

STUDENT HANDBOOK

2025-2026



Doctoral/Specialist Inclusive Degree Program in School Psychology



DOCTORAL/SPECIALIST INCLUSIVE DEGREE PROGRAM IN SCHOOL PSYCHOLOGY

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Introduction and Mission

The mission of the University of Washington's School Psychology Program is to prepare **scientist-practitioners** whose practice of psychology is grounded in scientific knowledge and focused on enhancing the socio-emotional and educational competence of school-age children and youth. This Program provides students with a structural framework that emphasizes learning school psychology practices and developing practitioner skills during the first three years (EdS) and concentrating on generating new scientific knowledge and research that influences the practice of school psychology (PhD).

The School Psychology Program at the University of Washington offers two levels of training: Educational Specialist (EdS) degree and the Doctor of Philosophy (PhD) degree. The EdS degree is a two-year sequence of classes and a 1200 hour one-year pre-certification internship during the 3rd year. The PhD degree is two years of coursework beyond the EdS degree and an additional full-time pre-doctoral internship. This Handbook provides a detailed description to complete both the EdS and PhD degrees.

The EdS degree training is designed to prepare practitioners to provide ethical assessment, consultation, and intervention services in schools. The EdS degree program is approved by the State of Washington Office of the Superintendent of Public Instruction and qualifies graduates for the Residency certificate as a school psychologist—the entry-level certificate required for employment as a school psychologist in Washington State. The University assists students in obtaining their residency certification; after graduate students complete their successful employment experience in the schools, graduates work with their Education Service District to obtain the Professional Certification. The EdS degree program has full approval from the National Association of School Psychologists (NASP). Graduates of the EdS degree program who obtain a passing score on the PRAXIS II Exam Specialty Area Test in School Psychology are eligible for National Certification in School Psychology.

The EdS degree is also the first three years of coursework and practicum experience for the PhD degree. During the fall quarter of the 3rd year of the EdS degree, students may apply to the PhD degree. Prospective students may also apply directly to the PhD degree with an undergraduate degree, but they must complete the EdS degree along the way to the PhD degree. This option is called the *PhD/EdS inclusive degree program*.

The PhD degree training is designed to prepare Health Service Psychologists to be trainers of school psychologists in academic settings, researchers who contribute to the scientific foundations for the practice of school psychology, leaders in school settings, and/or providers of school psychological services in hospital or community mental health settings. The PhD degree program is accredited by the American Psychological Association (APA)¹ and NASP.

The School Psychology Program is a graduate program of the University of Washington. Graduate programs are in four Areas in the College of Education: Teaching, Learning, & Curriculum (TLC), Educational Foundations, Leadership, & Policy (EDFLP), Learning Sciences & Human Development

¹ American Psychological Association (APA), 750 First Street NE, Washington, DC 20002-4242, COA 202-336-5979

(LSHD), and Special Education, School Psychology, & Measurement & Statistics (S³). School Psychology is one of three degree-granting programs within S³. School Psychology students take courses with and interact with students and faculty throughout the S³ Area and College of Education. This interaction prepares our graduates for professional interdisciplinary collaboration.

The EdS degree is structured as a self-sustaining program and financial operations are managed by the UW Professional and Continuing Education (UW PCE) unit. This means that tuition for the EdS degree is different from the other degree programs in the College of Education. Course registration for all EdS degree students (including the PhD/EdS inclusive degree students) is managed by the UW PCE through the 3rd year of the program.

UW School Psychology Program Brochure

OVERVIEW

School psychologists assess, consult, and provide prevention and direct intervention services for school learning, behavior and mental health problems. The graduate program in School Psychology at the University of Washington stresses the expanded role of the school psychologist and offers formal course work and practica in assessment, consultation, intervention, and counseling. In addition, the program is grounded in the scientist practitioner model and offers a strong background in the scientific foundations for the practice of school psychology as well as training in applying current research knowledge and theory to educational practice.

The University of Washington's School Psychology Program is in the College of Education. The Educational Specialist degree (EdS) is approved by the State of Washington and meets requirements for Residency certification (Educational Staff Associate) as a school psychologist in Washington. The EdS degree program is accredited by the National Association of School Psychologists; therefore, students who complete the EdS degree also qualify for national certification as a school psychologist (NCSP). The Doctoral degree (PhD) has APA* accreditation⁺ and prepares graduates for licensure as a psychologist and for college teaching and research positions. The EdS degree and pre-certification internship serves as the first three years of the doctoral degree for those who pursue advanced study. Only students who have completed requirements for an EdS degree in school psychology are admitted to the PhD degree.

APPLICATION PROCEDURES

Admission to graduate degree programs is competitive with space limited by faculty size and facilities. For application support and information, contact the Office of Student Services, 206 Miller Hall, Box 353600, Seattle, WA 98195, (206) 543-7834, edinfo@u.washington.edu.

FINANCIAL ASSISTANCE

The College of Education endeavors to provide some financial support for graduate students, especially doctoral degree students, although the availability of resources is limited. Specific information on paid appointments, amounts or stipends, application procedures and deadlines is available from the Office of Student Services:

<http://education.uw.edu/admissions/funding-and-financial-aid>

EDUCATIONAL SPECIALIST IN EDUCATION DEGREE

The EdS degree course of study is the entry-level training for the field of school psychology in Washington State. This program is full-time, requiring 3 years of coursework at the UW and passing of the EdS Oral Exam at the end of the second year. The 3rd year of the program is required for state and national certification as a school psychologist. During the 3rd year, students must complete a full-time internship (1200 hours of which 600 hours must be completed in a school setting) and pass the Praxis II exam which qualifies the candidate for National Certification in School Psychology

(NCSP) and enables eligibility for professional level certification in the State of Washington.

In the 1st year, students take courses in the scientific foundations for the practice of school psychology:

- Human learning
- Development during early childhood, middle childhood, and adolescence
- Child and adolescent psychopathology
- Individual differences
- Multicultural issues
- Research methods
- Statistics

In addition, they take courses that introduce them to the:

- Field of school psychology
- Ethical, legal, and professional standards of practice
- Consultation (indirect service delivery) and interdisciplinary collaboration
- Behavioral assessment and interventions

The 2nd year includes field-based and on-site practicum experiences in which students provide direct and indirect services (birth to 21) under the supervision of the University faculty. Students learn to:

- Administer and interpret intellectual, cognitive, academic, and neuropsychological tests
- Assess social and emotional functioning and adaptive behavior
- Interview parents, children, and teachers
- Observe children in the classroom
- Test clinical hypotheses
- Generate recommendations for interventions
- Write psychological reports
- Provide oral feedback and consultation
- Counsel individual children and their parents

The entire 3rd year is designed as a field-based internship in the schools where interns are supervised by certified school psychologists and receive supervision once a week at the University. Altogether, the three-year EdS degree requires 112 credit hours.

POST-BACCALAUREATE ADMISSION TO EDUCATIONAL SPECIALIST INCLUSIVE DOCTORAL PROGRAM

Students may enter the PhD degree post-baccalaureate (i.e., without an EdS degree in School Psychology). However, post-baccalaureate applicants to the PhD degree are required to obtain the EdS degree in School Psychology as part of the doctoral degree coursework and they must maintain satisfactory progress during the first two years of the program. In addition to these requirements, students will need to have an identified interest in an area of research similar to a one of the core tenure line School Psychology faculty (e.g., Janine Jones, James Mazza, Kristen Missall, Marissa Pilger-Suhr) and the advisor must be willing to mentor the student through their PhD degree and dissertation work.

Satisfactory progress is determined by multiple components:

- 3.2 GPA in all practicum courses of the school psychology curriculum
- All course grades above 3.0

- Incompletes, if any, need to be completed the subsequent quarter in which they were given. No more than two incomplete course grades per year
- Pass EdS Oral Exam at the end of the 2nd year of course of study
- Faculty review of student progress on a quarterly basis to determine satisfactory progress. This review includes grades, professional behavior, and appropriate match of student's research interest to faculty

Annual evaluations of the PhD/EdS degree inclusive students will lead to one of the following recommendations: a) continue in the PhD/EdS inclusive degree program; b) obtain the EdS degree and do not continue with the doctoral degree; or c) withdraw from the EdS degree.

