this goal. The reflection paper should include your thoughts on the knowledge you gained in your psychology course and a school psychology course related to children in schools and your development as a school psychologist.			
<b><i>Aim 3: Understands and works within ethical and legal boundaries of the profession</i></b>			
<b>3.1</b> Demonstrates knowledge of local, state, and national policy and law pertaining to psychology and education.			
<b>3.2</b> Demonstrates knowledge of ethical principles and standards for the profession of psychology and school psychology, as evidenced by grade of 'B' or better in the Ethics course and practicum performance.			
<b>Rate the following objectives using this rubric:</b> 1 = The objective has not been completed. 2 = Several, but not all, essential objective elements completed. 3 = All essential objective elements completed.			
<b>3.3</b> Verification of portfolio requirements through artifact submission.			

<p><b>3.3.1</b> Writes a reflective summary of an ethical dilemma you experienced this year and its resolution.</p>			
<p><b>3.3.2</b> Course product from your ethics and issues course submitted.</p>			
<p><b>3.3.3</b> Writes a 1–2-page reflection paper on annual progress toward this goal that addresses the dilemma you described and the course product you submitted in your ethics and issues course,</p>			
<p><b>Aim 4: Integrates awareness of knowledge of and sensitivity to individual and cultural differences</b></p>			
<p><b>4.1</b> Demonstrates awareness of own and alternative world views, as demonstrated by grade of ‘B’ or better from a multicultural course and practicum performance.</p>			
<p><b>4.2</b> Demonstrates knowledge of individual and culturally sensitive interactions and case conceptualizations, as evidenced by grade of ‘B’ or better in Beginning Practicum course. Summary of practicum work with diverse clients and families that demonstrates knowledge through individually and culturally sensitive interactions and case conceptualizations.</p>			
<p><b>4.3</b> Demonstrates sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic, and lifestyle issues.</p>			
<p><b>4.4</b> Evidence of commitment to increasing knowledge, skills and attitudes in multicultural competence includes at least one targeted long-term activity (e.g., advanced multicultural course, targeted practicum, volunteer work with youth who are underrepresented). A targeted long-term activity focuses on some aspect of diversity/multiculturalism such as race, gender, social class, sexual orientation, or ability issues to name a few.</p>			
<p><b>Rate the following objectives using this rubric:</b></p> <p>1 = The objective has not been completed.</p> <p>2 = Several, but not all, essential objective elements completed.</p> <p>3 = All essential objective elements completed.</p>			
<p><b>4.5</b> Verification of portfolio requirements through artifact submission.</p>			

4.5.1 Course product from a multicultural course submitted.			
4.5.2 Write a 1–2-page reflection paper on annual progress toward this goal. The reflection paper should include your reflections on how the course product you submitted from the multicultural course helps you integrate individual and cultural differences in your development as a school psychologist.			
<b><i>Aim 5: Demonstrates skills in consultation and collaborative services to families, schools, and community systems</i></b>			
5.1. Demonstrates basic interpersonal skills.			
5.2 Demonstrates knowledge of consultation models and strategies, as evidenced by a grade of 'B' or better in Consultation course.			
<b>Rate the following objectives using this rubric:</b> 1 = The objective has not been completed. 2 = Several, but not all, essential objective elements completed. 3 = All essential objective elements completed.			
5.4 Verification of portfolio requirements through artifact submission.			
5.4.1 Documentation of all advanced practicum evaluations.			
5.4.2 Writes a 1–2-page reflection paper on annual progress toward this goal related to your experiences in practica and the systems intervention course that demonstrates your knowledge in consultation and collaboration.			
<b><i>Aim 6: Implements empirically based assessment and intervention procedures</i></b>			
6.1 Demonstrates knowledge of specific tools or techniques to assess cognitive, adaptive, academic, behavioral, and social-emotional functioning, as evidenced by grades of 'B' or better in cognitive, academic, and social/emotional and behavioral assessment courses. Provide copies of reports and case study notes that demonstrate these skills and knowledge.			
6.2 Knowledgeable of specific interventions to improve student performance across academic, behavioral, and social-emotional areas (including curricular interventions and teaching strategies, functional behavioral assessment			



and applied behavior analysis, and individual and group counseling), as evidenced by grades of 'B' or better in academic, behavior, and socio-emotional intervention courses and all counseling courses. Provides copies of reports and case study notes that demonstrate			
<b>Rate the following objectives using this rubric:</b> 1 = The objective has not been completed. 2 = Several, but not all, essential objective elements completed. 3 = All essential objective elements completed.			
<b>6.3</b> Verification of portfolio requirements through artifact submission.			
<b>6.3.1</b> Documentation of EBA and interventions.			
<b>6.3.2</b> Documentation of and materials from presentation of one (1) training or workshop and evaluation of same.			
<b>6.3.3</b> Includes course product (s) that demonstrate knowledge of specific tools or techniques to assess cognitive, adaptive, academic, behavioral, and social emotional functioning.			
<b>6.3.4</b> Includes course product (s) that demonstrate knowledge of specific interventions from academic, behavior, and socio-emotional intervention and counseling courses.			
<b>6.3.5</b> Write a 1–2-page reflection paper on annual progress toward this goal that addresses the EBA, and intervention submitted, the training workshops and evaluation, and specific tools and interventions in courses.			
<b><i>Aim 7: Demonstrates skills and attitudes for life-long learning</i></b>			
<b>7.1</b> Conducts self-appraisal identifying professional strengths and weaknesses, as evidenced by Student Review Form.			
<b>7.2</b> Engages in goal setting, as evidenced by Student Review Form.			
<b>7.3</b> Pursues independent activities to increase knowledge and skills.			
<b>Rate the following objectives using this rubric:</b> 1 = The objective has not been completed. 2 = Several, but not all, essential objective elements completed. 3 = All essential objective elements completed.			

<b>7.4</b> Verification of portfolio requirements through artifact submission.			
<b>7.4.1</b> Documentation of all practicum work including case conceptualization report utilizing an EBA and intervention; documentation of EBA and interventions; evaluation of students' participation and utilization of group supervision (as evidenced via practicum evaluation form) and feedback of direct observations.			
<b>7.4.2</b> One documented experience (research, clinical, service) within an interdisciplinary team, with a written reflective summary of what the student learned about school psychology's relation to other disciplines.			
<b>7.4.3</b> Creates cumulative record of annual progress letters, annual and advisor, and practicum evaluations.			
<b>7.4.4</b> Writes a 1–2-page reflection paper on annual progress toward this goal summarizing reflections on documents and papers submitted related to skills and attitudes for life-long learning.			
<b>TOTAL SCORES</b>			

### SECTION 3

#### Action(s) Recommended from This Review

Based on the results of the present review the following decision is made regarding the student's overall progress in the program

- A) **Excellent:** The student is making excellent progress through the program and demonstrates exceptional performance across all 7 program aims; in addition to progressing at an exceptional rate through courses and completing research and the Comprehensive Portfolio. The student is also excelling in practice and conduct (Section 2 scores from 110-129).
- B) **Satisfactory:** The student is making satisfactory progress through the program and across all seven program aims; the student has completed the requirements for that semester and is achieving at a satisfactory level in research, coursework, practica, and conduct (Section 2 scores from 66-109).
- C) **Unsatisfactory:** The student's progress is unsatisfactory; the student has not completed the requirements for the semester or is not achieving at a desired level in coursework, research, practicum, or is not behaving in a professional or ethical manner (Section 2 scores from 1-65). A selective review will be conducted to determine next steps to assist the student achieve satisfactory progress.

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Name of Faculty

Signature

Date

## **APPENDIX G**

### **Annual Review Forms**

The following three forms should be completed before every annual review meeting.

- 1) You will complete the Student Review Form annually in late-February/early-March. In mid-March, you will present it, along with your in-progress portfolio, to your advisor for discussion.
- 2) Your advisor will complete the Advisor Review Form in early-March to be reviewed with you at the same time the Student Review Form is discussed.
- 3) Your advisor will complete the Criteria for Adequate Progress before your annual review meeting as a basis for conversation at the annual meeting.
- 4) All three completed forms and your complete portfolio will be presented to the faculty for the annual review meeting.

These forms are to guide the annual review and provide quantitative, annual information to evaluate your progress.

Copies of annual forms must be filed in your portfolio (under Goal 7) to create a cumulative record and presented annually in the portfolio to examine growth.

## **Student Annual Review Form**

Student:

Advisor:

Date of Annual Review:

Year of entry into PhD program:

Provide a summary of your progress for your advisor in each area for the current academic year in preparation of your Annual Review Meeting.

ACADEMIC PROGRESS in School Psychology courses:

Comments—

PRACTICUM PROGRESS:

Comments—

RESEARCH PROGRESS:

Comments—

PROGRESS in other course areas and requirements:

Comments—

PROFESSIONAL BEHAVIOR AND DEVELOPMENT:

Comments—

OVERALL PROGRESS:

**Advisor Annual Review Form**

Student:

Advisor:

Date of Annual Review:

Year of entry into PhD program:

Provide a summary of student progress in each area for the current academic year in preparation of Annual Review Meeting.

ACADEMIC PROGRESS in School Psychology courses:

Comments—

PRACTICUM PROGRESS:

Comments—

RESEARCH PROGRESS:

Comments—

PROGRESS in other course areas and requirements:

Comments—

PROFESSIONAL BEHAVIOR AND DEVELOPMENT:

Comments—

OVERALL PROGRESS:

I have received feedback on my progress from my advisor.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

## **APPENDIX I**

### **The Comprehensive Portfolio Defense**

The Comprehensive Portfolio oral defense will be scheduled upon completion of the required coursework and compilation of all required portfolio documents. With the advisor's approval, the student will submit to the Graduate College an application form for the Comprehensive Examination. The Office of Student Services (N201 LC) has all the required paperwork and can offer advice on completion.

A student cannot **begin** an internship before all but the internship course has received a final grade.

#### **Process for Comprehensive Portfolio Defense: The Case Study**

The comprehensive portfolio defense provides an opportunity for the faculty and students to consider the accumulated products that have been created to satisfy the school psychology program of study. During the defense, which is scheduled for two hours, the student will present a case contained within the portfolio (for approximately 30 minutes) and answer a range of questions from the faculty members.

The 30-minute presentation will highlight the student's role in the case and their rationale for all actions taken with the client(s). The rationale will be grounded in the student's theoretical orientation and the assessment and intervention decisions will be based on empirical evidence of effectiveness.

In keeping with case presentation training and expectations from PSQF:7337 Advanced Practicum, the presentation must include case conceptualization/theoretical orientation, background information, referral question(s), assessment information (procedures, results), intervention/treatment information and data, conclusions, recommendations, acceptability of recommendations, follow-up, ethical dilemmas, diversity issues, and references.

The student must use handouts and PowerPoint (or other presentation) slides, offering relevant details on the client and options for service delivery. The faculty will ask questions on the case and the student's role as a service provider.

*General issues to consider:* The featured case will likely be one that the student considers an especially good example of their abilities. Recognizing that a student may not be assigned full responsibility for a case, the faculty expects students to fully discuss individual contributions and to clarify the role of others in the service delivery process. The student will provide recommendations for assessment, intervention, and evaluation components to the case. The student should present the limitations of data gathered, and ethical dilemmas present in the case and potential resolutions.

The portfolio defense continues with questions from the faculty on other products within the portfolio materials. Requests for clarification and discussion of specific items are to be expected.

**Comprehensive Portfolio Defense Checklist**  
**School Psychology Program**  
**The University of Iowa**

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<https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees>).

The composition of the dissertation committee for school psychology students follows the same process with additional requirements:

- a. Two School Psychology Faculty members, one of whom chairs or co-chairs the committee.
- b. One School Psychology faculty member OR one departmental (Psych. and Quantitative Foundations) faculty member
- c. One other faculty member (tenure track if another of the members is non-tenure track).

**At the beginning of the semester in which you plan to defend:**

- Invite 4 faculty to serve on your portfolio committee  
A minimum of 4 members is required, which must be constituted as follows:
  1. Chair or co-chair: School Psychology faculty
  2. An additional School Psychology faculty member
  3. One faculty member from the College of Education
  4. One other faculty member (preferably P & Q Division)
  
- Complete non-doctoral *Plan of Study* form
  - Due dates and forms are available on the Office of Student Services (OSS) website: <https://education.uiowa.edu/office-student-services/graduate-exams/graduate-exams-procedures-and-deadlines>. \*Please note that the application deadline is near the beginning of each semester

**After completing all portfolio components:**

- Submit your portfolio to your advisor for their approval.
  
- Once your advisor approves all components of the portfolio (i.e., all Annual, Required, and Level 1, 2, and 3 documents), contact your committee members to schedule a defense date.

**AT LEAST 1 week prior to your defense date:**

- Upload your portfolio in the designated ICON site so that it is available for committee members to review.
  
- Upload an electronic copy of your curriculum vitae and final case presentation to all committee members.