DOCTOR OF PHILOSOPHY DEGREE

The PhD degree program has been accredited* by the American Psychological Association (APA) * since 1992 and by the National Association of School Psychologists (NASP) since 1995. It is designed to prepare school psychologists for leadership roles in:

- School settings
- Graduate training programs in school psychology
- Teaching hospitals and other health agencies providing outpatient services for patients with school-related problems
- Research settings where investigations are conducted related to learning, development, and behavior of school-aged children

The PhD degree in school psychology at the UW requires a minimum of 90 credit hours (30 of which apply from the EdS degree). Students must have completed an EdS degree or must be in the process of completing an EdS degree in school psychology to be considered for the PhD degree. Students who apply to the PhD degree after they have obtained their EdS degree in school psychology at the UW use their coursework in their EdS degree program as their specialization area. Students who have completed an EdS degree in school psychology from another institution will have their transcripts reviewed to determine courses that may be applied to their PhD degree course of study (maximum of 30 credits can be applied). The strongest applicants to the PhD degree will have research experience and research potential that is aligned with expertise of faculty within the UW School Psychology Program.

The PhD degree requirements consist of:

- Coursework in the biological bases of behavior, the cognitive/affective bases of behavior, the social aspects of behavior, individual differences, measurement, statistics, research design, and advanced integrative knowledge of these areas.

- Research and inquiry seminars and formal presentations
- General examination in specialization, two cognates (area of interest to the individual student), and an area of specialization outside education
- Continuous conduct of research and scholarly inquiry culminating in a dissertation.
- A one-year, full-time, pre-doctoral internship in a school, treatment center/clinic, or other research setting

Each PhD degree student works under the close supervision of a committee chaired by a faculty advisor who is a tenure-track faculty member in the School Psychology Program (Jones, Mazza, Missall, Pilger-Suhr). All students seeking EdS and PhD degrees are advised by a core faculty member in the School Psychology Program.

CORE SCHOOL PSYCHOLOGY FACULTY

Alexa Matlack, PhD., University of Washington, 2019
matlacka@uw.edu

James Mazza, Ph.D., University of Wisconsin, 1993
mazza@uw.edu

Research area: child and adolescent mental health; depression, suicide, and post-traumatic stress syndrome; exposure to violence; social support

Kristen Missall, Ph.D., University of Minnesota, 2002
kmissall@uw.edu
 Program Director

Research area: early literacy, numeracy and social development; school readiness; MTSS; data-based decision making.

Marissa Pilger-Suhr, PhD., University of Oregon, 2021
mpsuhr@uw.edu

Research area: MTSS for reading

*American Psychological Association (APA)
 750 First Street NE
 Washington, DC 20002-4242
 Telephone: (800) 374-2721 or (202) 336-5500

+ APA Committee on Accreditation
 750 First Street NE
 Washington, DC 20002-4242
 Telephone: (202) 336-5979
 TDD/TTY: (202) 336-6123
 Fax: (202) 336-5978

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran in accordance with University policy and applicable federal and state statutes and regulations

SCHOOL PSYCHOLOGY PROGRAM
Doctor of Philosophy Degree (PhD)²
Educational Specialist Degree (EdS)

Admission Requirements

1. A personal goal statement/statement of purpose of no more than 750 words (3 pages double-spaced) which addresses:

- reasons for seeking entry into this program
- post-baccalaureate experiences in teaching, counseling & assessment, if any
- professional aspirations
- research interests

2. Three recent letters of recommendation from professors or direct supervisors, on their letterhead, which address:

- your communication skills, both written and oral
- your ability to interact productively with supervisors, peers, and children
- your ability to function without supervision
- your teaching, counseling, and/or assessment skills
- other relevant aspects of your academic or professional development
- your research competence and experience

3. Grade-point average for latest 90 graded quarter credits (or 60 semester credits)

UW requires a minimum 3.0 grade-point-average (on a 4-point scale) from a regionally accredited college or university in the U.S. or its equivalent from a foreign institution for the last 90 graded quarter credits or 60 graded semester credits from a baccalaureate degree (for a Masters, doctoral, or professional degree, the total cumulative average may be used). If you earned additional credits from an accredited institution after your degree, you may include these credits in calculating your GPA.

4. For PhD degree applicants with a Masters or Specialist Degree in School Psychology: PhD degree applicants with a previous degree in school psychology are invited to apply to the program. For consideration at this level, a Masters or EdS degree in School Psychology, completion of two years of coursework in the EdS degree program at the University of Washington, or certification as a school psychologist are required. Applicants not meeting these requirements must first complete the EdS degree coursework as part of the PhD program (including the pre-certification internship).

5. Preference is given to applicants with employment or volunteer experiences in PK-12 schools.

6. Preference is given to applicants who have research training and experience. (PhD applicants only)

7. We host an interview day during the first or second week of February for finalists who remain competitive after the primary and secondary review of their application. For those who are unable to

² The PhD degree program is accredited by the American Psychological Association and the National Association of School Psychologists. *American Psychological Association, 750 First Street NE, Washington, DC 20002-4242; COA, 202-336-5979

attend, an interview with one or more members of the core faculty in school psychology is required. Interviews are by invitation.

8. Applications for admission will be considered only for admission in Autumn Quarter. Applications must be received by the Graduate School by December 1 (or the Monday after if the 1st falls on a weekend); faculty reviews will commence in January and continue until all vacancies are filled.

9. The College of Education is committed to recognizing and fostering the values derived from a diverse student population. We are striving to promote increased diversity among practicing school psychologists. We apply a variety of criteria when evaluating applications. We strongly encourage prospective students from marginalized backgrounds to apply.

Application Scoring Rubric

During the application review process, core faculty review prospective student applications independently. Each faculty member reviews files and rates applications with the following scoring rubrics. Applicant files are rated on a 4-point scale on every criterion. The faculty meet as a group to compare ratings and collaboratively decide which applicants should be offered an interview. Typically, interviews are offered by the second week of January with the interview day being held the first or second Friday in February.

| PhD Degree Application Scoring Rubric | | | | | |
|---------------------------------------|--|--|--|---|-------------|
| Bachelors degree GPA | Statement of Purpose | Faculty Match for Research | Experience | Letters of Rec | Total Score |
| 3=3.8+ 2=3.6+ 1=3.5+ 0=< 3.5 | 3=strong 2=good 1= adequate 0=not a fit | 3=strong 2=good 1=weak 0=no match | 3=strong, 2=good experience, 1=volunteer only, 0=no work or volunteer experience | 3= 3 strong letters 2=2 strong letters 1=1 strong letter 0=no strong letters | range 0-15 |

| EdS Degree Application Scoring Rubric | | | | | |
|--|---|--|---|--|-------------|
| Bachelors degree GPA | Statement of Purpose | Goal Fit | Experience | Letters of Rec | Total Score |
| 3=3.5+, 2=3.3+, 1=3.0+, 0=< 3.0 | 3=strong, 2=good, 1= adequate, 0=unclear | 3=strong, 2=good, 1=weak, 0=not a fit | 3=strong, 2=good exp, 1=volunteer, 0=no exp or vol | 3=3 strong, 2=2 strong, 1=1 strong, 0=none strong | range 0-15 |

Important Note about PhD Degree Admissions

Students may enter the PhD degree post-baccalaureate (i.e., without an EdS degree in School Psychology). However, post-baccalaureate applicants to the PhD degree are required to obtain the EdS degree in School Psychology with satisfactory progress as part of the doctoral degree coursework. In addition, student research interests must be aligned with one of the core tenure-line School Psychology faculty (e.g., Janine Jones, James Mazza, Kristen Missall, Marissa Pilger-Suhr) and the advisor must be willing to mentor the student through their PhD degree course of study and dissertation work.

Satisfactory progress is determined by multiple components:

- 3.2 GPA in all core courses of the school psychology curriculum.
- All course grades above 3.0.
- Incompletes must be completed in the subsequent quarter for classes that are prerequisites for others. All incompletes must be completed by graduation.
- Pass EdS Oral Exam at the end of the 2nd year of course of study.
- Satisfactory quarterly review of progress by faculty, including grades, professional behavior, and appropriate match of student's research interest to faculty.

Students who enter the PhD degree with a Masters or EdS degree in School Psychology immediately begin the 4th year of the program (see the course sequence later in this Handbook).

School Psychology Core Faculty

Alexa Matlack, Ph.D., NCSP, University of Washington, 2019

matlacka@uw.edu

Licensed Psychologist, PY61078905 (2023 - Present)

Nationally Certified School Psychologist #49338

UW Faculty Representative -- [Equity Caucus](#)

I am an alumnus of the UW School Psychology Program. I completed an APPIC/APA-accredited pre-doctoral internship and, following, a postdoctoral fellowship at the Boys Town Center for Behavioral Health in Omaha, Nebraska. I teach and supervise graduate students in several practicum courses including counseling, school-based SEL and academic intervention, and clinical supervision at the doctoral level. I support and mentor our pre-doctoral interns in securing and completing doctoral level psychology internships around the country (APPIC/APA or CDSPP) each year to round out their doctoral training.