## **APPENDIX M**

### **COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY**

<https://www.apa.org/ed/graduate/competency>

<https://www.apa.org/ed/graduate/benchmarks-evaluation-system>

#### **I. PROFESSIONALISM**

<b>1. Professional Values and Attitudes:</b> as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>1A. Integrity - Honesty, personal responsibility and adherence to professional values</b>		
Understands professional values; honest, responsible	Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	Monitors and independently resolves situations that challenge professional values and integrity
<b>1B. Department</b>		
Understands how to conduct oneself in a professional manner	Communication and physical conduct (including attire) is professionally appropriate, across different settings	Conducts self in a professional manner across settings and situations
<b>1C. Accountability</b>		
Accountable and reliable	Accepts responsibility for own actions	Independently accepts personal responsibility across settings and contexts
<b>1D. Concern for the welfare of others</b>		
Demonstrates awareness of the need to uphold and protect the welfare of others	Acts to understand and safeguard the welfare of others	Independently acts to safeguard the welfare of others
<b>1E. Professional Identity</b>		
Demonstrates beginning understanding of self as professional: “thinking like a psychologist”	Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	Displays consolidation of professional identity as a psychologist; demonstrates knowledge

		about issues central to the field; integrates science and practice
--	--	--------------------------------------------------------------------

<b>2. Individual and Cultural Diversity:</b> Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>2A. Self as Shaped by Individual and Cultural Diversity</b> (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status ) <b>and Context</b>		
Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>		
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation
<b>2D. Applications based on Individual and Cultural Context</b>		
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work

<b>3. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>3A. Knowledge of ethical, legal and professional standards and guidelines</b>		
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines
<b>3B. Awareness and Application of Ethical Decision Making</b>		
Demonstrates awareness of the importance of applying an ethical decision model to practice	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	Independently utilizes an ethical decision-making model in professional work
<b>3C. Ethical Conduct</b>		
Displays ethical attitudes and values	Integrates own moral principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies
<b>4. Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
<b>4A. Reflective Practice</b>		
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice	Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity	Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool
<b>4B. Self-Assessment</b>		
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills
<b>4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)</b>		
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	Self-monitors issues related to self-care and promptly intervenes when disruptions occur

<b>4D. Participation in Supervision Process</b>		
<b>Demonstrates straightforward, truthful, and respectful communication in supervisory relationship</b>	<b>Effectively participates in supervision</b>	<b>Independently seeks supervision when needed</b>

## II. RELATIONAL

<b>5. Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>5A. Interpersonal Relationships</b>		
<b>Displays interpersonal skills</b>	<b>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</b>	<b>Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities</b>
<b>5B. Affective Skills</b>		
<b>Displays affective skills</b>	<b>Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively</b>	<b>Manages difficult communication; possesses advanced interpersonal skills</b>
<b>5C. Expressive Skills</b>		
<b>Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills</b>	<b>Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language</b>	<b>Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts</b>

## III. SCIENCE

<b>6. Scientific Knowledge and Methods:</b> Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>6A. Scientific Mindedness</b>		
<b>Displays critical scientific thinking</b>	<b>Values and applies scientific methods to professional practice</b>	<b>Independently applies scientific methods to practice</b>

<b>6B. Scientific Foundation of Psychology</b>		
Demonstrates understanding of psychology as a science	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)
<b>6C. Scientific Foundation of Professional Practice</b>		
Understands the scientific foundation of professional practice	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundations independently applied to practice

<b>7. Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
<b>7A. Scientific Approach to Knowledge Generation</b>		
Participates effectively in scientific endeavors when available	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	Generates knowledge
<b>7B. Application of Scientific Method to Practice</b>		
No expectation at this level	Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	Applies scientific methods of evaluating practices, interventions, and programs

#### IV. APPLICATION

<b>8. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>8A. Knowledge and Application of Evidence-Based Practice</b>		
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>9A. Knowledge of Measurement and Psychometrics</b>		
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	Selects assessment measures with attention to issues of reliability and validity	Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context
<b>9B. Knowledge of Assessment Methods</b>		
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning
<b>9C. Application of Assessment Methods</b>		
Demonstrates knowledge of measurement across domains of functioning and practice settings	Selects appropriate assessment measures to answer diagnostic question	Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice
<b>9D. Diagnosis</b>		
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

<b>Assessment continued</b>		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>9E. Conceptualization and Recommendations</b>		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	Utilizes systematic approaches of gathering data to inform clinical decision-making	Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
<b>9F. Communication of Assessment Findings</b>		
Demonstrates awareness of models of report writing and progress notes	Writes assessment reports and progress notes and communicates assessment findings verbally to client	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
<b>10A. Intervention planning</b>		
Displays basic understanding of the relationship between assessment and intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context
<b>10B. Skills</b>		
Displays basic helping skills	Displays clinical skills	Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations
<b>10C. Intervention Implementation</b>		
Demonstrates basic knowledge of intervention strategies	Implements evidence-based interventions	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate
<b>10D. Progress Evaluation</b>		
Demonstrates basic knowledge of the assessment of intervention progress and outcome	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures

<b>11. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>11A. Role of Consultant</b>		
No expectation at this level	Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	Determines situations that require different role functions and shifts roles accordingly to meet referral needs
<b>11B. Addressing Referral Question</b>		
No expectation at this level	Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question
<b>11C. Communication of Consultation Findings</b>		
No expectation at this level	Identifies literature and knowledge about process of informing consultee of assessment findings	Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations
<b>11D. Application of Consultation Methods</b>		
No expectation at this level	Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

## V. EDUCATION

<b>12. Teaching:</b> Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>12A. Knowledge</b>		
No expectation at this level	Demonstrates awareness of theories of learning and how they impact teaching	Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences
<b>12B. Skills</b>		
No expectation at this level	Demonstrates knowledge of application of teaching methods	Applies teaching methods in multiple settings



<b>13. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>13A. Expectations and Roles</b>		
Demonstrates basic knowledge of expectations for supervision	Demonstrates knowledge of, purpose for, and roles in supervision	Understands the ethical, legal, and contextual issues of the supervisor role
<b>13B. Processes and Procedures</b>		
No expectation at this level	Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise
<b>13C. Skills Development</b>		
Displays interpersonal skills of communication and openness to feedback	Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients
<b>13D. Supervisory Practices</b>		
No expectation at this level	Provides helpful supervisory input in peer and group supervision	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

## VI. SYSTEMS

<b>14. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>14A. Knowledge of the Shared and Distinctive Contributions of Other Professions</b>		
No expectation at this level	Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals	Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals
<b>14B. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>		
Cooperates with others	Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning
<b>14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</b>		

No expectation at this level	Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals
<b>14D. Respectful and Productive Relationships with Individuals from Other Professions</b>		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	Develops and maintains collaborative relationships and respect for other professionals	Develops and maintains collaborative relationships over time despite differences

<b>15. Management-Administration:</b> Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).		
<b>15A. Appraisal of Management and Leadership</b>		
No expectation at this level	<p><b>Forms autonomous judgment of organization's management and leadership</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Applies theories of effective management and leadership to form an evaluation of organization</li> <li>• Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness</li> </ul>	<p><b>Develops and offers constructive criticism and suggestions regarding management and leadership of organization</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Identifies strengths and weaknesses of management and leadership or organization</li> <li>• Provides input appropriately; participates in organizational assessment</li> </ul>
<b>15B. Management</b>		
No expectation at this level	Demonstrates awareness of roles of management in organizations	Participates in management of direct delivery of professional services; responds appropriately in management hierarchy
<b>15C. Administration</b>		
Complies with regulations	Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	Demonstrates emerging ability to participate in administration of clinical programs
<b>15D. Leadership</b>		
No expectation at this level	No expectation at this level	Participates in system change and management structure

<b>16. Advocacy:</b> Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>16A. Empowerment</b>		
<b>Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention</b>	<b>Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision</b>	<b>Intervenes with client to promote action on factors impacting development and functioning</b>
<b>16B. Systems Change</b>		
<b>Understands the differences between individual and institutional level interventions and system's level change</b>	<b>Promotes change to enhance the functioning of individuals</b>	<b>Promotes change at the level of institutions, community, or society</b>

## **APPENDIX N**

### The University of Iowa School Psychology Program Policy on Professional Competence, Personal Comportment, and Ethical Behavior

*Special Note: This policy is a result of a review and adaptation of policies and procedures from professional psychology programs across the nation, including the University of Massachusetts at Boston and the Counseling Psychology Program at The University of Iowa, and references to professional organization codes of conduct, ethical principles, and competency guidelines.*

#### **I. Professional Competence**

The University of Iowa School Psychology Program provides students with the opportunity to acquire and demonstrate the knowledge, skills, and dispositions necessary to be thoughtful and responsive practitioners. Our primary purpose is to train students to be outstanding, ethical, and multiculturally competent scientist-practitioners who promote psychology as a profession and science for the betterment of the human condition. This is accomplished through coursework and applied training experiences which are sequenced in accordance with a developmental model of training.

The purpose of this professional competence policy is to clarify and identify areas of professional, ethical, and personal conduct expected of the students in the School Psychology Program at The University of Iowa, and to describe the procedures for identifying, assessing, and addressing issues related to incompetence, problematic behavior, and/or ethical misconduct. As an accreditation-seeking program in psychology and a graduate training program in school psychology, our program adheres to and is guided by the American Psychological Association's Ethical Principles and Code of Conduct (<http://www.apa.org/ethics/code/index.aspx>) as well as the National Association of School Psychologist's Principles for Professional Ethics (<https://www.nasponline.org/standards-and-certification/professional-ethics>).

Several definitions of competency exist and as it relates to the profession of psychology, our program has adopted the following competency definition as found in the work of Epstein and Hundert (2002).

Their definition is as follows:

*...professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served. Competence builds on a foundation of basic clinical skills, scientific knowledge, and moral development. It includes a cognitive function—acquiring and using knowledge to solve real-life problems; an integrative function—using biomedical and psychosocial data in clinical reasoning; a relational function—communicating effectively with patients and colleagues; and an affective/moral function—the willingness, patience, and emotional awareness to use these skills judiciously and humanely (p. 226).*

#### **II. Professional Behavior as it relates to the Relational Function of Competence:**

School psychology students are expected to demonstrate professional behavior throughout their training. If a student is observed to have significant difficulty in this area, individual faculty or supervisors will meet with the student and attempt to help the student address the issue. If the student continues to have difficulty, the Program Director will be notified, and a remediation plan developed with the student. These skills are essential in the profession of school psychology and extreme deficiencies in these areas may result in dismissal from the program. They are as follows:

1. Ability to work with children and adolescents,
2. Respect for individual and groups differences and diversity,
3. Punctuality and attendance,
4. Professional appearance and demeanor; including speech,
5. Consistency, perseverance, industry, and initiative,
6. Flexibility and adaptability to novel and unexpected situations,
7. General attitude and interest in program and assignment,
8. Insight, sensitivity, commitment, and active participation,
9. Poise, tactfulness, and rapport with faculty, staff, peers, clients, and others,
10. Preparation and organization of material,
11. Ability to handle constructive criticism professionally, and
12. Ethical behavior in all manners of communication to include written communication (memos; letters; personal communications; etc.), electronic communication (email; social networking; voicemail; etc.), and verbal communication.

Graduate students admitted to the School Psychology program are expected to comply with all legal and professional codes of ethics as well as state and national standards. Additionally, students are expected to comply with The University of Iowa's Code of Student Life (<http://dos.uiowa.edu/code-of-student-life/>). Failure to do so may result in disciplinary action against the student through the development of a remedial plan, referral to Departmental, College or University administrative committees for review, probation, and/or dismissal from the program. Graduate students in the School Psychology program should refer to the APA Competency Initiatives Benchmarks document and APAs competency remediation template as a reference point which can be found attached to this appendix and on their website (<http://www.apa.org/education/grad/competency-benchmarks.pdf>).

### **III. Procedures to address student incompetence, ethical misconduct, and or problematic behavior**

Incompetence, ethical misconduct, and/or problematic behavior may be identified in a variety of ways and by a variety of people, including but not limited to students/peers, program or university faculty, supervisors, clients, and/or members of the public. Any concerns raised should be brought to the Program Coordinator. Confidentiality will be insured to the extent possible. When a potential concern reaches the Program Coordinator, the Coordinator will inform all members of the School Psychology Faculty and the issue will be discussed at the next faculty meeting, unless in the judgment of the faculty a special meeting should be called.

Following this meeting, the student will be informed in writing by the Program Director of the issues surrounding the case and asked to meet with the entire School Psychology Faculty to discuss the situation. Areas to be reviewed and discussed at this meeting will include the nature, severity, and consequences of the situation.

The following questions may be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

1. What are the actual behaviors of concern, and how are those behaviors related to the goals of the program?
2. How and in what settings have these behaviors manifesting?
3. What are the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
4. Who is observing the behaviors in question?
5. Who or what is affected by the behavior (clients, agency, atmosphere, training program, etc.)?
6. What is the frequency of this behavior?
7. Has the student been made aware of this behavior, and if so, how did he or she respond?
8. Has feedback regarding the behavior been documented in any way?
9. How is this behavior defined on the continuum of ethical and professional behavior?
10. What are the student's ideas about how the problem may be remediated?

Although each case is different and requires individual assessment, the following factors indicate that the problem may be a result of enduring and stable student traits (i.e., an impairment or disability defined as the inability to perform a task or function at a competent level; see also Appendix V):

The student does not acknowledge, understand, or address the problematic behavior when it is identified.

1. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
2. The quality of service delivered by the person is inadequate.
3. The problematic behavior is not restricted to one area of personal or professional functioning.
4. The behavior has the potential for ethical or legal ramifications if not addressed.
5. Training personnel are required to spend a disproportionate amount of time and attention on the problem.
6. Behavior does not change as a function of feedback.
7. Behavior negatively affects public image of the Program, university, or training site.

*Ample time will be allowed in this meeting for the student to present their view of the situation and to ask questions.*

After this meeting with the student, the faculty will meet to determine next steps. If the faculty determines that further steps are required in response to the situation, they will develop a written plan for remediation (APA Remediation Template, <http://www.apa.org/education/grad/faculty-development>) or some other appropriate course of action and will schedule a meeting to discuss this concern with the student within four weeks of their initial meeting with the student. Students may submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be in writing, documented by the student's advisor, and placed in the student's professional file.

The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the program faculty will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may contact the DEO.

Regardless of the outcome of the meeting, the student and the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the process, and to recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include—but are not limited to—an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters for one year. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan (see appendices), including student comments and faculty signatures must be filed in the student’s portfolio. If progress is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

#### **IV. Additional Points of Emphasis**

- A. Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk.
- B. Confidentiality should be always maintained.
- C. This policy is subject to annual review/revision.

Signatures:

\_\_\_\_\_

Student/Date

\_\_\_\_\_

Advisor/Date

The student’s signature on this document verifies that they have read the policy and agrees to its terms.

## **APPENDIX O**

**Competency Remediation Plan**  
(Competency Initiatives in Professional Psychology,  
[www.apa.org/ed/graduate/competency](http://www.apa.org/ed/graduate/competency))

**Date of Competency Remediation Plan Meeting:**

**Name of Trainee:**

**Primary Supervisor/Advisor:**

**Names of All Persons Present at the Meeting:**

**All Additional Pertinent Supervisors/Faculty:**

**Date for Follow-up Meeting(s):**

Circle all competency domains in which the trainee's performance does not meet the benchmark:

Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):





**APPENDIX P**

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):

Date (s):

In Attendance:

<u>Competency Domain/ Essential Components</u>	<u>Expectations for Acceptable Performance</u>	<u>Outcomes Related to Expected Benchmarks (met, partially met, not met)</u>	<u>Next Steps (e.g., remediation concluded, remediation continued, and plan modified, next stage in Due Process Procedures)</u>	<u>Next Evaluation Date (if needed)</u>

I, \_\_\_\_\_, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. *(PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).*

\_\_\_\_\_  
Trainee                      Date

\_\_\_\_\_  
Training Director                      Date

Trainee’s comments (Feel free to use additional pages):

**APPENDIX Q**

Employment Endorsement Form

Student's name \_\_\_\_\_ Semester, year \_\_\_\_\_

- 1 Name and address of the agency:
  
2. Tasks to be performed:
  
3. How much time (hours) per week is involved:
  
4. Nature of the client population:
  
5. Nature and extent of supervision:
  
6. Other information:

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Advisor's signature

\_\_\_\_\_  
Supervisor's signature (if necessary)

*This form is to be filled out in duplicate; one copy is kept by the advisor and the other copy is forwarded to the program coordinator.*



## APPENDIX S

### Practicum and Internship

#### Practicum Guidelines, Procedures, and Forms

We endorse APA's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2019; (<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>) and NASP's *Professional Standards for Training and Credentialing in School Psychology* (<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>). Practicum and internship experiences have been designed to follow the *Criteria for Accreditation for Doctoral Training Programs and Internships in Professional Psychology* and *Guidelines for Providers of Psychological Services to Ethnic and Culturally Diverse Populations* set forth by APA. These experiences can be individually designed if they adhere to the above guidelines and other program goals and objectives in existence.

The practicum is a central component of the curriculum; successful completion of the practicum requirement is a prerequisite to applying for internship and, of course, receiving the degree. In addition to satisfactory performance in practicum courses, students have several responsibilities related to applying for practicum, documenting practicum activities, receiving supervision, and evaluating aspects of the practicum experience. These guidelines are designed to orient students to the practicum sequence—including the requirements and the procedures for application and evaluation—and to specify respective student and staff responsibilities. The guidelines are program policy; exceptions to them are made only with the approval of the school psychology faculty. Comments or questions about the practicum sequence, sites, procedures, or supervisors should be directed to the Practicum Coordinator/Program Coordinator.

#### Practicum Sequence and Prerequisites:

A rigorous clinical sequence is built into the program, including supervised experiences across all years of the doctoral program. Table 1 provides a list of the clinical experiences by year and the typical activities and/or hours of involvement at each level. The major goal is to provide a series of learning experiences that will aid in the application of theoretical and empirical coursework, consistent with a scientist-practitioner approach. **To increase the diversity of experiences and due to supervision needs, most school-based placements will require students to travel more than 45 minutes from the Iowa City area.**

**Table 1. Practicum and Internship Requirements by Year in Program**

<b>Year in Program</b>	<b>Course Information</b>	<b>Nature of Experience</b>
Year 1 Fall	PSQF:5219 Foundations of School Psychology (3 s.h.)	<ul style="list-style-type: none"><li>• Introductory training in preparation for practica in schools, clinics, and community settings</li><li>• Completion of criminal background check (fee), 50-clock-hour introductory field experience in a school setting, and other required training</li></ul>
Year 1 Spring	PSQF:7237 Beginning Practicum in School Psychology Service (3 s.h.)	<ul style="list-style-type: none"><li>• One semester (150 clock-hours)</li><li>• Placement in a school setting</li></ul>

			<ul style="list-style-type: none"> <li>• Microcounseling skills</li> <li>• Emphasis on academic problem-solving, record review, interview, observation, and curriculum-based assessment</li> </ul>
Year 2,	PSQF:7337	Advanced Practicum in School Psychology (3 s.h. each or total of 6 s.h. minimum)	<ul style="list-style-type: none"> <li>• Two semesters (300 clock-hours)</li> <li>• Placement in various school, community, or clinical settings</li> <li>• Emphasis on advanced assessment procedures, consultation, and direct interventions</li> </ul>
Year 5 or 6	PSQF:7437	Ph.D. Internship in School Psychology (3 s.h.)	<ul style="list-style-type: none"> <li>• One year full-time or two years half-time (1200 clock-hours) placement in approved school, community, or clinical setting</li> <li>• <i>Must have accumulated 600 clock-hours in schools to be approved for a clinical internship</i></li> </ul>

**Fall Semester of First Year:**

Before students can begin field training, they are required to take PSQF:5219 Foundation of School Psychology. In this course, students are provided introductory information about the practice of school psychology in the state of Iowa, are explained the program requirements, and have a 50-clock-hour field experience in a school setting with a school psychologist. All first-year students—regardless of previous experience—are required to enroll in this pre-practicum course. During this first semester, students must also have a background check (fee required).

Beginning practicum (PSQF:7237) in the spring semester of a student’s first year is linked to the supervision course (PSQF:7390) for the purpose of providing first-year students with more individualized supervision while also providing advanced students an opportunity to directly learn supervision skills. Beginning practicum placements are in a school setting. These experiences are structured to develop skills in conducting record reviews, interviews, systematic observations, and standardized assessments as part of a problem-solving process. The group seminar emphasizes working with different theoretical orientations to make sense of case information while individual supervision sessions may cover a range of topics from learning how to organize practicum materials to learning specific techniques appropriate to an individual site. During the beginning practicum, when student supervisors are involved, student supervisors make site visits to observe their supervisee in professional activities and provide written feedback on at least three professional activities.

Advanced practicum (PSQF:7337) is devoted to integrating coursework into professional practice with the development of more advanced assessment, intervention, and consultation skills. Students are expected to develop a core set of competencies (see Suggested Practicum Objectives). Through practica, students negotiate learning objectives with site supervisors and track their progress toward these objectives. Without exception, students must be enrolled in a practicum seminar to take part in a practicum experience.

**Hours and Settings:**

**A minimum of 450 clock hours of practicum (9 semester credits of PSQF:7237 and PSQF:7337, plus the job shadow requirement of 50 clock hours) is required.** Students are highly encouraged to complete additional hours of practicum beyond this minimum requirement to be competitive for internship. Students who enter the school psychology program with previous practicum or work experience in school psychology may have some practicum requirements waived by approval of the faculty if they are able to provide appropriate documentation of the practicum experiences (signed contracts and evaluation forms).

For a three-credit PSQF:7237 or 7337 Practicum, a minimum of 150 clock-hours is expected. The 150-hour total is met through direct client contact, related work, individual supervision, and group supervision (i.e., seminar). This requirement translates to eight hours per week “on site” and two hours of seminar over a 15-week semester. An eight-hour, one day-a-week practicum has a maximum number of allowable hours that is equal to one additional eight-hour practicum to account for report writing, off-placement follow-ups or client contacts. Sites are required to provide appropriate supervision, and to require no more than 18 hours per week on-site from each student.

All students are required to complete their initial three semester hours of practicum PSQF:7237 and two or more advanced practica (PSQF:7337) in school settings (total 450 clock hours).

As defined by NASP standards, a *school setting* is

one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades Pre-K–12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state credentialed school psychologist and provides a full range of school psychology services. (National Association of School Psychologists, “[Standards for the Credentialing of School Psychologists](#),” 2010, p. 6).

Therefore, specialized programs serving only special populations and having no affiliation with a general education program are not considered a school setting. **A minimum of one semester of practicum must be completed in an elementary school, and a minimum of one semester of practicum must be completed in a middle- or high-school setting with diversity in terms of urban and rural settings.**

Students should plan to complete their practicum experiences in a variety of settings to gain exposure to differing methods of and orientation to professional service, a diverse clientele with respect to age, ethnicity, socioeconomic background, geographic location, etc., and a broad range of presenting concerns. *Where possible, continuation of a practicum placement across two semesters is encouraged to gain a better understanding of the system of services and to develop greater independence in carrying out those services. However, practicum placements of more than one academic year (summer, fall, & spring semesters) in the same setting and or with the same supervisor will not be approved.*

#### Special Registration Policies:

Students are assessed a special administrative fee for beginning and advanced practicum registrations. For advanced students requesting multiple practicum placements during a semester (e.g., one 150-clock hour placement in a school and another 150-hour placement in a clinic or community setting), students must register for 3 s.h. of PSQF:7337 for EACH practicum experience. Students will be expected to attend only one group seminar for PSQF:7337 by arrangement with the instructor. If a student registers for more than one practicum in one semester (greater than 3 s.h.), the practicum administrative fee may only be charged once (but this will not occur automatically). A maximum of two 150-hour practicum placements will be allowed per semester.

#### Supervision Requirements:

Supervision consists of scheduled, weekly meetings with an assigned supervisor, who is a Ph.D.-level psychologist or a certified school psychologist; or another professional who is credentialed in their field of practice (e.g., BCBA, guidance counselor). The supervisor may be on staff at the site, or if an appropriate supervisor is unavailable at the site, a member of the school psychology faculty may serve as “supervisor of record.”

**Students should receive three or more hours per week of supervision, including one hour of individual face-to-face with the site supervisor and two hours of group supervision with the University supervisor (i.e., seminar).** With that, nearly one-third (or 45/150 clock hours) of practicum will be spent in supervision and additional supervision may be scheduled as needed.

Supervision with the site supervisor may be scheduled in a single block of time. Particularly in the schools, however, it is more typical for site supervisors to meet at designated times throughout the day. For example, the supervisor often meets briefly with the student in the morning to go over the day’s schedule and make sure the student knows what he or she is to do. Later that day, the supervisor may provide instruction prior to the student carrying out a new activity, observe the student for formative feedback, or discuss and help conceptualize results from case activity.

The structure of University supervision includes discussion of individual cases at a minimum of one hour each week; informational presentations or training on special topics or discussions of general case or professional issues as time allows during the second hour of seminar each week; and individual feedback from direct observation as well as other forms of performance evaluation. It should be noted that when supervision of first year students by advanced students occurs, it is under the direction of core faculty. This hierarchical arrangement is made clear to supervisees, student supervisors, and site supervisors.

If a concern arises regarding a practicum student, the site supervisor is encouraged to address the concern as soon as possible with the student; likewise, if a student has a concern about practicum, the student is encouraged to address this as soon as possible with the site supervisor. The University supervisor (seminar instructor) is responsible for helping the student and supervisor reach some agreed course of action should individual efforts not be successful. Finally, the Practicum Coordinator may become involved if concerns cannot be resolved effectively. Students must negotiate a contract (see forms found in this handbook) with the site supervisor at the beginning of each semester of practicum, which facilitates clear communication of expectations for both the student and the site supervisor.

#### Direct Client Contact and Logging Guidelines:

Direct client contact refers to child or adult interactions carried out as part of assessment, intervention, and consultation activities, including active participation in group (e.g., child study) meetings. Students are expected to spend approximately 50% of their time in direct contact activities especially during advanced practicum experiences. This is often difficult to arrange in beginning practica when students are just learning skills to employ with clients. Observing the supervisor, conducting general observations of different services, prep activities, report writing, and professional development activities count as indirect hours. *Students will need to monitor their hours closely throughout the semester and work with the supervisor to increase direct contact as needed. Alternatively, students will want to monitor their indirect hours to keep them within a reasonable proportion to direct hours; that is, the more indirect hours logged, the more direct hours needed for balance. Practicum experiences that load up on indirect hours are not desirable and often questionable.*

The School Psychology Program formally adopted an electronic system, Time 2 Track, ([www.time2track.com](http://www.time2track.com)) for logging hours and all students are now required to log hours utilizing this electronic system. This is a fee-based service. Students are encouraged to follow current APPIC guidelines regarding the specific details recorded in the log to expedite internship application procedures. For



example, APPIC typically requires information on client characteristics (age, gender, race/ethnicity, disability/diagnosis, gender identity); setting (school, mental health center, hospital/clinic); specific tests administered (including the number of specific tests administered and the number for which a report was written); and specific intervention activities (including the number of groups or individuals seen). Because these guidelines change from time to time, students should consult <http://www.appic.org/> for guidance.

Logs should be kept current and are checked periodically by the site and University supervisors. A Practicum Log Summary Form (example found attached) is collected at the end of the semester, which is signed by the student, site supervisor, and University supervisor. The summary should include a description of the site (setting, client characteristics, and specific training experiences) and the total number of direct, indirect, and supervision hours accrued during the semester. The University Supervisor will sign the log summary after checking the actual log and noting whether the site supervisor has signed to confirm its accuracy. T2T has an option to log hours and for electronic signature and approval of hours.

### **Practicum Application and Placement Procedures:**

The PRACTICUM COORDINATOR/Program Coordinator will arrange all practicum assignments. The coordinator will notify students when they may contact the site to ARRANGE FOR AN INTERVIEW IF REQUIRED.

Practicum placement procedures are as follows:

1. Students planning to take practicum must apply for placement in the preceding semester to register (Fall and summer placement application deadline is the second Friday of February; Spring placement application deadline is the first Friday of November).
2. The Practicum Coordinator requests practicum applications from students approximately one week before applications are due indicating the exact deadline. Incomplete or late applications may result in failure to be placed.
3. For all NEW placements, students file a Practicum Application Form with a current updated copy of their vita with the practicum coordinator by the posted deadline onto the course ICON site. **A separate application is required for each request being made (electronic copy of all application materials should be submitted per site request).** Careful consideration should go into listing what the student is looking for in a practicum experience and what the student has to offer the site; applications are sent to potential supervisors who may be faced with a decision among several applicants. Students are not to put specific site information on their application when requesting a placement.
4. For CONTINUING (second semester) placements, students will submit updated goals for the requested continuation of a placement and a statement indicating that the current site supervisor has agreed to provide another semester of training. This will need to be posted on the course ICON site by the posted deadline under the appropriate application module.
5. For students not seeking a practicum in the next semester will need to submit a comment on the course ICON site under the application module indicating that they will not be seeking a practicum placement for the indicated semester.
6. The practicum coordinator/program coordinator contacts potential supervisors according to student goals and interests and level of experience of student.
7. Some site supervisors may require an interview or special application materials prior to considering the applicant.
8. Site supervisors make the final determination of applicants to be accepted. If initial attempts to place a student are unsuccessful, the student may be asked to revise his or her request.
9. Once a placement has been arranged, the student will be instructed to contact the supervisor. **Students should not contact potential supervisors without first consulting with the Practicum Coordinator/program coordinator** and should not make promises of a placement.