All my professional experience and current work is driven by the teaching and implementation of culturally responsive and equitable educational and mental health practices. My research interests include cultural adaptations of evidence-based clinical interventions and furthering equity work in higher education and school settings. Much of my research and dissertation work has examined cultural identity development in children of color. My clinical interests are focused on culturally responsive and evidence-based treatment of a wide range of severe emotional (trauma, depression, anxiety, OCD) and behavioral challenges (ADHD, ODD) in children and adolescents. I have specialized training in trauma-informed care and treatment, and I am a certified Parent-Child Interaction Therapy (PCIT) therapist.

James Mazza, Ph.D., University of Wisconsin—Madison, 1993

mazza@uw.edu

Licensed Psychologist, PY00002818 (2003-present)

My research interests focus broadly on adolescent mental health issues, particularly internalizing disorders such as depression, anxiety, posttraumatic stress disorder, exposure to violence and especially suicidal behavior. I am also interested in the impact of exposure to violence and PTSD and other mental health problems in youth. Because youth mental health problems are often under-identified yet related to academic difficulties and disciplinary issues, understanding the complex relationships of how mental health issues impact adolescent social emotional abilities and academic skills is central to the psychological services that are delivered in school-based settings. Thus, my research focuses on multi-tiered systems of support (MTSS) that emphasize the need to provide school-based mental health services and SEL programs to all students as part of their education.

My current research is focusing on the development and evaluation of a social emotional regulation curriculum that has been designed at the universal level to help middle and high school students learn adaptive coping and decision-making strategies. The curriculum, called DBT Skills Training for Emotional Problem-Solving for Adolescents (DBT STEPS-A), is developed on the foundation of Dialectical Behavior Therapy (Linehan, 1993) and utilizes the skills component of DBT.

Kristen Missall, Ph.D., NCSP University of Minnesota, 2002

UW School Psychology Program Director

kmissall@uw.edu

Nationally Certified School Psychologist #33558

UW Institutional Representative -- Professional Educational Advisory Board (PEAB)

UW Faculty Representative – School Psychology Student Association

UW Faculty Representative -- Washington State Association of School Psychologists (WSASP)

My research centers on child growth and development from 3 to 8 years of age. This focus is a direct outgrowth of my professional experiences working as a school psychologist in early childhood and elementary settings, and my training across school psychology and special education. Three specific areas encapsulate most of my research to date: early academic and social development, data-based decision making in MTSS, and school readiness/transition to school. I have a strong interest in the early language, literacy, math, and social skill development of preschoolers that is driven by my desire for all children to have healthy and positive school-based experiences that prepare them for later school success.

I have secured over \$10 million in external funding as PI or Co-I to support my research, including from the U.S. Department of Education Institute of Education Sciences, Office of Special Education Programs, Office of Elementary and Secondary Education, and the National Science Foundation. I have published more than 60 peer-reviewed papers, conference proceedings and book chapters, and presented my work more than 175 times to a range of audiences on four continents. In particular, I enjoy interdisciplinary and community-engaged research projects that offer opportunities for graduate student involvement, learning, and mentoring.

Marissa Pilger Suhr, Ph.D., NCSP University of Oregon, 2021

mpsuhr@uw.edu

Nationally Certified School Psychologist #65663

Institutional Representative -- Professional Educational Advisory Board (PEAB)

My research focuses on studying facilitators and barriers to adoption and effective implementation of multi-tiered systems of support (MTSS) in reading for elementary students from historically marginalized communities, and developing and testing evidence-based programs and practices to address these barriers. This focus is shaped by my training in special education and school psychology and experiences working as a special education teaching assistant, literacy interventionist, and instructional coach. My work is shaped by an implementation science lens and centers around three intersecting lines of inquiry: the development and testing of evidence-based reading interventions to support elementary school students with or at risk for reading disabilities, scaling up of evidence-based programs and practices within MTSS in reading, and data-based decision making within the context of MTSS.

I have secured as PI \$670 thousand in funding to support my research, and have served as key personnel on several federally funded grants supported by the U.S. Department of Education Institute of Education Sciences, Office of Special Education Programs, and the National Science Foundation. I also have experience providing literacy-related professional development and technical assistance to schools, districts, and state leaders through my work on the Office of

Elementary and Secondary Education-funded National Center on Improving Literacy (NCIL). My work has been published in journals such as *Exceptional Children*, the *Journal of School Psychology*, and the *Journal of Special Education Technology*, and I have presented at over 50 conferences and professional development workshops.

Doctoral/Educational Specialist Inclusive Degree in School Psychology Program Overview

The Program philosophy is grounded in the **scientist-practitioner** model. We believe that the role of school psychologists should extend beyond administering tests to every child referred for educational services and qualifying children for special education. The UW Program philosophy emphasizes providing psychological services in the broadest sense—including educational and mental health assessment, consultation, and intervention—and to serve as advocates for all students, including but not restricted to those in special education. Of equal importance, we emphasize that students should be critical consumers of research, investigating and critiquing intervention programs, determining the efficacy of new treatments, examining treatment fidelity issues, and identifying technically adequate assessment instruments. These skills are taught concurrently to provide our school psychology students with broad exposure and understanding of being a scientist-practitioner as a school psychologist. The **primary aim** of the UW School Psychology Program is to *prepare health service psychologists who use culturally responsive, evidence-based approaches to assessment, intervention, and consultation for effectively serving individuals from all cultural, ethnic, and socioeconomic backgrounds.*

The School Psychology Program is structured so students completing it will be at the forefront of the field as leaders in the field of research (PhD degree training) and practice (EdS degree training) within school psychology. Our scientist-practitioner framework allows for two prominent areas of focus: the scientist/scholar (focusing on research, measurement, efficacy, program evaluation, statistical design) and the practitioner (focusing on implementing evidence-based assessment and interventions). In structuring the curriculum to the scientist-practitioner model, the College of Education's School Psychology Program strives to instill values, acquisition of knowledge in various domains, and skills as a scientist and practitioner that are consistent with being a specialist-level and doctoral-level school psychologist. The values, knowledge domains, and skills are reflected in the School Psychology Program Conceptual Framework (Figure 1).

The UW School Psychology Program's core values are:

1. School psychologists are grounded in systems thinking.
2. School psychologists have skills that are aligned with both evidence-based and culturally responsive practices.
3. School psychologists acquire knowledge aligned with professional practice standards.
4. School psychologists demonstrate both personal and professional development.

These core values underscore all that we do in coursework, practicum experiences, and internship. To reinforce the importance of all these, our program operates as a performance-based program and students are evaluated in a variety of ways. Individual growth and optimal performance on all values is expected for matriculation through the program.

The School Psychology Program conceptual framework consists of a visual representation of the values, knowledge domains, and skills that our graduates acquire. The core values are reflected in the outer circle of the conceptual framework. The values are broad and foundational. The content within each quadrant represents the knowledge domains and skills that align with each of the core values.

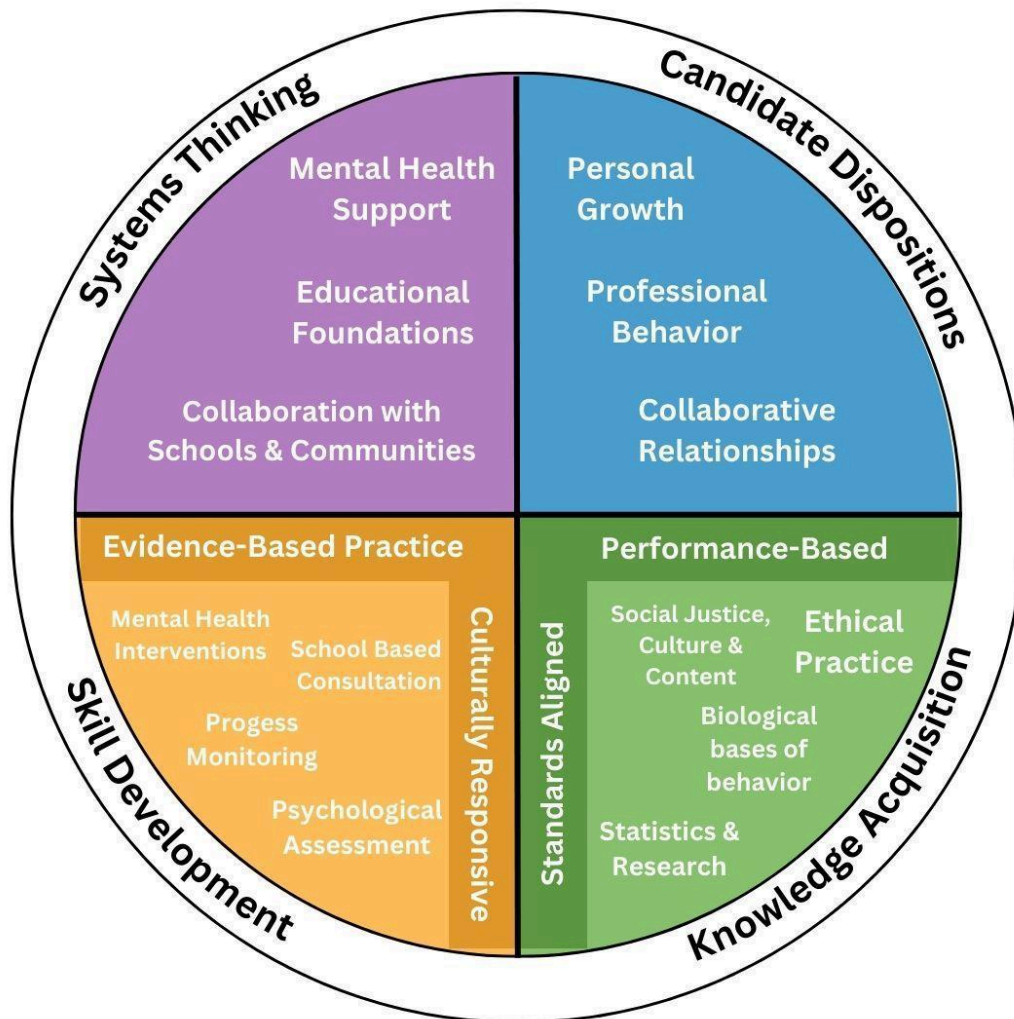


Figure 1. UW School Psychology Program Conceptual Framework

The conceptual framework also offers a structural image of program activities. Program courses (for EdS and PhD degrees) can be applied to the sections within the framework. Figure 2 is a crosswalk between the conceptual framework, the curriculum, and program activities (e.g., student governance and performance evaluations). Courses within the PhD/EdS inclusive degree program are in regular text while the courses solely for PhD degree are in italics.

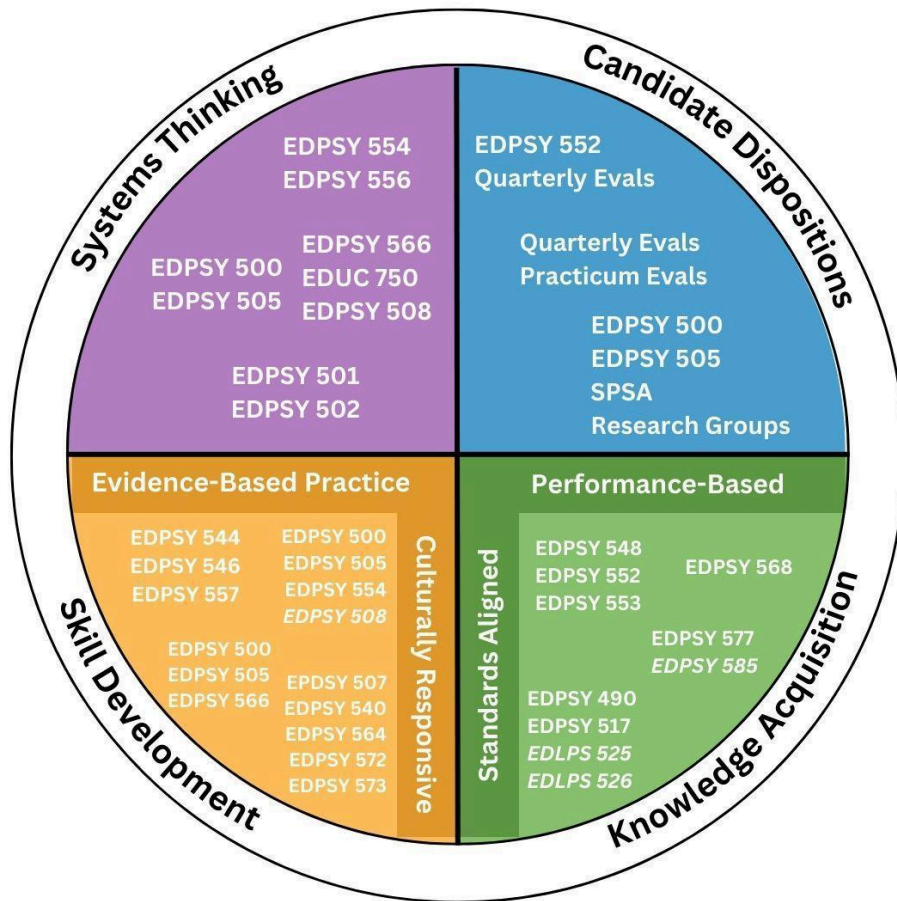


Figure 2. Crosswalk of Program Conceptual Framework and Program Courses and Activities

The School Psychology Program offers a progressive learning experience. The 1st year of the training Program offers a focus on broad knowledge and foundational skills. The primary goal of the 1st year is to provide students with preparation in the scientific and professional foundations of practice. Students are introduced to the practice of school psychology as well as scientific research and design methods. The primary goal of the 2nd year is to provide supervised clinical experiences at the University and in schools in which the scientific and professional foundations acquired during the 1st year are applied to practice of school psychology. The 3rd year is a pre-certification internship experience that qualifies our graduates for certification as school psychologists. The year-long pre-certification internship experience and minimum number of 1200 hours is a NASP and Washington State requirement for certification. In this experience, 600 of the 1200 hours are required to be in a school setting (EDUC 750). Students may elect to complete half of this internship in a non-school setting to learn more about how organizational variables may affect the practice of psychology. During the 3rd year, some doctoral students choose to begin their advanced scientific studies by taking the Research and Inquiry course series (EDLPS 525 & 526) and additional statistics courses such as Multilevel Modeling (EDPSY 576). The 4th and 5th years of the doctoral degree program are focused on further development of research methods capabilities and obtaining advanced skills for clinical practice. During the 6th year of the PhD degree, students complete a pre-doctoral internship (APA-approved is strongly recommended) and defend their dissertation.

Discipline-Specific Knowledge Base

The following sections describe the scientific knowledge base of the program, the courses that support each domain, and the program values (in italics) that align with the domains of the knowledge base.

History & Systems of Psychology /Educational Foundations (*knowledge acquisition, systems thinking*)

Students are prepared to understand educational systems, the educational and emotional development of children, and the ways in which mental health affects learning. Doctoral degree students learn about the history and foundations of school psychology, roles and functions of school psychologists, and professional issues and standards in EDPSY 570 and the History, Systems, and Contemporary Issues in School Psychology Seminar (EDPSY 585). Students prepare for systems-level work in Introduction to Multi-Tiered Systems of Support (EDPSY 554) and implementation of MTSS in Year 1 Field Study (EDPSY 500). Students learn about collaboration with schools and communities throughout the first three years of the Program (EDPSY 500, 505, 566; EDUC 750).

Cognitive & Affective Aspects of Behavior (*knowledge acquisition, skill development, systems thinking*)

Students learn the fundamentals of cognition and emotion and their impact on learning through the assessment and intervention courses. Students learn to assess cognitive abilities in School Psychological Assessment (EDPSY 540). They learn to be critical of intellectual assessment measures and to determine appropriate assessment tools for populations who are underrepresented in norming samples for the most well-known measures. They use knowledge of scientific principles to select appropriate assessment tools in Socio-Emotional Assessment (EDPSY 572). Students also apply scientific principles to the cognitive and academic domains in Educational Assessment & Intervention (EDPSY 507) and Preschool Assessment & Consultation (EDPSY 573).

Affective aspects of behavior are addressed in Counseling (EDPSY 544), where students are introduced to the basic principles of counseling interventions and manualized mental health approaches. In Counseling Practicum (EDPSY 546), students apply knowledge while providing counseling intervention services in the School Psychology Clinic and in schools. Advanced doctoral degree students gain knowledge of psychopathology in EDPSY 529 (Developmental Psychopathology and the DSM), and further enhance their clinical skills in year-long advanced practicum courses (EDPSY 565 and EDPSY 579).

Social & Developmental Aspects of Behavior (*knowledge acquisition, skill development, systems thinking*)

Students learn about social development in Applied Social Psychology (EDPSY 556), specifically with a focus on social psychology, social development research, and understanding the social bases of human behavior. This foundational knowledge is applied to interventions. Students prepare to do systems-level work in Introduction to MTSS (EDPSY 554) and in Field Study courses (EDPSY 500 & 505). They have the opportunity to apply knowledge of social constructs in the context of behavior and interpersonal relationships. Further, Multicultural Issues (EDPSY 552) contributes additional understanding of the cultural and social influences on learning and behavior. Human Learning and Educational Practice (EDPSY 501) and Early Development Foundations (EDPSY 502) cover principles of learning and thinking that are applied to educational recommendations. Applied Social Psychology (EDPSY 556) covers both foundational knowledge of interpersonal dynamics and development as well as mental health support of students.