10. Students who are not satisfied with the assignment may appeal to the practicum coordinator/program coordinator.

Without exception, any student participating in a practicum experience must have applied to the practicum coordinator prior to beginning the training experience and must be enrolled in practicum seminar at the time of the experience. These requirements are necessary for liability coverage through The University of Iowa Risk Management Office and consequently are non-negotiable. **Students who have not applied will not be permitted to register for or participate in practicum.**

Students interested in getting a new practicum site or supervisor approved may present the qualifications of the supervisor and advantages of the site to the practicum coordinator. Students are encouraged to research potential training sites, though they should be careful to not imply agreement to placement until the site and supervisor has been approved.

Sites outside the AEA 9 and AEA 10 geographic region may be used only by students who have successfully completed two practica and then only if the site is approved. Students at such sites will be expected to attend the practicum seminar. **Students cannot be paid for practicum training.** Work conducted for assistantships or professional employment cannot count towards program practicum requirements.

### **Suggested Practicum Objectives:**

Once students have secured a placement for the semester, they **MUST COMPLETE** a contract (example found attached) with their respective site supervisors. This is an important task, as it clarifies the parameters of the practicum experience (what days and what times the student will be on-site, how often the supervisor will meet with the student) and outlines learning objectives to guide day-to-day activities. Although specific activities will vary from site to site, it is expected that students will have comparable opportunities to meet the program objectives across practicum experiences. To help make sure that this occurs, students select from suggested objectives (outlined by year in the program) as minimum experiences and detail activities to meet the objective according to the opportunities on-site. Because sites do offer different experiences and efforts are made to match students' interests to available sites, students are also encouraged to add individualized objectives that will maximize the unique opportunities available for specialized skill development.

The following practicum objectives are meant to serve as a guide. It is acknowledged that students enter the program with varied backgrounds and skill levels. Nevertheless, the intent is to help build increasingly complex skills over the course of training and to practice those skills and concepts in the field in line with the coursework. These Suggested Practicum Objectives are aligned with program goals and objectives (noted in parentheses following each objective below and found in Appendix P).

#### **Suggested First-Year Practicum Objectives**

1. Acquire basic theoretical frameworks for understanding case details; follow one case through the referral process and frame details according to at least one theoretical conceptualization.
2. Acquire basic assessment skills; conduct at least 1 record review, 1 interview (child, teacher, or parent), 1 systematic observation, and 1 curriculum-based assessment.
3. Acquire beginning case report writing skills; compile a professional report which includes a reason for referral (in the form of a question to be answered), assessment results (what you learned from the assessment activity), impressions (what sense you make of the information; were hypotheses confirmed or rejected?), and recommendations (what is the next logical step?).

4. Develop knowledge of local, state, and national resources for at-risk or identified students; research and compile a list of resources which could be useful within your practicum setting.
5. Develop knowledge of local, state, and national policies pertaining to service delivery; discuss referral processes and coordination among various agencies with supervisor.

#### Suggested Second-Year Practicum Objectives

1. Increase assessment knowledge and skills; become familiar with a broader array of tools and techniques which can be used with diverse groups; administer, score, and interpret cognitive, developmental, and adaptive measures; functional behavioral assessments, behavior rating scales and checklists; self-reports and clinical scales.
2. Develop knowledge and skills in intervention strategies; implement individual or group academic or behavioral interventions and monitor effectiveness through objective data collection.
3. Increase written communication skills; write reports integrating information from multiple sources, providing rationale for choices, linking assessment and intervention, and tailoring the report to the intended audience.
4. Increase oral communication skills; present information at Child Study meeting or clinical staffing; present assessment results to parent/guardian.
5. Develop basic consultation skills; conduct problem-solving interview with teacher or parent to identify primary concern and recommend an intervention plan that is consistent with the conceptualization of the problem.

#### **Evaluation of Practicum Work:**

Evaluation of student practicum work is an individual matter, based on specific objectives set by the student and the site supervisor, with input from the school psychology faculty. However, evaluation is also normative, and students are evaluated based on their progress relative to their level of training (e.g., first year, second year, third year, fourth year). Students are expected to exhibit increased skills, integration of skills, complexity of decision-making, and autonomy as they progress through each year of the program. It is the joint responsibility of the student and site supervisor, at the beginning of the semester, to operationalize specific objectives (see Suggested Practicum Objectives) for the practicum, and these objectives should be reflected in the practicum contract. Objectives for advanced practica (PSQF:7337) involve continued development and refinement of concepts and the use of these skills with different populations.

Evaluation of all practica involves the following areas of development, which are included on the Practicum Student Evaluation form (example found attached): professional and ethical behavior, interpersonal relationships, case conceptualization, assessment, intervention, dissemination of information, and research. Not all categories of skill development will be germane to each practicum experience; however, it is expected that over the course of training, students will be exposed to all areas of training.

Formal evaluation takes place twice during the semester: at midterm and at the end of the semester. Formal evaluation begins with a meeting between the student and the site supervisor that is designed to focus on the student's progress to date. The site supervisor also rates the student's overall performance relative to qualitative levels of performance. The University supervisor generally makes two site visits to meet with the student and their site supervisor, and to observe the types of activities in which the student is engaged. This site visit may be conducted in conjunction with the midterm or final evaluation. *Students carry equal responsibility in practicum evaluation by providing concrete evidence of their progress toward practicum objectives and offering a self-appraisal of overall performance to compare to the site*

*supervisor's appraisal. Differences in perceptions may occur, and these differences may allow opportunities for growth. At times, students may wish to submit a written reaction to the site-supervisor's evaluation to be taken into consideration. It is the responsibility of the University supervisor to work with both the student and the site supervisor to help maintain a positive practicum experience. Satisfactory performance includes professional work habits, ethical and respectful interactions, and turning in requisite documentation according to deadlines specified in the course syllabus and as posted on the ICON course site.*

#### Practicum Forms:

Several forms are used to facilitate, document, and evaluate practicum training in the University of Iowa School Psychology Program. These forms include the Practicum Application, Practicum Contract, Student Evaluation Form, and Practicum Site Evaluation. For each practicum at the end of each semester, the student submits the Practicum Log Summary Form (documenting hours logged on site) or completes an hours authorization on the T2T website, Practicum Contract, Student Evaluation Forms, and Practicum Site Evaluation Form. Examples of these forms can be found below following this section.

The University supervisor forwards all practicum documentation to the practicum coordinator at the end of the grading period to be added to the student's training folder. **Students also should keep a copy of their documentation for their own records.** Complete practicum documentation is required as part of gaining approval to apply for internship.



**PART I. PROFESSIONAL WORK CHARACTERISTICS**

Using the following scale, evaluate the student’s professional work characteristics.

<b>1</b>	<b>Never</b>	Characteristic is not evident
<b>2</b>	<b>Rarely</b>	Characteristic is evident and demonstrated with little or no consistency
<b>3</b>	<b>Sometimes</b>	Characteristic is evident and demonstrated at times
<b>4</b>	<b>Often</b>	Characteristic is evident and demonstrated the majority of opportunities
<b>5</b>	<b>Always</b>	Characteristic is evident and consistently demonstrated

<b>PART I: Professional Work Characteristics</b>	<b>Midyear</b>					<b>Final</b>					
1. <b>Punctuality and attendance</b> - Student arrives at specified time, plans for scheduling conflicts, demonstrates dependability	1	2	3	4	5		1	2	3	4	5
2. <b>Professional appearance and demeanor</b> - Student 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	1	2	3	4	5		1	2	3	4	5
3. <b>Initiative, motivation, consistency, and perseverance</b> - Student 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	1	2	3	4	5		1	2	3	4	5
4. <b>Flexibility, adaptability to novel/ unexpected situations</b> - Student adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery	1	2	3	4	5		1	2	3	4	5
5. <b>Poise, tactfulness, and rapport with staff and others</b> - Student forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines	1	2	3	4	5		1	2	3	4	5
6. <b>Preparation and organization</b> - Student demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records	1	2	3	4	4		1	2	3	4	5
7. <b>Ability to handle professionally constructive criticism and positively use feedback</b> - Student accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors	1	2	3	4	5		1	2	3	4	5
8. <b>Ability to accurately self-evaluate areas of practice</b> - Student 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	1	2	3	4	5		1	2	3	4	5
9. <b>Respect for cultural and individual diversity</b> - Student uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; monitors and applies knowledge of	1	2	3	4	5		1	2	3	4	5

self and others as cultural beings in assessment, treatment, and consultation												
<b>10. Engaging in continuing education, including participation in professional associations for school psychologists</b> - Student 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	1	2	3	4	5		1	2	3	4	5	
<b>11. Development of professional identity and integrity</b> – Student displays emerging professional identity as school psychologist; 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	1	2	3	4	5		1	2	3	4	5	
<b>12. Self-care</b> – Student monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice	1	2	3	4	5		1	2	3	4	5	
<b>13. Effective communication skills</b> – Student 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	1	2	3	4	5		1	2	3	4	5	
<b>14. Knowledge and application of evidence-based practice</b> – Student applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	1	2	3	4	5		1	2	3	4	5	
<b>OVERALL</b>	1	2	3	4	5		1	2	3	4	5	

## PART II. SKILL DEVELOPMENT

Using the scale below, please evaluate the performance and progress of the practicum student you are currently supervising. Specifically, please evaluate his/her skill development and professional characteristics *currently*. Scores of 0, 1, and 2 are typical during beginning practica and should be used to identify areas needing further development, to set goals, and to plan experiences. It is expected that scores will improve over the course of the year in some, but not necessarily all areas. The ability to function **independently**, indicated by a score of 5, is usually not achieved until advanced practica or internship. Typical scores for each year in program follows.

- First and Second year school-based practicum students range from 0 to 2
- Second- and third-year practicum students range from 2 to 4
- Advanced practicum students in the third year range from 3 to 5

Please use the following rating scale in evaluating the student in each of the broad areas described below:

<b>0</b>	<b>Unsatisfactory</b> ... does not meet expectations	Student does not meet expectations for level of training (beginning, advanced practicum student), the candidate needs more practice and close supervision than most candidates at this same level of training. <b>Requires regular and frequent supervision.</b>
<b>1</b>	<b>Novice</b> ... competence in need of further training	Student is beginning to acquire these skills and will require more training, practice, and instruction. Trainee should not be allowed to function independently. <b>Requires regular and frequent supervision.</b>
<b>2</b>	<b>Needs Improvement</b> ... competence is below average for what is expected of practitioners	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). Plans should be made to ensure additional practice in this skill. Independent functioning is not recommended.
<b>3</b>	<b>Adequate Emerging Competence</b> ... competence is satisfactory	Student meets expectations for level of training, <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> . Student should continue practicing this skill under moderate supervision.
<b>4</b>	<b>Advanced Emerging Competence</b> ... competence is at minimum level necessary for internship	Student exceeds competence beyond that expected of candidates at this level of training, <i>demonstrates all aspects of the skill</i> , and is nearing mastery/independent functioning and is effective in this area with <i>on-going supervision. Direct supervised assistance rarely needed.</i>
<b>5</b>	<b>Independent Level of Competence</b> .... competence is very well developed for entry-level practice	Student exceeds expectations at mastery level expected of beginning school psychologist, <i>demonstrates all aspects of the skill</i> , functions independently, and is effective in this area with regular, or little <i>on-going supervision, but no direct supervised assistance.</i>
<b>NO</b>	<b>Not Observed</b>	Skill not observed/insufficient data to make rating currently.

The items are based on the 2020 NASP standards for graduate education of school psychologists (see: <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>) (see <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>).