Biological Bases of Behavior *(knowledge acquisition, skill development)*

Educational Neuropsychology (EDPSY 577) covers the structure, function and development of the brain, and application of brain-behavior relationships to understanding conditions of students referred for special education. Students learn to apply their knowledge of brain function and development to interpreting cognitive assessments and making evidence-based decisions for interventions. Individual differences are introduced in Personality Development (EDPSY 548) and elaborated further in Educational Neuropsychology (EDPSY 577). Doctoral degree students apply this knowledge further in History, Systems, and Contemporary Issues in School Psychology (EDPSY 585) as they analyze research literature to inform professional practice.

Exceptionalities, Individual, & Cultural Differences *(knowledge acquisition, skill development, systems thinking, candidate dispositions)*

School psychologists respect the dignity and worth of each individual and use their knowledge of human behavior to promote the welfare of all individuals. The program integrates exceptionalities, individual and cultural factors in foundational coursework to prepare school psychologists to work with students from diverse backgrounds in schools. Exceptionalities are addressed through Education of Students with Autism or Severe Behavior Disorders (EDSPE 525) where students learn evidence-based approaches for working with students with Autism and moderate to severe behavior disorders. Special Populations (EDPSY 553) supports students' developing knowledge of approaches to working with individuals with developmental disabilities, health impairments, and related conditions. We include several modules on working with at-risk populations such as sexual minorities including gay, lesbian, bisexual, transgender, and questioning youth (LGBTQIA+). Similarly, Individual Differences (EDPSY 548) and Multicultural Issues in School Counseling and School Psychology (EDPSY 552) focus on skill development in working with ethnic and racial minorities in schools. All concepts are introduced during the 1st year of the program and integrated into practicum, advanced courses, and internships throughout the remainder of the program.

Statistical Methods & Research Design *(knowledge acquisition, skill development)*

Students learn about scientific research and design through Basic Educational Statistics (EDPSY 490) and Applied Measurement in Educational Research (EDPSY 517) during the 1st year in the Program. In the measurement course, they are exposed to the design of research studies and approaches for analyzing data collected in research projects. In the statistics course, students learn to be critical reviewers to research articles and interpret the findings of research related to education and psychology. The statistics course also prepares students for the psychological assessment courses as a foundation in statistics is needed to understand and interpret the findings from the psychological measurement tools they learn to administer (EDPSY 540, 507, 572). They apply these skills to reading the research literature assigned during the 2nd-year assessment practica (EDPSY 507, 540, 573) and 3rd-year case study (EDPSY 566). Students enrolled in doctoral degree coursework complete the Research and Inquiry series (EDLPS 525 & 526), plus additional statistics courses in Multiple Regression (EDPSY 538) and often Structural Equation Modeling (EDPSY 575), Multilevel Modeling (EDPSY 576), Single-Case Research Design (EDSPE 542), or Qualitative Methods (EDPSY 586 and 587).

Advanced Integrative Knowledge in Professional School Psychology & Supervision *(knowledge acquisition, systems thinking, candidate dispositions, skill development)*

An introduction to the field is offered in Introduction to School Psychology (EDPSY 570) and in Field Study 1 (EDPSY 500). Students learn about the legal and ethical guidelines of school psychology

practice in EDPSY 568. During the 2nd-year practicum courses (EDPSY 540, 507, 544, 546, 564, 573), students are taught to draw upon individual differences, cultural differences, family systems, and organizational variables in understanding cases. Students apply theory and concepts, which were introduced in the 1st year, to practice related to the individual, the individual in the group, and the common humanity that cuts across individual and cultural differences.

Our Program emphasizes connections between research and practice, and between assessment and intervention. For example, students learn how to conduct cognitive and educational assessments and link results to instructional interventions in EDPSY 507, 564, and EDUC 750 (pre-certification internship course). They learn the biological aspects of (dis)ability and to conduct neuropsychological assessments (EDPSY 577) while linking results to instructional intervention and educational consultation in EDUC 750. Students learn to conduct social and emotional assessment in EDPSY 572 and to link assessment results to individual counseling in EDPSY 544, EDPSY 546, and EDUC 750. Students learn to provide direct mental health interventions in EDPSY 546, 565, and 579. Advanced doctoral degree students learn and implement models of supervision as part of the 4th year field study experience (EDPSY 508). With a foundation in systems thinking and a scientific perspective of clinical practice, school psychology students are prepared to provide culturally responsive, evidence-based assessment and intervention services.

Performance-Based Program

The School Psychology faculty use a variety of mechanisms to monitor the development of students and improve the quality of the Program. In practicum courses, students are evaluated on skill development and professional competency at the end of each practicum experience. At least once each quarter, the faculty evaluate the professional behavior of students in coursework, practicum, and internship. As shown in Appendix A, students are provided feedback using a rubric that assesses written communication, ethical responsibility, time management, interpersonal relationships, supervision/feedback, and overall performance. These categories are evaluated on a 4-point scale through an online learning management system (Canvas). We also have grade-based expectations for matriculation. A GPA of 3.0 or higher (3.2 in assessment and practicum classes) is the Program expectation for satisfactory performance.

At the end of the 2nd year, (before the pre-certification internship) students are required to submit a portfolio of their work with a paper that addresses serving a diverse population in school psychology. Students take an Educational Specialist Oral Exam that consists of 10 questions to assess their content knowledge and clinical experience. Formal evaluations are completed for each of these requirements.

Prior to completion of the internship, students take the PRAXIS II Exam (national certification exam for school psychologists) to demonstrate their ability to integrate discipline specific knowledge and apply professional skills to service delivery. Students complete two comprehensive case studies in academics and behavior in which they integrate assessment and evaluate the effectiveness of interventions. The case studies provide an opportunity for the intern to demonstrate how interventions result in measurable positive changes for the educational and mental health needs of children and youth.

School Psychology faculty are also evaluated. In each course, students are invited to evaluate the quality of instruction and supervision provided by the faculty. Faculty have peer evaluations of teaching, as well.

Program Chronology

Year One: Foundations (EdS and PhD/EdS inclusive degree)

The 1st year consists of foundational coursework including introduction to school psychology, general and special education principles, statistics and research methods/measurement, and working with special populations. Most courses include didactic instruction with research papers and group projects. The introductory field study practicum is the first direct experience in schools.

Year Two: Practicum and Competency Development (EdS and PhD/EdS inclusive degree)

The 2nd year consists of applied clinical experiences in schools and the School Psychology Clinic. Students spend a significant amount of time learning psychological assessment and counseling techniques. Students have a caseload of referred children and adolescents, and they complete comprehensive psychological assessments and support counseling clients for 10 to 20 weekly sessions. The end of 2nd year requires completion of an electronic portfolio, diversity paper, and comprehensive oral examination; upon successful completion, students are permitted to proceed with pre-certification internship.

Year Three: Pre-Certification Internship and EdS Degree Completion (EdS and PhD/EdS inclusive degree)

The 3rd year consists of a full-time pre-certification internship in the schools. Students complete a 1200-hour internship under a certified school psychologist. The UW internship instructor also provides regular group supervision for all interns as part of the internship experience. Interns register for 10 credits per quarter, 8 credits for the internship (EDUC 750) and 2 credits of the case study course (EDPSY 566). The case study course involves the formulation of complex case studies that are presented to the internship class and demonstrates the type of evidence-based work the intern is doing in schools.

During 3rd year, PhD degree students may opt to complete an internship half time in schools and half time in clinical or research settings. In this case, a minimum of 600 hours must be completed in schools for the intern to be eligible for certification as a school psychologist in Washington State.³ Any plan following this model must be approved by the Internship Coordinator, advisor, and Program Director. Any PhD degree student who takes doctoral courses in 3rd year will continue to have the EdS degree pathway code and will be required to pay for all doctoral courses at the same tuition rate as the EdS courses. *PhD degree students are advised to weigh the costs and benefits of taking additional courses before registering.*

Year Four: Research and Advanced Practicum (PhD degree)

During the 4th year of the program students are focused on completing research coursework, participating on research teams with faculty mentors, taking advanced practicum courses, and obtaining a variety of clinical experiences in settings that match their research and clinical interests. Year 4 includes doctoral milestones such as advancement to prospective candidacy and the research and inquiry paper and presentation. A year-long advanced practicum experience is required of all

³ See document “3rd year pre-certification internship options” later in this Handbook.

students in the 4th year. This advanced practicum includes learning the foundations and models of supervision and implementation of these models in the 4th-year field study experience. Students in the 4th year serve as clinical supervisors to 2nd-year students in the program. Doctoral degree students in supervisory roles are evaluated on this competency area via direct observation.

Year Five: Comprehensive Examinations and Advanced Practicum (PhD degree)

The 5th year of the program is focused on research coursework, research experience, and advanced clinical experiences. During this time, doctoral degree students work on general examination, writing and defending their dissertation proposal, and advancing to candidacy. In the fall of 5th year, doctoral degree students apply for APA-accredited pre-doctoral internships through APPIC (Association of Psychology Postdoctoral and Internship Centers). Students register for 25 of 27 required dissertation credits during 5th year. Typically, a student's Committee approves their dissertation proposal by the time they participate in internship interviews. Students may complete and defend their dissertation during their pre-doctoral internship year. A student's dissertation proposal must be completed by the start of their pre-doctoral internship.

Year Six: Pre-doctoral Internship and Dissertation (PhD degree)

During the 6th year, students do not enroll in classes and apply for "on leave" status each quarter. This allows pre-doctoral interns to move to the internship location and focus on the internship. Although interns continue to work on their dissertation while "on leave" they only register for 2 dissertation credits during the quarter they plan to defend their dissertation; no dissertation defense can occur while a student is "on leave."

EDUCATIONAL SPECIALIST (EdS) DEGREE

Philosophy and Training Objectives

The Educational Specialist (EdS) degree in school psychology at the University of Washington provides a sequential set of experiences aligned with the standards of the National Association of School Psychologists (NASP). The program curriculum provides basic knowledge in psychology through an organized sequence of courses and experiences. The EdS degree program of study emphasizes skills and objectives that prepare candidates for employment in public schools immediately upon completion of the program. All our graduates are eligible to apply for National Certification as a School Psychologist (NCSP).

The primary goal of the EdS degree is to prepare professional school psychologists with strong theoretical knowledge of psychology, evidence-based interventions, and the essential skills and competencies to provide psychological services in the schools. We strive to develop an active community of practitioner-scholars who use their knowledge of research to inform professional practice.

The UW School Psychology Program strives to prepare culturally responsive practitioners who recognize the importance of social justice and respect all people and their racial, ethnic, and cultural differences. We seek to admit students who are devoted to the service of children and families from a range of sociocultural backgrounds.

As shown in our conceptual framework (Figure 1 this Handbook), our Program is based on student performance and aligned with professional standards. EdS training is aligned directly with the

National Association of School Psychologists (NASP) Professional Standards (2020). The NASP domains are used to evaluate our EdS degree candidates for entry-level competency into the profession of school psychology. These domains address both knowledge and skills necessary for the practice and delivery of effective school psychology services. Our program evaluations directly assess candidates for developing competence in all 10 domains of NASP Professional Standards. The 10 NASP domains and our corresponding Program objectives are as follows:

NASP Professional Standards (2020)

Domain 1: Data-Based Decision Making. *Program Objective:* Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration. *Program Objective:* Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

Domain 3: Academic Interventions and Instructional Supports. *Program Objective:* Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.

Domain 4: Mental and Behavioral Health Services and Interventions. *Program Objective:* Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 5: School-Wide Practices to Promote Learning. *Program Objective:* Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

Domain 6: Services to Promote Safe and Supportive Schools. *Program Objective:* Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family, School, and Community Collaboration. *Program Objective:* Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Domain 8: Equitable Practices for Diverse Student Populations. *Program Objective:* Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related and linguistic backgrounds, striving toward educational equity and social justice.

Domain 9: Research and Evidence-Based Practice. *Program Objective:* Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques to understand research and interpret data in applied settings with a focus on evidence-based practices.

Domain 10: Legal, Ethical, and Professional Practice. *Program Objective:* Students have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Professional Work Characteristics. *Program Objective:* Students will interact with others in a professional manner including demonstrating respect for others, being collaborative, responding appropriately to feedback, and modeling ethical behavior.

Educational Specialist Degree Program Courses

Courses

Credits

Statistics and Research

| | | |
|-----------|---|-----|
| EDPSY 490 | Basic Educational Statistics | (3) |
| EDPSY 517 | Applied Measurement in Educational Research | (3) |
| EDSPE 511 | Single-Case Research Design | (3) |

Cognition and Learning

| | | |
|-----------|---|-----|
| EDPSY 501 | Human Learning and Educational Practice | (3) |
| EDPSY 502 | Developmental Foundations of Early Learning | (3) |

Social & Developmental Bases of Behavior

| | | |
|-----------|---------------------------|-----|
| EDPSY 556 | Applied Social Psychology | (3) |
|-----------|---------------------------|-----|

Exceptionality

| | | |
|-----------|--|-----|
| EDSPE 525 | Autism and Other Social, Communication, and Developmental Disabilities | (3) |
|-----------|--|-----|

Biological Bases of Behavior

| | | |
|-----------|--|-----|
| EDPSY 577 | Neuropsychology of Learning & Behavior | (3) |
|-----------|--|-----|

School Psychology Specialization

| | | |
|-----------|-----------------------------------|-----|
| EDPSY 570 | Introduction to School Psychology | (3) |
|-----------|-----------------------------------|-----|

Ethics and School law

| | | |
|-----------|---|-----|
| EDPSY 568 | Seminar in Professional Issues and Ethics | (3) |
|-----------|---|-----|

Individual Differences and Personality

| | | |
|-----------|---|-----|
| EDPSY 548 | Child and Adolescent Psychopathology | (3) |
| EDPSY 552 | Culturally Responsive Practice in School Psychology | (3) |
| EDPSY 553 | Special Populations | (3) |

School-Based Practicum

| | | |
|-----------|--|-----|
| EDPSY 505 | Field Study II: Tier III Interventions | (4) |
|-----------|--|-----|

Assessment

| | | |
|-----------|---|-----|
| EDPSY 507 | Educational Assessment, Intervention, and Consultation | (5) |
| EDPSY 540 | School Psychological Assessment | (5) |
| EDPSY 564 | Practicum in School Psychology: Assessment/Consultation | (5) |
| EDPSY 572 | Social-Emotional Assessment | (3) |
| EDPSY 573 | Psychological Assessment of Preschool Children | (3) |

Intervention

| | | |
|-----------|---|-----|
| EDPSY 544 | Counseling Theory | (4) |
| EDPSY 546 | Counseling Practicum | (4) |
| EDPSY 557 | Tier III Interventions for School Psychologists | (3) |

Consultation

| | | |
|-----------|--|-----|
| EDPSY 500 | Field Study I: Academic Intervention and Consultation | (3) |
| EDPSY 554 | Introduction to Multi-Tiered Systems of Support (MTSS) | (3) |

Upon successful completion of the above coursework, a portfolio, and an oral examination of school psychology competencies, students may proceed with the pre-certification internship.

Internship Supervision & Case Study Seminar (36 credits)

| | | |
|-----------|--|------|
| EDPSY 566 | Case study Seminar (2 credits per quarter of 3 rd year) | (6) |
| EDUC 750 | Internship (8 credits per quarter of 3 rd year) | (24) |

The Educational Specialist degree is awarded upon successful completion of all courses.

COURSE SEQUENCE FOR EDS STUDENTS 2024-25

Please Note: Titles below are abbreviated descriptors and not necessarily the official title in the University Catalog. Students may not deviate from the course sequence. The Director of the School Psychology Program will notify you if any changes are required. You can check course times and details by using the College of Education Course Planner found here: <https://educ.uw.edu/oncourse/>

| YEAR ONE: BASIC FOUNDATIONS (43 credits) | | |
|--|--|---|
| Autumn 2024 | Winter 2025 | Spring 2025 |
| EDPSY 554 A (Missall) Intro to Multi-Tiered Systems of Support (3) T 1:30-3:50p | EDPSY 500 (Salveson) Field Study I: Academic Consultation (2) W 11:30-1:20p | EDPSY 500 (Salveson) Field Study I: Academic Consultation (2) W 11:30-1:20p |
| EDPSY 501 B (Shah) Human Learning & Educational Practice (3) TH 8:30-10:50a | EDPSY 502 B (Schindler) Foundations of Early Learning (3) W 2:00-4:20p | EDSPE 525 C (Tucker) Autism & Other Social, Comm, & Dev Disabilities (3) TH 4:30-6:50p |
| EDPSY 490 B (Sanders) Basic Educational Statistics (3) T 4:30-6:50p | EDPSY 568 (Otis) Professional Issues and Ethics (3) W 5:00-7:20p | EDPSY 572 (Small) Socio-Emotional Assessment (3) T 9:30-11:50a |
| EDPSY 548 (Matlack) Child and Adolescent Psychopathology in Schools (3) M 9:30-11:50a | EDPSY 553 (Small) School Psych Services with Special Populations (3) T 1:30-3:50p | EDPSY 552 B (Jones) Culturally Responsive Practice in School Psychology (3) TH 11:30-1:50p |
| EDPSY 570 (Wells) Introduction to School Psychology (3) M 1:00-3:20p | EDPSY 556 (Matlack) Applied Social Psychology (3) TH 9:00-11:20a | EDPSY 517 B (Sanders) Applied Measurement in Educational Research (3) W 4:30-6:50p |
| Quarter total: 15 credits | Quarter total: 14 credits | Quarter total: 13 credits |