<b>A. Assessment and Data-Based Decision Making</b>	<b>Midyear</b>								<b>Final</b>						
	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
1. Articulates a theory that meaningfully guides your work	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Clearly identifies nature of the referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Considers a range of causative factors within the assessment process	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Appropriately links assessment instruments to the referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Reviews existing data (e.g., cumulative folder) to inform assessment needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Plans and conducts effective clinical interviews in response to referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Plans and conducts effective behavioral observation in relevant contexts	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Displays accuracy in administering and scoring the following:															
a. Cognitive/Intellectual assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
b. Achievement assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
c. Social-Emotional-Personality assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
d. Adaptive behavior assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
e. Curriculum-based assessments (e.g., DIBELS, AIMSweb)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Notes test session behavioral observation relevant to client functioning	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Analyzes and interprets data meaningfully and thoroughly	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Makes recommendations based on assessment results	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Designs and implements appropriate interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
13. Uses, analyzes, and interprets data to evaluate and measure progress of plans	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Effectively conveys data, diagnoses, and intervention plans in written form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
15. Effectively conveys data, diagnoses, and intervention plans in oral form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

<b>B. Consultation and Collaboration</b>	<b>Midyear</b>							<b>Final</b>						
	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
1. Shows knowledge of appropriate theories and methods of consultation appropriate to individual, group, and organizational/systemic change	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
2. Uses knowledge about organizational factors to promote entry	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
3. Provides leadership in addressing systems-level concerns	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
4. Establishes effective consultation relationships with teachers	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
5. Establishes effective consultation relationships with administrators and staff	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
6. Establishes effective consultation relationships with parents	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
7. Efficiently and effectively interviews consultees	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
8. Accurately identifies and analyzes problem	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
9. Clearly communicates assessment results and recommendations to consultee	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
10. Monitors (or assists in a plan to monitor the) effectiveness of consultee-implemented interventions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
11. Attends to treatment fidelity issues	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
12. Responds appropriately to difficult interactions/consultation with self-control and good judgment	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>C. Interventions and Instructional Support to Develop Academic Skills</b>	<b>Midyear</b>							<b>Final</b>						
	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
1. Develops appropriate cognitive, academic, and behavioral goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
2. Displays knowledge of the conceptual foundation and important mechanisms of change of academic/instructional/curricular	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

interventions																
3. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
4. Effectively considers the utility and implementation needs of interventions/strategies	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
5. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
6. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	

Additional Comments: \_\_\_\_\_

<b>D. Interventions and Mental Health Services to Develop Social and Life Skills</b>	<b>Midyear</b>							<b>Final</b>							
1. Develops appropriate affective, behavioral, social, and adaptive goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Displays knowledge of the conceptual foundation and important mechanisms of change of affective/social/behavioral interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Builds rapport and comes across as genuine, caring, and non-judgmental within counseling sessions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Demonstrates appropriate use of basic counseling skills (e.g., attending, paraphrasing, using questions, information giving)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Evaluates client motivation and matches response to client readiness to change (e.g., confronts effectively, consistently uses and elicits change talk)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Asks difficult questions and shows comfort talking about difficult topics/emotions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

<b>E. School-Wide Practices to Promote Learning</b>	<b>Midyear</b>								<b>Final</b>						
	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
1. 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	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. 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	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

<b>F. Preventive and Responsive Services</b>	<b>Midyear</b>								<b>Final</b>						
	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
1. Demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. 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	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

<b>G. Family-School Collaboration Services</b>	<b>Midyear</b>								<b>Final</b>						
1. Communicates and listens effectively	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Seeks appropriate parent/family input to better understand student challenges and determine home opportunities for intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Identifies and recommends effective strategies for increasing collaboration and partnership between home and school	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Encourages parent/family self-efficacy in supporting student learning and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Recommends community resources that will support and enhance student functioning	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Collaborates effectively with outside agencies involved in student/family support	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Works effectively to promote and provide comprehensive services to children and families	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

<b>H. Diversity in Development and Learning</b>	<b>Midyear</b>								<b>Final</b>						
1. Understands ones' own cultural identity and personal attitudes toward diverse others	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Demonstrates sensitivity and skills with individuals with diverse characteristics	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Demonstrates acceptances of others' values and perspectives	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Demonstrates behavior consistent with an appreciation of and respect for diversity in various areas	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Recognizes how culture shapes students' identity and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Addresses salient cultural differences between self and student	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Confronts inequities within system or lack of sensitivity to cultural differences	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
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**Additional Comments:**

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<b>I Research and Program Evaluation</b>	<b>Midyear</b>									<b>Final</b>							
	0	1	2	3	4	5	NO	0		1	2	3	4	5	NO		
1. Shows awareness of current research	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
2. Uses empirical and theoretical literature to inform practices	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
3. Uses appropriate strategies to examine the effectiveness of implemented programs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
4. Effectively conveys evaluation results in written and oral form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		

**Additional Comments:**

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<b>J. Legal, Ethical, and Professional Practice</b>	<b>Midyear</b>									<b>Final</b>							
	0	1	2	3	4	5	NO	0		1	2	3	4	5	NO		
1. Demonstrates knowledge of the history and systems of psychology	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
2. Demonstrates knowledge of the ethical, legal, and professional standards in psychology	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
3. Demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
4. Provides services consistent with ethical and professional standards in professional psychology	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
5. Provides services consistent with legal standards and regulations relevant to practice in settings in which they work	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
6. Engages in responsive, systematic, ethical, and professional decision-making	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		

**Additional Comments:**

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K. Information Technology	Midyear							NO	Final							NO
	0	1	2	3	4	5	0		1	2	3	4	5			
1. Accesses, evaluates, and utilizes information sources and technology in ways that enhance the quality of services	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
2. Uses information sources and technology in ways that safeguard confidentiality	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
3. Effectively utilizes computer-based scoring programs for standardized assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
4. Effectively utilizes graphing and charting programs to display student data.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
5. Recommends appropriate assistive technology to support student needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	

**Additional Comments:**

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

- Direct observation
- Supervision hours
- Professional outcomes/permanent products (e.g., reports, presentations, etc.)
- Comments of colleagues
- Comments of parents
- Comments of teachers
- Comments of staff/other personnel
- Other, please specify: \_\_\_\_\_

**Please Comment on any ratings of 0, 1 or 2:**

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**PART III. ADDITIONAL COMMENTS/OBSERVATIONS OF STUDENT’S PERFORMANCE**

What are the student’s strengths? \_\_\_\_\_

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In what areas does this student need to grow? \_\_\_\_\_

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Using the scale in Part II, what is your overall rating of the student?

<b>OVERALL</b>	0	1	2	3	4	5	0	1	2	3	4	5
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**Field Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**School Psychology Non-Required Practicum Summary Form**

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

Semester/Year: \_\_\_\_\_ Site: \_\_\_\_\_

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

University Supervisor: \_\_\_\_\_

Site description (Include location, type of setting, characteristics of clients, and types of training experiences available.):

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

Summary of practicum hours: \_\_\_\_\_

\_\_\_\_\_

Direct contact:

Assessment: \_\_\_\_\_

Intervention: \_\_\_\_\_

Indirect contact: \_\_\_\_\_

Support hours: \_\_\_\_\_

Supervision Hours:

Individual: \_\_\_\_\_

Group: \_\_\_\_\_

Total hours: \_\_\_\_\_

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

# PRACTICUM FORMS

## STUDENT APPLICATION FOR PRACTICUM IN SCHOOL PSYCHOLOGY

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Phone #: \_\_\_\_\_ University Email: \_\_\_\_\_

Practicum Semester: \_\_\_\_\_ Practicum Year: \_\_\_\_ Year in Program: \_\_\_\_\_

Practicum Level:      PSQF:7237 (First Year)  
                           PSQF:7337 (Advanced)

**Goal Areas for Practicum** (List areas you would like to develop through practicum experience in order of preference: e.g., first priority is 1)

### Assessment Intervention Consultation

\_\_\_ Intelligence \_\_\_ Academic \_\_\_ Teacher

\_\_\_ Achievement \_\_\_ Individual \_\_\_ Parent

\_\_\_ Social/Emotional \_\_\_ Group Skills \_\_\_ Community

\_\_\_ Functional/Behavioral \_\_\_ Behavioral \_\_\_ Integrated Services

\_\_\_ Curriculum-Based \_\_\_ Prevention \_\_\_ Task Force

### Special Considerations (Please note any additional interest areas or constraints)

Age/Grade Level: \_\_\_\_\_

Population: \_\_\_\_\_

Distance/Transportation: \_\_\_\_\_

School, Community or Clinic Setting: \_\_\_\_\_

**Days Available:**  Monday  Tuesday  Wednesday  Thursday  Friday  
 Full Day  Full Day  Full Day  Full Day  Full Day  
(Availability must be for one full day or two half days)

**Specific Goals** (Please list further criteria you would like considered in your placement.)

\*\* Indicate goals anticipated that may assist in identifying potential sites and experiences

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Prior Experience** (Please indicate skills you will bring to this site in terms of previous practica, clinical work, employment, professional experience, volunteer experience, and or coursework.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Special Skills** (Please indicate personal traits such as bilingual skills, organizational skills and or any special training such as ASL, Behavior Analyst Certification (BCBA or BCaBA, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## PRACTICUM CONTRACT

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

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

University Supervisor: \_\_\_\_\_

Indicate which practicum:      PSQF:7237 (Beginning)  
                                                 PSQF:7337 (Advanced)

As a practicum student from the School Psychology Program at The University of Iowa, I agree to complete a practicum experience with \_\_\_\_\_ on the following terms:

(Setting: e.g., GWAEA Hoover Elementary)

Total days per semester on agency site as practicum student (#): \_\_\_\_\_

Days per week on agency site (specify days): \_\_\_\_\_

Hours per practicum day on site: \_\_\_\_\_

Beginning date: \_\_\_\_\_ End date: \_\_\_\_\_

As part of my practicum experience, I will work toward developing competencies in the following areas, as negotiated with my site supervisor and further detailed in the attached Objectives and Progress Summary:

I will maintain a log of my experiences that my site supervisor will verify. At the middle and end of the semester, my site and University supervisors will evaluate me.

My University supervisor will meet with me on the following basis:

My site supervisor will meet with me on the following basis:

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

Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**THE UNIVERSITY OF IOWA  
SCHOOL PSYCHOLOGY PROGRAM  
Practicum Evaluation Form, PSQF 7237/7337 Practicum**

**Student:** \_\_\_\_\_ **Date of Evaluation:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**Student's Year in Program:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_

**Hours Completed:** \_\_\_\_\_

Practicum: \_\_\_\_\_ PSQF7237 \_\_\_\_\_ PSQF7337 Evaluation: \_\_\_\_\_ Midterm \_\_\_\_\_ Final

**DESCRIPTION OF SITE:**

Site Focus:	
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):	

**SUPERVISOR INFORMATION:**

Please answer the following questions related to your professional practice.

<b>Position/Title:</b>	<b>Years of Experience:</b>
<b>Education:</b>	<input type="checkbox"/> Master's/Specialist <input type="checkbox"/> Ph.D. <input type="checkbox"/> Psy.D. <input type="checkbox"/> Other _____
<b>Certification/Licensure:</b>	<input type="checkbox"/> IA educator certificate 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 IA (State: _____) <input type="checkbox"/> NCSP <input type="checkbox"/> BCBA <input type="checkbox"/> Psychology License (State: _____)

**PART I. PROFESSIONAL WORK CHARACTERISTICS**

Using the following scale, evaluate the student’s professional work characteristics.

<b>1</b>	<b>Never</b>	Characteristic is not evident
<b>2</b>	<b>Rarely</b>	Characteristic is evident and demonstrated with little or no consistency
<b>3</b>	<b>Sometimes</b>	Characteristic is evident and demonstrated at times
<b>4</b>	<b>Often</b>	Characteristic is evident and demonstrated the majority of opportunities
<b>5</b>	<b>Always</b>	Characteristic is evident and consistently demonstrated

<b>PART I: Professional Work Characteristics</b>	<b>Midyear</b>					<b>Final</b>					
15. <b>Punctuality and attendance</b> - Student arrives at specified time, plans for scheduling conflicts, demonstrates dependability	1	2	3	4	5		1	2	3	4	5
16. <b>Professional appearance and demeanor</b> - Student 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	1	2	3	4	5		1	2	3	4	5
17. <b>Initiative, motivation, consistency, and perseverance</b> - Student 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	1	2	3	4	5		1	2	3	4	5
18. <b>Flexibility, adaptability to novel/ unexpected situations</b> - Student adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery	1	2	3	4	5		1	2	3	4	5
19. <b>Poise, tactfulness, and rapport with staff and others</b> - Student forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines	1	2	3	4	5		1	2	3	4	5
20. <b>Preparation and organization</b> - Student demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records	1	2	3	4	4		1	2	3	4	5
21. <b>Ability to handle professionally constructive criticism and positively use feedback</b> - Student accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors	1	2	3	4	5		1	2	3	4	5
22. <b>Ability to accurately self-evaluate areas of practice</b> - Student 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	1	2	3	4	5		1	2	3	4	5

23. <b>Respect for cultural and individual diversity</b> - Student 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	1	2	3	4	5		1	2	3	4	5
24. <b>Engaging in continuing education, including participation in professional associations for school psychologists</b> - Student 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	1	2	3	4	5		1	2	3	4	5
25. <b>Development of professional identity and integrity</b> – Student displays emerging professional identity as school psychologist; 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	1	2	3	4	5		1	2	3	4	5
26. <b>Self-care</b> – Student monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice	1	2	3	4	5		1	2	3	4	5
27. <b>Effective communication skills</b> – Student 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	1	2	3	4	5		1	2	3	4	5
28. <b>Knowledge and application of evidence-based practice</b> – Student applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	1	2	3	4	5		1	2	3	4	5
<b>OVERALL</b>	1	2	3	4	5		1	2	3	4	5

## PART II. SKILL DEVELOPMENT

Using the scale below, please evaluate the performance and progress of the practicum student you are currently supervising. Specifically, please evaluate his/her skill development and professional characteristics *currently*. Scores of 0, 1, and 2 are typical during beginning practica and should be used to identify areas needing further development, to set goals, and to plan experiences. It is expected that scores will improve over the course of the year in some, but not necessarily all areas. The ability to function **independently**, indicated by a score of 5, is usually not achieved until advanced practica or internship. Typical scores for:

- First and Second year school-based practicum students range from 0 to 2
- Second- and third-year practicum students range from 2 to 4
- Advanced practicum students in the third year range from 3 to 5

Please use the following rating scale in evaluating the student in each of the broad areas described below:

<b>0</b>	<b>Unsatisfactory</b> ... does not meet expectations	Student does not meet expectations for level of training (beginning, advanced practicum student), the candidate needs more practice and close supervision than the majority of candidates at this same level of training. <b>Requires regular and frequent supervision.</b>
<b>1</b>	<b>Novice</b> ... competence in need of further training	Student is beginning to acquire these skills and will require more training, practice, and instruction. Trainee should not be allowed to function independently. <b>Requires regular and frequent supervision.</b>
<b>2</b>	<b>Needs Improvement</b> ... competence is below average for what is expected of practitioners	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). Plans should be made to ensure additional practice in this skill. Independent functioning is not recommended.
<b>3</b>	<b>Adequate Emerging Competence</b> ... competence is satisfactory	Student meets expectations for level of training, <i>demonstrates all aspects of the skill</i> , and is effective in this area <i>with frequent close, supervised; direct supervised assistance occasionally needed</i> . Student should continue practicing this skill under moderate supervision.
<b>4</b>	<b>Advanced Emerging Competence</b> ... competence is at minimum level necessary for internship	Student exceeds competence beyond that expected of candidates at this level of training, <i>demonstrates all aspects of the skill</i> , and is nearing mastery/independent functioning and is effective in this area with <i>on-going supervision. Direct supervised assistance rarely needed.</i>
<b>5</b>	<b>Independent Level of Competence</b> .... competence is very well developed for entry-level practice	Student exceeds expectations at mastery level expected of beginning school psychologist, <i>demonstrates all aspects of the skill</i> , functions independently, and is effective in this area with regular, or little <i>on-going supervision, but no direct supervised assistance.</i>
<b>NO</b>	<b>Not Observed</b>	Skill not observed/insufficient data to make rating currently.