| YEAR TWO: CLINICAL SKILL DEVELOPMENT (39 credits) | | |
|--|---|---|
| Autumn 2024 | Winter 2025 | Spring 2025 |
| EDPSY 557 (Matlack) Tier III Interventions for School Psych (3) W 9:30-11:50a | EDPSY 505 (Matlack) Field Study II: Tier III Interventions (2) W 12:30-1:50p W 8:30-12:20p in schools | EDPSY 505 (Matlack) Field Study II: Tier III Interventions (2) W 12:30-1:50p W 8:30-12:20p in schools |
| EDPSY 507 (Salveson) Educational Assessment and Intervention (5) M,W 1:00-3:20p | EDPSY 544 (Matlack) Counseling (4) M 1:00-3:50p M 4:30-6:20p client sessions | EDPSY 546 (Matlack) Counseling (4) M 1:00-3:50P M 4:30-6:20p client sessions |
| EDPSY 540 (Pilger-Suhr) School Psychological Assessment (5) T,TH 10:00-12:20p | EDPSY 564 (Pilger-Suhr) Practicum in Assessment/Consultation (5) T,TH 9:00-12:20p | EDPSY 573 (Wells) Assessment of Preschool Children (3) T 1:00-3:20p |
| | EDSPE 511 A (Spaulding) Single Case Research Design (3) T 4:30-6:50p | EDPSY 577 (Barany) Neuropsychology of Learning and Behavior (3) TH 4:30-6:50p |
| Quarter total: 13 credits | Quarter total: 14 credits | Quarter total: 12 credits |

| YEAR THREE: PRE-CERTIFICATION INTERNSHIP (30 credits) | | |
|---|---|---|
| Autumn 2024 | Winter 2025 | Spring 2025 |
| EDUC 750 (Shibata) Internship (8) | EDUC 750 (Shibata) Internship (8) | EDUC 750 (Shibata) Internship (8) |
| EDPSY 566 (Shibata) Internship Supervision & Case Study Seminar (2) M 4:30-6:20p | EDPSY 566 (Shibata) Internship Supervision & Case Study Seminar (2) M 4:30-6:20p | EDPSY 566 (Shibata) Internship Supervision & Case Study Seminar (2) M 4:30-6:20p |
| Quarter total: 10 credits | Quarter total: 10 credits | Quarter total: 10 credits |

Educational Specialist Degree Milestones

As a performance-based program, we use evaluation tools throughout the Program to provide feedback to students and determine progress over time. Evaluations align with the practicum experiences, portfolio and diversity paper, oral examination, and quarterly evaluations of candidate dispositions and student progress. The following sections address each milestone and the corresponding evaluation tool.

Field Study Practicum

Our program offers practicum courses that begin during the 1st year of the program. In Field Study I: Academic Intervention and Consultation (EDPSY 500), which spans winter and spring quarters, each 1st-year student is paired with one school psychologist in a local school district. These practicing school psychologists are mentors and allow the student to shadow them in practice and engage in activities that align with completed training. In Field Study I, students apply the skills learned throughout course lectures, and in EDPSY 554 Introduction to Multi-Tiered Systems of Support (completed fall quarter) and EDPSY 572 Socio-Emotional Assessment (completed spring quarter).

In Field Study II (EDPSY 505), which spans winter and spring quarters of the 2nd year, students are assigned to classrooms with a wide range of needs including both general and special education. In EDPSY 557, students learn Tier III interventions (e.g., crisis intervention, individualized supports for behavior) that enable implementation of interventions as part of the field study II experience. Second year students are paired with 4th-year students as on-site supervisors for this experience; the 4th-year students simultaneously complete a course in providing supervision (EDPSY 508).

The skills applied at each level of field study are sequential and progressive. Students are supervised in applying content knowledge to practice before entering the 3rd-year internship. Performance in Field Study II is evaluated quarterly using the 2nd Year Field Study Quarterly Student Evaluation Form (Appendix C).

Practicum Courses (School Psychology Clinic)

During the 2nd year, students also begin providing clinical services (assessment, counseling, interventions) in the School Psychology Clinic while being supervised by the school psychology faculty. In the autumn quarter, students learn psychological assessment (cognitive, academic) and students' practice administering tests and generating recommendations for intervention (inclusive of EDPSY 540, 507, and 572) under supervision. In the winter quarter they integrate interviewing, testing, and consultation skills in the management of a school-aged case (EDPSY 564) in the School Psychology Clinic. Students are required to complete school observations, teacher interviews, parent interviews, and administer multiple assessments. The process culminates in a written psychological report with recommendations for intervention. At the end of the assessment process, students provide parent feedback. During the spring quarter, students take the preschool assessment class (EDPSY 573).

Students conduct direct counseling interventions in EDPSY 544. The counseling cases begin in winter quarter and run through the spring quarter (EDPSY 546) to allow for in-depth cases. A core faculty member meets with students and provides weekly individual supervision for the counseling cases. Direct observation and audio/video recordings are used to evaluate student performance.

Successful completion of practica courses (EDPSY 572, 540, 507, 564, 546, and 573) with a grade point of 3.2 or better is required to qualify for placement as an intern during the 3rd year. In some cases, graduate students may receive an incomplete if their performance is below threshold, and they will be given remedial casework to supplement their skills to an acceptable level. The faculty ensures that all practicum experiences are conducted in accordance with current legal and ethical standards of the profession and evaluate student performance. Throughout each practicum, students receive considerable oral and written feedback from faculty who encourage and support students to provide high quality performance.

School Psychology Trainee Portfolio

School psychology students create a professional portfolio to document their background knowledge and practicum skills. Students start to develop the portfolio at the beginning of the spring quarter during the 2nd year and should include content from graduate courses and experiences. The portfolio is developed using the ePortfolio tool in the Student Evaluation System Canvas page. Instructions are in the ePortfolio assignment in Canvas. This link provides an excellent guide for using the ePortfolio tool in Canvas: https://depts.washington.edu/engl/cic/sgonline/eportfolio_canvas.php

Students develop a page in the ePortfolio for each of the NASP Professional Standards Domains (see this Handbook) and provide examples of their work as evidence of competence (see below). Submission of the portfolio is one of the final tasks EdS degree students complete prior to internship.

Once the portfolio is complete during the spring of the 2nd year of the program, students should submit a note on the ePortfolio assignment to their advisor that the portfolio is ready. The message might read, *"My ePortfolio is ready for your review. Here is the link to my portfolio: [INSERT LINK HERE]."* Your faculty advisor will complete the supervisor ratings from the E-Portfolio Evaluation Form (see Appendix D) through the rubric on your ePortfolio assignment.

Portfolio Design Tips

The following instructions will help guide the design of your portfolio.

Personal information

Include a brief narrative describing you and your interests and career goals (you can summarize attachments). On the first page, upload your vita personal statement, and EdS degree course of study.

A. Vita

1. Education
2. Work experiences
3. Practicum experiences – describe course content/experience, supervisor name, and experience hours
 - a. *EDPSY 500/505 Field Study*
 - b. *EDPSY 540 School Psychological Assessment*
 - c. *EDPSY 564 Practicum in Assessment/Consultation*
 - d. *EDPSY 544 Counseling*
 - e. *EDPSY 546 Counseling Practicum*
 - f. *EDPSY 573 Preschool Assessment/Consultation*
 - g. *Table of assessments learned and administered*
4. References

B. Personal statement

1. Revise your personal statement to reflect your current goals
2. Demonstrate how your training experiences have aligned with NASP Professional Standards Domains and the scientist practitioner-model as it applies to assessment, consultation, and intervention

C. Course of Study

The form can be found on the COE website under student forms for the EdS degree. Complete course information and grades. Leave the rest of the form blank until the end of internship year. This is the same form you will submit at the end of the EdS degree program to verify your degree. Include the progress-to-date version of the form in your portfolio.

To structure all remaining sections of the portfolio:

Begin each Domain with an introductory narrative that describes how you are demonstrating growth on that NASP Professional Standards Domain. When you include a work product, guide the reader to the sections of the work product that demonstrate your skill level. For example, if you feel that recommendations 6-8 on a report are great examples of your ability to translate assessment results to evidence-based interventions, highlight the text on the page of your attachment.

CRITICAL NOTE: WORK SAMPLES SHOULD HAVE ALL PERSONAL IDENTIFIERS REDACTED. YOU MAY CHOOSE A PSEUDONYM FOR THE CLIENT AND MAKE A FOOTNOTE INDICATING IT IS A PSEUDONYM. **ACCEPT ALL TRACKED CHANGES** BEFORE YOU UPLOAD YOUR DOCUMENT TO YOUR PORTFOLIO.