The items are based on the 2020 NASP standards for graduate education of school psychologists (see: <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>) (see <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>).

A. Assessment and Data-Based Decision Making	Midyear								Final							
	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
16. Articulates a theory that meaningfully guides your work	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
17. Clearly identifies nature of the referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
18. Considers a range of causative factors within the assessment process	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
19. Appropriately links assessment instruments to the referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
20. Reviews existing data (e.g., cumulative folder) to inform assessment needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
21. Plans and conducts effective clinical interviews in response to referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
22. Plans and conducts effective behavioral observation in relevant contexts	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
23. Displays accuracy in administering and scoring the following:																
a. Cognitive/Intellectual assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
b. Achievement assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
c. Social-Emotional-Personality assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
d. Adaptive behavior assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
e. Curriculum-based assessments (e.g., DIBELS, AIMSweb)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
24. Notes test session behavioral observation relevant to client functioning	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
25. Analyzes and interprets data meaningfully and thoroughly	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
26. Makes recommendations based on assessment results	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
27. Designs and implements appropriate interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
28. Uses, analyzes, and interprets data to evaluate and measure progress of plans	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
29. Effectively conveys data, diagnoses, and intervention plans in written form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
30. Effectively conveys data, diagnoses, and intervention plans in oral form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	

Additional Comments: \_\_\_\_\_

B. Consultation and Collaboration	Midyear							Final						
	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
13. Shows knowledge of appropriate theories and methods of consultation appropriate to individual, group, and organizational/systemic change	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
14. Uses knowledge about organizational factors to promote entry	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
15. Provides leadership in addressing systems-level concerns	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
16. Establishes effective consultation relationships with teachers	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
17. Establishes effective consultation relationships with administrators and staff	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
18. Establishes effective consultation relationships with parents	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
19. Efficiently and effectively interviews consultees	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
20. Accurately identifies and analyzes problem	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
21. Clearly communicates assessment results and recommendations to consultee	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
22. Monitors (or assists in a plan to monitor the) effectiveness of consultee-implemented interventions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
23. Attends to treatment fidelity issues	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
24. Responds appropriately to difficult interactions/consultation with self-control and good judgment	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

<b>C. Interventions and Instructional Support to Develop Academic Skills</b>	<b>Midyear</b>							<b>Final</b>						
	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
7. Develops appropriate cognitive, academic, and behavioral goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
8. Displays knowledge of the conceptual foundation and important mechanisms of change of academic/instructional/curricular interventions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
9. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
10. Effectively considers the utility and implementation needs of interventions/strategies	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
11. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
12. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

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<b>D. Interventions and Mental Health Services to Develop Social and Life Skills</b>	<b>Midyear</b>							<b>Final</b>						
	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
10. Develops appropriate affective, behavioral, social, and adaptive goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
11. Displays knowledge of the conceptual foundation and important mechanisms of change of affective/social/behavioral interventions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
12. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
13. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
14. Builds rapport and comes across as genuine, caring, and non-judgmental within counseling sessions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
15. Demonstrates appropriate use of basic counseling skills (e.g., attending, paraphrasing, using questions, information giving)	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
16. Evaluates client motivation and matches response to client	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

readiness to change (e.g., confronts effectively, consistently uses and elicits change talk)															
17. Asks difficult questions and shows comfort talking about difficult topics/emotions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

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<b>E. School-Wide Practices to Promote Learning</b>	<b>Midyear</b>								<b>Final</b>						
5. 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	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. 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	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

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<b>F. Preventive and Responsive Services</b>	<b>Midyear</b>								<b>Final</b>						
4. Demonstrates knowledge of principles and research related to risk and resilience	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

factors in learning and social, emotional, and behavioral health and well-being																	
5. 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	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
6. Demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		

**Additional Comments:**

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<b>G. Family-School Collaboration Services</b>	<b>Midyear</b>							<b>Final</b>							
	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO	
8. Communicates and listens effectively	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Seeks appropriate parent/family input to better understand student challenges and determine home opportunities for intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Identifies and recommends effective strategies for increasing collaboration and partnership between home and school	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Encourages parent/family self-efficacy in supporting student learning and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Recommends community resources that will support and enhance student functioning	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
13. Collaborates effectively with outside agencies involved in student/family support	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Works effectively to promote and provide comprehensive services to children and families	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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<b>H. Diversity in Development and Learning</b>	<b>Midyear</b>								<b>Final</b>						
8. Understands ones' own cultural identity and personal attitudes toward diverse others	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Demonstrates sensitivity and skills with individuals with diverse characteristics	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Demonstrates acceptances of others' values and perspectives	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Demonstrates behavior consistent with an appreciation of and respect for diversity in various areas	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Recognizes how culture shapes students' identity and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
13. Addresses salient cultural differences between self and student	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Confronts inequities within system or lack of sensitivity to cultural differences	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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<b>I Research and Program Evaluation</b>	<b>Midyear</b>								<b>Final</b>						
5. Shows awareness of current research	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Uses empirical and theoretical literature to inform practices	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Uses appropriate strategies to examine the effectiveness of implemented programs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Effectively conveys evaluation results in written and oral form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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<b>J. Legal, Ethical, and Professional Practice</b>	<b>Midyear</b>								<b>Final</b>						
7. Demonstrates knowledge of the history and systems of psychology	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Demonstrates knowledge of the ethical, legal, and professional standards in psychology	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Provides services consistent with ethical and professional standards in professional psychology.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Provides services consistent with legal standards and regulations relevant to practice in settings in which they work	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Engages in responsive, systematic, ethical, and professional decision-making	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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<b>K. Information Technology</b>	<b>Midyear</b>								<b>Final</b>						
6. Accesses, evaluates, and utilizes information sources and technology in ways that enhance the quality of services	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Uses information sources and technology in ways that safeguard confidentiality	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Effectively utilizes computer-based scoring programs for standardized assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Effectively utilizes graphing and charting programs to display student data.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Recommends appropriate assistive technology to support student needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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

- Direct observation
- Supervision hours
- Professional outcomes/permanent products (e.g., reports, presentations, etc.)
- Comments of colleagues
- Comments of parents
- Comments of teachers
- Comments of staff/other personnel
- Other, please specify: \_\_\_\_\_

**Please Comment on any ratings of 0, 1 or 2:**

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**PART III. ADDITIONAL COMMENTS/OBSERVATIONS OF STUDENT'S PERFORMANCE**

What are the student's strengths? \_\_\_\_\_

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In what areas does this student need to grow? \_\_\_\_\_

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Using the scale in Part II, what is your overall rating of the student?

<b>OVERALL</b>	0	1	2	3	4	5	0	1	2	3	4	5
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**Field Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Practicum Objectives and Progress Report**

Student Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Site: \_\_\_\_\_

Objective (Program Goals addressed)	Behavioral Marker (How will I know I have met my goal? What will it look like?)	Midterm Progress	End of Semester Progress
1.			
2.			
3.			
4.			
5.			

**School Psychology  
Practicum Summary Form**

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

Semester/Year: \_\_\_\_\_ Site: \_\_\_\_\_

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

University Supervisor: \_\_\_\_\_

Site description (Include location, type of setting, characteristics of clients, and types of training experiences available.):

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

Summary of practicum hours: \_\_\_\_\_

\_\_\_\_\_

Direct contact:

Assessment: \_\_\_\_\_

Intervention: \_\_\_\_\_

Indirect contact:

Support hours: \_\_\_\_\_

Supervision Hours:

Individual \_\_\_\_\_

Group: \_\_\_\_\_

Total hours: \_\_\_\_\_

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

\_\_\_\_\_  
Site Supervisor Signature Date

\_\_\_\_\_  
University Supervisor Signature Date

## **APPENDIX U - INTERNSHIP-SPECIFIC INFORMATION**

### Internship

An essential component of the doctoral program in school psychology is the internship. It is the culminating training experience to prepare individuals to function as independent professionals. An internship provides students with the opportunity to take substantial responsibility for carrying out professional functions as school psychologists in the context of appropriate supervision. Furthermore, the internship facilitates the further development and integration of knowledge and skills gained from didactic instruction and practicum work.

Although there may be exceptions, **the *internship* occurs primarily apart from the training program and is administered primarily by the internship setting.** Nevertheless, the internship must consist of supervised experiences that will increase the student's knowledge and skill level. It is the responsibility of the student to present an internship plan that provides for new experiences. Intern supervision is the joint responsibility of the University and internship supervisors.

The internship is further defined by its length and placement in the overall training sequence. Students spend a calendar year (or two years half time) at an internship setting approved by the school psychology faculty.

Questions concerning internship should be directed to the internship coordinator/program coordinator.

### **Qualification for Internship**

To ***apply*** for the internship, students must be-

- In good standing
- Making timely progress in the completion of all required coursework,
- Making progress in completing required practicum experiences, and
- Submitted appropriate documentation of these experiences.

To ***begin*** the internship, students must have successfully,

- completed all required coursework
- completed all required practicum requirements

### **Internship Application**

Students must be approved for internship and thus will complete an application for internship. The application for internship must be completed by the student and submitted to the Program Coordinator/internship coordinator for review in the fall of year 2.

The completed Internship Approval form along with a detailed internship plan will be reviewed within 30 days. A detailed internship plan must accompany all requests for internships. The faculty will review the student's application and inform the student whether they are eligible to apply for an internship.

Part of the application process includes the identification of proposed internship sites. The decision to approve a site is dependent on many factors.

**Scheduled Learning Activities:** An average of two hours a week (in addition to two hours of individual supervision) must be spent by the intern in scheduled learning activities. These may include the following:

- 1) Group supervision for a minimum of 1 hour per week by a licensed psychologist
- 2) Case conferences
- 3) Seminars dealing with professional issues
- 4) In-service training
- 5) Observing other agency units in delivery of services
- 6) Meetings with professionals other than school psychologists (e.g., persons from other disciplines or other agencies)
- 7) Professional conventions

If the internship site does not have a minimum of two interns at the internship level of training during the applicants training period, arrangements can be made for interns from two different sites to meet for seminars dealing with professional issues. These seminars can be conducted by the University of Iowa supervisor if the students are participating in captive internships or by an approved University supervisor near the internship site. All these arrangements must be made prior to the start of the internship.

### **Internship Credit Registration**

Full-time interns register for PSQF:7437 Internship in School Psychology for one credit each semester/session—fall, spring—for a total of two credits for internship at a minimum. If a student's internship term will continue more than two weeks beyond the end of the spring semester the student must register for the summer session in which they will complete their internship. For a part-time internship, students register for one credit for each of six semesters over two consecutive years.

### **Appropriate Internship Settings**

The internship setting is one in which psychological and educational services are provided primarily to children from three to 21 years of age. The setting may be a public or private school provided that (a) interns are involved in the full range of professional activities; (b) a diversity of clients is served, including a wide range of children; (c) appropriate agency supervision is available, and (d) the student uses a title such as *intern* or *resident* (or similar designation of trainee status).

Students occasionally desire to fulfill part or the entire internship requirement by working for the school district or mental health agency setting in which they are presently or have been employed. Such internship arrangements are strongly discouraged because objective supervision and appropriate learning experiences are frequently compromised when a former employee is cast into the role of intern with the new goals of both learning and service delivery. Students wishing to complete an internship in a setting in which they are or have been employed or have had extensive practicum experiences must demonstrate to the satisfaction of the school psychology faculty that they will be functioning in a new capacity that is essentially that of a trainee.

### **Number of Different Settings per Internship**

The total internship experience may occur in more than one setting (e.g., a consortium) provided that all internship placement criteria are met in each setting and that all internship experience requirements (e.g., hours, supervision, and range of activities) are completed satisfactorily.

Each internship agency must have a professional psychologist who is clearly designated to be responsible for the integrity and quality of the internship experience (e.g., chief psychologist, director of training). This person may or may not serve as the intern's primary supervisor. The site-based internship supervisor and his/her colleagues are professional role models and provide evaluations of professional skills for a critical period in an intern's training. Thus, the first requirement for internship sites is that the supervisor must have adequate time and authority to directly work with the intern.

### **Approval by University**

Internship site approval is based on an evaluation of the written internship plan that specifies the range of activities offered to interns and the availability of qualified supervision. The Internship Coordinator/Program coordinator reviews written internship plans that are submitted by individual students. These plans must be approved prior to any formal or contractual agreement between the intern and the site.

### **Specification and Contracting of Internship Experiences**

The internship agency and intern prepare the written internship plan that explains the objectives and content of the internship. This plan includes.

- Clearly stated expectations for the nature of the experiences offered in the agency.
- Clearly stated expectations for the quality and quantity of work by the intern.
- Specification of supervisory responsibilities of the agency.
- An outline of specific planned experiences for the intern that takes into consideration the student's educational background, experience, or professional goals.
- Specification of salary, reimbursable travel, holidays, and other benefits.

Once approved by all parties, this written plan functions as a contract among the intern, the university, and the internship agency to ensure successful completion of all internship requirements.

### **Site Supervision of Internship**

Internship supervision in the agency is the primary responsibility of the field supervisor, who acts as a liaison between the intern and the University of Iowa program.

The field supervisor is a doctoral level field-based psychologist who is licensed as a psychologist by the Department of Public Health and/or the Department of Education. Furthermore, this person should have demonstrated teaching or supervisory skills and worked for at least four years as a psychologist delivering psychological services to children/adolescents or young adults, including one year in his/her present setting.

The field supervisor may be an employee of the internship agency or an affiliate (e.g., consultant) of the agency who carries major responsibility for cases being supervised. When internship supervision is

provided by an affiliate, then a regular staff member in the agency must be ultimately accountable to the intern and university (e.g., chief psychologist).

### **University Supervision of Internship**

Intern supervision is the joint responsibility of the training institution and the professional staff of the internship agency. Internship experiences should, therefore, reflect the connection between the training program, the internship setting, and the needs of the intern. To ensure this connection, communication with field supervisors and other staff at internship sites should occur on a continuous basis.

As needed, the program coordinator will submit to the internship agency a copy of this handbook describing criteria for internship placements.

*The field supervisor will inform the university supervisor of the specific program that has been established for the internship and that this will reflect, in part, the needs stated in the guidelines outlined in this handbook.*

### **Internship Evaluation**

At the midpoint of the internship, an evaluation of the intern will be completed by the site supervisor(s). The evaluation form at an internship site may be used or the University of Iowa's form will be used. The intern's progress and any need for change will be clearly stated at this time. The evaluation form will also be completed during the final month of the internship and be sent to the internship coordinator at The University of Iowa. (See The University of Iowa School Psychology Internship Evaluation form in the Appendices)

Interns are required to keep a written log of internship activities and reactions to and evaluations of those activities/experiences. This summary of activities is submitted to the University supervisor at a minimum of every three months. The intern is expected to maintain monthly contact with the University internship coordinator in person, e-mail, or telephone. Additionally, interns will utilize Time2Track for the managing of their hours (<https://time2track.com/>). The overall evaluation of internship activities is based on the written information that is obtained from the site supervisor(s), intern, and university supervisor.

There is one program faculty member assigned to the internship course. This person will serve as the university liaison with the internship setting.

Interns will not be considered given a grade for the semester if the appropriate paperwork has not been turned in. At the completion of the internship, the University Internship Coordinator should have copies of midyear and final evaluations, logs for the entire year, evaluations by the interns of the site and site supervisor(s), and a Statement of Completion of Internship. (See Appendix V.)

### **Appeal Process**

If a student wishes to appeal an evaluation that has been given by the intern supervisor(s), procedures for appeal should be followed in the internship setting first. The intern should also inform the university supervisor of the decision to appeal an evaluation.

In the case of disagreement over a grade submitted by the university supervisor, procedures for student grievances at The University of Iowa should be followed.

**APPENDIX V - INTERNSHIP FORMS**

**Internship Forms**



**School Psychology Program APPLICATION for Internship**  
**The University of Iowa School Psychology Program**  
**(Due Fall of second Year)**

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_  
Advisor: \_\_\_\_\_

Check the following if successfully completed:

a) Required coursework

1. Courses not completed include:

b) Practicum requirements

1. Placements a) \_\_\_\_\_, b) \_\_\_\_\_,

c) \_\_\_\_\_, d) \_\_\_\_\_

e) \_\_\_\_\_, f) \_\_\_\_\_

2. Total number of practicum client contact hours \_\_\_\_\_, practicum supervision hours \_\_\_\_\_, and overall hours \_\_\_\_\_.

d) Comprehensive/Final portfolio Defense

1. Date of Comprehensive/Final portfolio Defense \_\_\_\_\_

2. Results \_\_\_\_\_

Attach a one-page statement of your goals for the internship.

Advisor's signature \_\_\_\_\_ Date \_\_\_\_\_

Return this form to the UI School Psychology Program Coordinator in the fall semester of year 2

## **PROCEDURES for REQUESTING INTERNSHIP APPROVAL and PLACEMENT**

- Step 1.** Students who have completed all program requirements will compile a list of potential sites in consultation with their advisor and by searching the NASP internship database among other sources.
- Step 2.** These and any other options are to be presented to the Internship Coordinator/Program Coordinator by the fall of year 2:
1. Review the CSDPP Guidelines (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.hofstra.edu/sites/default/files/2022-03/cdspp-internship-guidelines.pdf)
  2. Complete the Internship Planning Form
  3. Write and file a statement justifying the chosen sites
- Step 3.** At the time of your acceptance by the internship site, the Internship Approval form must be completed by the Internship Site and returned to the Program. The Program Coordinator must receive this form or a letter confirming your placement. The Program requires this letter as evidence of approval of your placement.

10 -16 Preferred Choices:

---

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)
- 13)
- 14)
- 15)
- 16)

**THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM**  
**Internship Planning Form**

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

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

This form will be required from all students completing an internship.

**Internship Plan**

1. Describe the Programmed Sequence which the intern will follow. Designate those experiences which enhance the following: Professional Attitudes, Responsibility, Communication Skills, Critical Judgment, and Technical Skills.

2. State the expected proportion of time to be spent and the range for each type of training activity provided with children needing school psychological services:

% Time	Activity	Range/Type of Training Activities
_____	Assessment	
_____	Intervention	
_____	Consultation	
_____	Supervision	
_____	Other Services (describe) _____	

3. Name, specialty, and credentials of the clearly designated activity licensed/certified psychologist responsible for the internship:

\_\_\_\_\_

4. Name, credentials and agency/staff affiliation/sponsorship of intern's supervisor(s):

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

5. Schedule and amount of regular, formal, face-to-face individual supervision dealing with school psychological services rendered by the intern:

Days/Times \_\_\_\_\_

6. Schedule and amount of regular, formal, face-to-face individual supervision dealing with school psychological services rendered by the intern:

Days/Times \_\_\_\_\_

7. Time, schedule and nature of training-learning activities:

Amount of Time	Day/Time	Activity
		Case Conference (Intern's)
		Prof Issue Seminar(s)
		Inservice
		_____
		_____

8. Weekly hours to be spent in:

Supervision \_\_\_\_\_  
Education (#6) \_\_\_\_\_  
Total \_\_\_\_\_/40 hours = \_\_\_\_\_% (Minimum of 10% required)

9. Settings in which internship will be served (if more than one, additional forms will be needed for each):

10. Total hours to be spent on internship = \_\_\_\_\_ (Minimum = 1800)

Beginning Date \_\_\_\_\_ to Ending Date \_\_\_\_\_ = \_\_\_\_\_ months

11. Time to be spent in direct client contact = \_\_\_\_\_ (Minimum 40%, 900 hours)

12. Identity of other interns/psychologists with whom intern will interact (Minimum of two):

13. Identity of other professionals with whom interns will have the opportunity to interact:

14. Official title by which the intern will be designated:

15. A written statement is on record that describes:

- \_\_\_\_\_ Goals and content of internship
- \_\_\_\_\_ Clearly states expectations for the nature of experiences.
- \_\_\_\_\_ Quantity of work
- \_\_\_\_\_ Quality of work
- \_\_\_\_\_ Salary
- \_\_\_\_\_ Benefits
- \_\_\_\_\_ Reimbursable travel
- \_\_\_\_\_ Holidays
- \_\_\_\_\_ Other \_\_\_\_\_

Designation of Fully Credentialed Psychology Supervisor(s)

Name and credentials of supervisor(s) must be provided.  
Student's comments and faculty notes:

Internship Coordinator/Program Coordinator's Signature: \_\_\_\_\_

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM**  
**INTERNSHIP APPROVAL FORM**

Name of intern: \_\_\_\_\_

Name of agency: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

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

Salary: \_\_\_\_\_

Name of primary supervisor: \_\_\_\_\_

Qualifications of supervisor: \_\_\_\_\_

(Degree, license, certification)

Provisions for supervision:

(Number of hours, range of supervisors, individual or group)

Populations to be served:

(Includes age ranges, handicapping conditions, etc.)

APPROVED:

\_\_\_\_\_  
Signature of University of Iowa School Psychology Internship/Program Coordinator

\_\_\_\_\_  
Date

THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM  
**INTERN CONTRACT**

(Must use this form or approved site contract)

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

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

University Supervisor: \_\_\_\_\_

**Please read and sign:**

As an intern from the School Psychology Program at The University of Iowa, I agree to complete an internship with  
\_\_\_\_\_ on the following terms:  
(agency)

Total days per semester on agency site as an intern: \_\_\_\_\_

Days per week on agency site (specify days): \_\_\_\_\_

Hours per day on site: \_\_\_\_\_

Salary: \_\_\_\_\_

As part of my internship, I will demonstrate competency in the following areas:

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

I will maintain a log of my internship to be reviewed by my University supervisor. At the middle and end of the internship year, I will be evaluated by my site and University supervisors.

My University supervisor will meet with me a minimum of once a month in person and/or via e-mail and telephone:

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

My site supervisor will meet with me on the following basis: \_\_\_\_\_

\_\_\_\_\_

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

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

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

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

University Supervisor: \_\_\_\_\_

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

**THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM**  
**INTERNSHIP DOCUMENTATION FORM**

(Time to Track and this or other approved form will be used to log internship activities and will be turned in monthly to the Coordinator of Internships)

Name: _____ Site: _____
Supervisor: _____

Instructions: Give each case (e.g., client) a number, beginning with #1 in each category. Record total sessions and total hours per case in this way: sessions less than 40 min. = 1/2 hour; sessions between 40 and 70 minutes = 1 hour; sessions greater than 70 minutes = 1.5 hours; and so on. In the Client Characteristics section of a category, indicate proportion of contact with personal/social and academic cases, and (optionally) describe the age range, gender, and ethnicity of the clients, also by proportion.

Date and Activity Code*	Client	Characteristics or Comments	Setting	Minutes	Techniques
-------------------------	--------	-----------------------------	---------	---------	------------

**Supervision**

Indicate total number of sessions and clock hours:

Total client contact hours: \_\_\_\_\_

Total supervision hours: \_\_\_\_\_

Total other hours: \_\_\_\_\_

Total \_\_\_\_\_

I certify the above record to be accurate to the best of my knowledge.	
Student Signature: _____	Date: _____
Site Supervisor: _____	Date: _____
Supervisor of Record: _____	Date: _____





**THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM**  
**Internship SITE Evaluation Form**  
**(To be completed by Intern)**

Site: _____
Supervisor: _____
Student (completing the evaluation): _____

Approximately what percentage of your time did you spend in the following activities?

- Assessment/testing \_\_\_\_\_
- Interventions \_\_\_\_\_
- Counseling \_\_\_\_\_
- Workshops/programming \_\_\_\_\_
- Consultation/outreach \_\_\_\_\_
- Supervision \_\_\_\_\_
- Report writing/paperwork \_\_\_\_\_

List the best opportunities for training/experience this site offers:

What training/experience opportunities could the site improve upon?

Would you recommend the site to other students?

\_\_\_\_ Yes    \_\_\_\_ Maybe    \_\_\_\_ No

**THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM**  
**Internship SITE Evaluation Form (cont'd)**

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

Dates of Placement: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

**DIRECTIONS:** Student completes this form at the end of the internship. This form should be turned in to the University school psychology internship/program coordinator.

- A. Very satisfactory
- B. Moderately satisfactory
- C. Moderately unsatisfactory
- D. Very unsatisfactory

Rate the following questions about your site and experiences by the following:

1. \_\_\_\_\_ Amount of on-site supervision.
2. \_\_\_\_\_ Quality and usefulness of on-site supervision.
3. \_\_\_\_\_ Usefulness and helpfulness of faculty liaison.
4. \_\_\_\_\_ Relevance of experience to career goals.
5. \_\_\_\_\_ Exposure to and communication of school/agency goals.
6. \_\_\_\_\_ Exposure to and communication of school/agency procedures.
7. \_\_\_\_\_ Exposure to professional roles and functions within the school/agency.
8. \_\_\_\_\_ Exposure to information about community resources.
9. \_\_\_\_\_ Rate all applicable experiences which you had at your site:
  - \_\_\_\_\_ Report writing
  - \_\_\_\_\_ Intake interviewing
  - \_\_\_\_\_ Administration and interpretation of tests
  - \_\_\_\_\_ Staff presentation/case conferences
  - \_\_\_\_\_ Individual counseling
  - \_\_\_\_\_ Group counseling
  - \_\_\_\_\_ Family/couple counseling
  - \_\_\_\_\_ Psycho/Educational activities
  - \_\_\_\_\_ Consultation
  - \_\_\_\_\_ Other \_\_\_\_\_
10. \_\_\_\_\_ Overall evaluation of the site.

**COMMENTS:** Attach a separate sheet including any suggestions for improvements in the experiences you have rated moderately unsatisfactory (C) or very unsatisfactory (D).

RETURN TO: School Psychology Program Coordinator, 361 Lindquist Center  
University of Iowa, Iowa City, IA 52242-152



**PART I. PROFESSIONAL WORK CHARACTERISTICS**

Using the following scale, evaluate the student’s professional work characteristics.

<b>1</b>	<b>Never</b>	Characteristic is not evident
<b>2</b>	<b>Rarely</b>	Characteristic is evident and demonstrated with little or no consistency
<b>3</b>	<b>Sometimes</b>	Characteristic is evident and demonstrated at times
<b>4</b>	<b>Often</b>	Characteristic is evident and demonstrated the majority of opportunities
<b>5</b>	<b>Always</b>	Characteristic is evident and consistently demonstrated

<b>PART I: Professional Work Characteristics</b>	<b>Midyear</b>					<b>Final</b>					
29. <b>Punctuality and attendance</b> - Student arrives at specified time, plans for scheduling conflicts, demonstrates dependability	1	2	3	4	5		1	2	3	4	5
30. <b>Professional appearance and demeanor</b> - Student 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	1	2	3	4	5		1	2	3	4	5
31. <b>Initiative, motivation, consistency, and perseverance</b> - Student 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	1	2	3	4	5		1	2	3	4	5
32. <b>Flexibility, adaptability to novel/ unexpected situations</b> - Student adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery	1	2	3	4	5		1	2	3	4	5
33. <b>Poise, tactfulness, and rapport with staff and others</b> - Student forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines	1	2	3	4	5		1	2	3	4	5
34. <b>Preparation and organization</b> - Student demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records	1	2	3	4	4		1	2	3	4	5
35. <b>Ability to handle professionally constructive criticism and positively use feedback</b> - Student accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors	1	2	3	4	5		1	2	3	4	5
36. <b>Ability to accurately self-evaluate areas of practice</b> - Student 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	1	2	3	4	5		1	2	3	4	5
37. <b>Respect for cultural and individual diversity</b> - Student	1	2	3	4	5		1	2	3	4	5

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														
<b>38. Engaging in continuing education, including participation in professional associations for school psychologists</b> - Student 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	1	2	3	4	5		1	2	3	4	5			
<b>39. Development of professional identity and integrity</b> – Student displays emerging professional identity as school psychologist; 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	1	2	3	4	5		1	2	3	4	5			
<b>40. Self-care</b> – Student monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice	1	2	3	4	5		1	2	3	4	5			
<b>41. Effective communication skills</b> – Student 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	1	2	3	4	5		1	2	3	4	5			
<b>42. Knowledge and application of evidence-based practice</b> – Student applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	1	2	3	4	5		1	2	3	4	5			
<b>OVERALL</b>	1	2	3	4	5		1	2	3	4	5			

**PART II. SKILL DEVELOPMENT**

Using the scale below, please evaluate the performance and progress of the intern you are currently supervising. It is expected that interns will show the ability to function **independently**, indicated by scores of at least 3 to 5.

**Please use the following rating scale in evaluating the student in each of the broad areas described below:**

<b>0</b>	<b>Unsatisfactory</b> ... does not meet expectations	Student does not meet expectations for level of training (beginning, advanced practicum student), the candidate needs more practice and close supervision than most candidates at this same level of training. <b>Requires regular and frequent supervision.</b>
<b>1</b>	<b>Novice</b> ... competence in need of further training	Student is beginning to acquire these skills and will require more training, practice, and instruction. Trainee should not be allowed to function independently. <b>Requires regular and frequent supervision.</b>
<b>2</b>	<b>Needs Improvement</b> ... competence is below average for what is expected of practitioners	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). Plans should be made to ensure additional practice in this skill. Independent functioning is not recommended.
<b>3</b>	<b>Adequate Emerging Competence</b> ...competence is satisfactory	Student meets expectations for level of training, <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> . Student should continue practicing this skill under moderate supervision.
<b>4</b>	<b>Advanced Emerging Competence</b> ... competence is at minimum level necessary for internship	Student exceeds competence beyond that expected of candidates at this level of training, <i>demonstrates all aspects of the skill</i> , and is nearing mastery/independent functioning and is effective in this area with <i>on-going supervision. Direct supervised assistance rarely needed.</i>
<b>5</b>	<b>Independent Level of Competence</b> .... competence is very well developed for entry-level practice	Student exceeds expectations at mastery level expected of beginning school psychologist, <i>demonstrates all aspects of the skill</i> , functions independently, and is effective in this area with regular, or little <i>on-going supervision, but no direct supervised assistance.</i>
<b>NO</b>	<b>Not Observed</b>	Skill not observed/insufficient data to make rating currently.

The items are based on the 2020 NASP standards for graduate education of school psychologists (see: <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>) (see <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>).

<b>A. Assessment and Data-Based Decision Making</b>	<b>Midyear</b>								<b>Final</b>							
	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
31. Articulates a theory that meaningfully guides your work	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
32. Clearly identifies nature of the referral	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	

concern																	
33. Considers a range of causative factors within the assessment process	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
34. Appropriately links assessment instruments to the referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
35. Reviews existing data (e.g., cumulative folder) to inform assessment needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
36. Plans and conducts effective clinical interviews in response to referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
37. Plans and conducts effective behavioral observation in relevant contexts	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
38. Displays accuracy in administering and scoring the following:																	
a. Cognitive/Intellectual assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
b. Achievement assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
c. Social-Emotional-Personality assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
d. Adaptive behavior assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
e. Curriculum-based assessments (e.g., DIBELS, AIMSweb)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
39. Notes test session behavioral observation relevant to client functioning	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
40. Analyzes and interprets data meaningfully and thoroughly	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
41. Makes recommendations based on assessment results	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
42. Designs and implements appropriate interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
43. Uses, analyzes, and interprets data to evaluate and measure progress of plans	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
44. Effectively conveys data, diagnoses, and intervention plans in written form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
45. Effectively conveys data, diagnoses, and intervention plans in oral form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO		

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



<b>B. Consultation and Collaboration</b>	<b>Midyear</b>							<b>Final</b>						
25. Shows knowledge of appropriate theories and methods of consultation appropriate to individual, group, and organizational/systemic change	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
26. Uses knowledge about organizational factors to promote entry	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
27. Provides leadership in addressing systems-level concerns	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
28. Establishes effective consultation relationships with teachers	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
29. Establishes effective consultation relationships with administrators and staff	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
30. Establishes effective consultation relationships with parents	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
31. Efficiently and effectively interviews consultees	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
32. Accurately identifies and analyzes problem	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
33. Clearly communicates assessment results and recommendations to consultee	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
34. Monitors (or assists in a plan to monitor the) effectiveness of consultee-implemented interventions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
35. Attends to treatment fidelity issues	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
36. Responds appropriately to difficult interactions/consultation with self-control and good judgment	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>C. Interventions and Instructional Support to Develop Academic Skills</b>	<b>Midyear</b>							<b>Final</b>						
13. Develops appropriate cognitive, academic, and behavioral goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
14. Displays knowledge of the conceptual foundation and important mechanisms of change of	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

academic/instructional/curricular interventions															
15. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Effectively considers the utility and implementation needs of interventions/strategies	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
17. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

<b>D. Interventions and Mental Health Services to Develop Social and Life Skills</b>	<b>Midyear</b>							<b>Final</b>						
	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
19. Develops appropriate affective, behavioral, social, and adaptive goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
20. Displays knowledge of the conceptual foundation and important mechanisms of change of affective/social/behavioral interventions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
21. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
22. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
23. Builds rapport and comes across as genuine, caring, and non-judgmental within counseling sessions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
24. Demonstrates appropriate use of basic counseling skills (e.g., attending, paraphrasing, using questions, information giving)	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
25. Evaluates client motivation and matches response to client readiness to change (e.g., confronts effectively, consistently uses and elicits change talk)	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
26. Asks difficult questions and shows comfort talking about difficult topics/emotions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
27. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

E. School-Wide Practices to Promote Learning	Midyear								Final						
	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. 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	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. 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	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Is a contributing, effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
13. Designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Uses data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: \_\_\_\_\_

<b>F. Preventive and Responsive Services</b>	<b>Midyear</b>								<b>Final</b>						
7. Demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. 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	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that consider diverse needs and characteristics. (APA Domain B.3.c)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Engages in data-based decision making through direct and indirect delivery to promote preventive and responsive services	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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<b>G. Family-School Collaboration Services</b>	<b>Midyear</b>								<b>Final</b>						
15. Communicates and listens effectively	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Seeks appropriate parent/family input to better understand student challenges and determine home opportunities for intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
17. Identifies and recommends effective strategies for increasing collaboration and partnership between home and school	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Encourages parent/family self-efficacy in supporting student learning and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
19. Recommends community resources that will support and enhance student functioning	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
20. Collaborates effectively with outside agencies involved in student/family support	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

21. Works effectively to promote and provide comprehensive services to children and families	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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<b>H. Diversity in Development and Learning</b>	<b>Midyear</b>								<b>Final</b>						
15. Understands ones' own cultural identity and personal attitudes toward diverse others	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Demonstrates sensitivity and skills with individuals with diverse characteristics	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
17. Demonstrates acceptances of others' values and perspectives	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Demonstrates behavior consistent with an appreciation of and respect for diversity in various areas	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
19. Recognizes how culture shapes students' identity and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
20. Addresses salient cultural differences between self and student	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
21. Confronts inequities within system or lack of sensitivity to cultural differences	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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<b>I Research and Program Evaluation</b>	<b>Midyear</b>								<b>Final</b>						
9. Shows awareness of current research	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Uses empirical and theoretical literature to inform practices	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Effectively translates research and its implications for practice to various audiences	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Effectively develops and implements programs to address systems-level	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

challenges																
13. Uses appropriate strategies to examine the effectiveness of implemented programs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO	
14. Uses appropriate research designs and statistics when evaluating programs								0								
15. Effectively conveys evaluation results in written and oral form	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO		
<b>OVERALL</b>	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO		

**Additional Comments:**

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<b>J. Legal, Ethical, and Professional Practice</b>	<b>Midyear</b>								<b>Final</b>						
13. Demonstrates knowledge of the history and systems of psychology	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Demonstrates knowledge of the ethical, legal, and professional standards in psychology	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
15. Demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Provides services consistent with ethical and professional standards in professional psychology	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
17. Provides services consistent with legal standards and regulations relevant to practice in settings in which they work	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Engages in responsive, systematic, ethical, and professional decision-making	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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<b>K. Information Technology</b>	<b>Midyear</b>								<b>Final</b>						
11. Accesses, evaluates, and utilizes information sources and technology in ways that enhance the quality of services	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Uses information sources and technology in ways that safeguard confidentiality	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

13. Effectively utilizes computer-based scoring programs for standardized assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Effectively utilizes graphing and charting programs to display student data.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
15. Recommends appropriate assistive technology to support student needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
<b>OVERALL</b>	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

**Additional Comments:**

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

- Direct observation
- Supervision hours
- Professional outcomes/permanent products (e.g., reports, presentations, etc.)
- Comments of colleagues
- Comments of parents
- Comments of teachers
- Comments of staff/other personnel
- Other, please specify: \_\_\_\_\_

**Please Comment on any ratings of 0, 1 or 2:**

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**PART III. ADDITIONAL COMMENTS/OBSERVATIONS OF STUDENT’S PERFORMANCE**

What are the student’s strengths? \_\_\_\_\_

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In what areas does this student need to grow? \_\_\_\_\_

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Using the scale in Part II, what is your overall rating of the student?

<b>OVERALL</b>	0	1	2	3	4	5		0	1	2	3	4	5
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**Field Supervisor’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If you need help accessing this form, please contact [ann-m-garcia-santos@uiowa.edu](mailto:ann-m-garcia-santos@uiowa.edu)

**UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM  
STUDENT EVALUATION of SUPERVISOR**

Name of Practicum or Internship Supervisor: \_\_\_\_\_

Period covered: \_\_\_\_\_ to \_\_\_\_\_

**SUGGESTED USE:** The practicum or internship supervisor could obtain feedback on the supervision by asking supervisees to complete this form. The evaluation could be done at midterm and/or final. The purposes are twofold: (1) to provide feedback for improving supervision and (2) to encourage communication between the supervisor and the supervisee.

**DIRECTIONS:** Circle the number which best represents how you feel about the supervision received. After the form is completed, the supervisor may suggest a meeting to discuss the supervision desired.

		Poor		Adequate		Good	
1. Gives time and energy in observing, tape processing, and case conferences.	1	2	3	4	5	6	NA
2. Accepts and respects me as a person.	1	2	3	4	5	6	NA
3. Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	5	6	NA
4. Gives me useful feedback when I do something well.	1	2	3	4	5	6	NA
5. Provides me the freedom to develop flexible and effective intervention skills.	1	2	3	4	5	6	NA
6. Encourages and listens to my ideas and suggestions for developing skills.	1	2	3	4	5	6	NA
7. Provides suggestions for developing my skills.	1	2	3	4	5	6	NA
8. Helps me to understand the implications and dynamics of the approaches I use.	1	2	3	4	5	6	NA
9. Encourages me to use new and different techniques when appropriate.	1	2	3	4	5	6	NA
10. Is spontaneous and flexible in the supervisory sessions.	1	2	3	4	5	6	NA
11. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	1	2	3	4	5	6	NA
12. Gives me useful feedback when I do something wrong.	1	2	3	4	5	6	NA
13. Allows me to discuss problems I encountered in my practicum/internship setting.	1	2	3	4	5	6	NA
14. Pays attention to both me and my clients.	1	2	3	4	5	6	NA
15. Focuses on both verbal and nonverbal behavior in me and in my clients.	1	2	3	4	5	6	NA



	Poor		Adequate		Good		
16. Helps me define and maintain ethical behavior in assessment and case management.	1	2	3	4	5	6	NA
17. Encourages me to engage in professional behavior.	1	2	3	4	5	6	NA
18. Maintains confidentiality in material discussed in supervisory sessions.	1	2	3	4	5	6	NA
19. Deals with both content and effect when supervising.	1	2	3	4	5	6	NA
20. Focuses on the implications, consequences, and contingencies of specific behaviors in assessment and intervention.	1	2	3	4	5	6	NA
21. Helps me to organize relevant case data in planning goals and strategies with my clients.	1	2	3	4	5	6	NA
22. Helps me to formulate a theoretically sound rationale of human behavior.	1	2	3	4	5	6	NA
23. Offers resource information when I request or need it.	1	2	3	4	5	6	NA
24. Helps me to develop increased skill in critiquing and gaining insight from my tapes.	1	2	3	4	5	6	NA
25. Allows and encourages me to evaluate myself.	1	2	3	4	5	6	NA
26. Explains his/her criteria for evaluation clearly and in behavioral terms.	1	2	3	4	5	6	NA
27. Applies his/her criteria fairly in evaluating my performance.	1	2	3	4	5	6	NA

**Additional Comments and/or Suggestions:**

Signature of Intern \_\_\_\_\_

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

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

Signature of Supervisor \_\_\_\_\_

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

THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM

**STATEMENT of COMPLETION of INTERNSHIP**

I certify that \_\_\_\_\_ has successfully completed the Educational Specialist Internship experience (minimum 1200 clock hours and acceptable performance) as required by the School Psychology doctoral program at The University of Iowa and is released for graduation.

The official ending date of the Internship was \_\_\_\_\_.

The Internship was completed at \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of School Psychology Program Coordinator

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