The bulleted suggestions below are *ideas* based on the scoring rubric for your portfolio. Your courses may change one year, so choose 2-3 products per domain based on your experience. This is not an exhaustive list. You are not required to include everything listed.

Data-Based Decision Making

- Assessment reports
- Table of assessment measures learned and number of administrations
- Progress monitoring work sample (e.g., FBA)
- Demonstration of evidence-based intervention

Consultation and Collaboration

- Functional Behavioral Assessment report
- Description of models of consultations
- Consultation samples (parent consultation)
- Field study work sample

Academic Interventions and Instructional Supports

- Sample psychoeducational assessment report with recommendations for intervention
- Consultation that focuses on an academic need (instructional consultation)

Mental and Behavioral Health Services and Interventions

- Papers or presentations about socio-emotional assessment
- Papers about internalizing/externalizing disorders
- Crisis intervention plan
- Treatment plan from counseling course
- Behavioral intervention plan
- Counseling report
- Counseling case conceptualization

School-wide Practices to Promote Learning

- Copy of paper on classroom climate and management
- Reflection paper that addresses school climate and/or systems
- Field study universal screening assessment and/or intervention plan

Services to Promote Safe and Supportive Schools

- Description of Shadowing experience (or reflection paper)
- Reports showing data from observations in school
- Report with a classroom-based intervention (consultation)

Family, School, and Community Collaboration

- Consultation with a family/parent
- Person centered plan
- Assessment report with home recommendations
- Parent interview sample

Equitable Practices for Diverse Student Populations

- Diversity paper (required)
- Sample report where diversity issues are integrated and addressed
- Hypothesis and assessment plan with cultural implications
- Description of culture centered intervention implemented in field study or practicum course
- Paper or project from EDPSY 552 or EDPSY 553

Research and Evidence-Based Practice

- Research paper
- Program evaluation report
- Poster presentation from a conference
- Copy of publication generated from participating in a research group

Legal, Ethical, and Professional Practice

- Ethics paper
- Description of shadowing experience
- Description of ethical dilemma and steps taken in counseling case (or other practicum)

Diversity Paper

The diversity paper is a culminating paper to demonstrate how students learn to address unique cultural factors when serving diverse populations. The requirements for the diversity paper are broad and intended to encourage a wide array of topics. Diversity may be defined in terms of constructs such as, but not limited to, race/ethnicity, gender, socioeconomic status, language, age, religion, sexual identity, disability, or class status. The faculty expect high quality research papers (literature reviews) that address a particular diverse population (as defined above) and the specific topic must be relevant to school psychology and the provision of school psychological services.

The paper should be included as part of the student portfolio of work that is submitted two weeks before the oral examinations. The paper should be approximately 8-10 pages, double-spaced, with a minimum of five references. Follow APA style and use headings and subheadings for organization and clarity. The structure of the paper should follow this general format:

- a. Title
- b. Background information on the diverse population
- c. Relevance to school psychology
- d. Implications for service delivery in school psychology
 - 1. Discussion of the current practices in the field of school psychology
 - 2. Suggested practices for this population (include research-based rationale)
- e. Summary or Conclusion
- f. References

Educational Specialist Oral Examination

Once the portfolio, diversity paper and course of study are in ePortfolio, the student will participate in a small group oral examination. The Oral Examination is typically the 2nd or 3rd Friday in May. The Oral Examination is administered in small groups with two members of the core school psychology faculty (not including the student's advisor). Content from the diversity paper is included as part of the examination. Students must be prepared to discuss the strengths and needs of the diverse population as they relate to the NASP Domains (especially the Equitable Practices for Diverse Student Populations domain). The two proctoring faculty members evaluate students in their small group on all the NASP Domains using the 5-point scale on the EdS Oral Exam Rating Sheet (see next page). The average of the two scores is entered into the Canvas evaluation system and scores are released to students via Canvas after the exam. A passing score on the Oral Examination is an overall average of 3.0.

The questions on the Oral Examination are broad and allow the student to demonstrate application of knowledge in each NASP Standard. For example, a student might be asked, *"Describe a circumstance in which you used data to understand whether an intervention was effective for a particular behavior problem."* Or, *"Indicate the ways in which systems level thinking impacts the implementation of school psychological services."* Typically, the Oral Examination questions are open-ended and allow for multiple types of responses. The primary goal is to provide students the opportunity to apply their knowledge of school psychology and demonstrate competency to proceed to the pre-certification internship.

When the student passes, the Oral Examination faculty will sign a certificate acknowledging successful completion of the portfolio, diversity paper, and oral examination. This certificate is submitted to the student's academic file in COE student services. *A signed and completed form indicates the student may proceed with their pre-certification internship.* The Oral Examination is required for the graduate school to grant the EdS degree.

Educational Specialist Oral Exam Rating Sheet

Student Name: _____

Evaluator: _____

Date of evaluation: _____

Rating System:

- 5 **Excellent**– all strong answers; demonstrates pre-internship competence
- 4 **Very good**– majority of answers were strong; demonstrates pre-internship competence
- 3 **Good** – average answers; demonstrates emerging competence
- 2 **Adequate** – below average and needing considerable assistance; minimal competence
- 1 **Not adequate**– needs additional training; not ready for internship

Data-Based Decision Making. Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Response to question: A B C (circle one) Rating: _____

Consultation and Collaboration. Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

Response to question: A B C (circle one) Rating: _____

Academic Interventions and Instructional Supports. Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.

Response to question: A B C (circle one) Rating: _____

Mental and Behavioral Health Services and Interventions. Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

Response to question: A B C (circle one) Rating: _____

School-Wide Practices to Promote Learning. Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

Response to question: A B C (circle one) Rating: _____

Services to Promote Safe and Supportive Schools. Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Response to question: A B C (circle one) Rating: _____

Family, School, and Community Collaboration. Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Response to question: A B C (circle one) Rating: _____

Equitable Practices for Diverse Student Populations. Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related and linguistic backgrounds, striving toward educational equity and social justice.

Response to question: A B C (circle one) Rating: _____

Research and Evidence-Based Practice. Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques to understand research and interpret data in applied settings with a focus on evidence-based practices.

Response to question: A B C (circle one) Rating: _____

Legal, Ethical, and Professional Practice. Students have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Response to question: A B C (circle one) Rating: _____

Pre-Certification Internship

The pre-certification internship occurs during the 3rd year in Washington State. The student must complete 400 hours of supervised experience in each quarter for three consecutive quarters for a total of 1200 supervised hours per year. Students may elect to do part of their internship in a non-school setting, but at least 600 hours (200 hours per quarter) must be in the schools and the UW Internship Supervisor must approve both the school and the non-school sites. If it is not possible to complete the internship in one year, a student may arrange to complete it over two years; this arrangement will delay receipt of residency certification to work in the schools.

Two levels of supervision are provided during the internship experience. The first is by a school psychologist in the field who must have had a professional-level certification as a school psychologist in Washington State for at least three years, who agrees to meet for two hours each week for face to face supervision, and has no more than two interns during the year. The second supervisor is the university-based internship supervisor who meets with the interns a minimum of two hours a week for direct, group supervision. The university internship supervisor also visits (or has direct contact) with each intern and supervisor once per quarter or more frequently, as needed.

The UW internship supervisor/course instructor works with each student to choose an appropriate school-based internship supervisor. The instructor, who evaluates whether the setting is appropriate for the training program goals and objectives, must approve school settings. A contract is sent to the school-based internship supervisor to clarify responsibilities and expectations. In order to register for the internship, the intern must complete, in collaboration with the school-based internship supervisor, an internship plan. The Internship Placement Agency Contract must be signed by the appropriate person(s) and given to the internship instructor. This proposal should be completed by the end of spring quarter of the 2nd year. During each quarter of the internship, the intern and the school-based supervisor must complete the online Quarterly Internship Evaluation Form (see Appendix E). To receive credit for the internship, the signed quarterly evaluation form must be submitted to the UW internship instructor by the last week of each quarter. The UW internship instructor sends each participating school-based supervisor and their immediate supervisor and school superintendent a letter thanking them for participation in the University of Washington School Psychology Training Program.

The internship site also must offer experiences consistent with the Program's values and competencies. Before the student begins the internship, an internship plan must be on file, which is signed by the intern, university-based internship instructor, site-based internship supervisor, and the authorizing official of the agency. The agency where the internship takes place must agree, in writing, to support the internship experience and the site supervisor must agree to support the intern. This internship plan must provide supervised experiences in assessment, consultation, and intervention. In addition, the internship site must agree to abide by the ethical principles of the National Association of School Psychologists and Washington Administrative Code (WAC). For more detail and specific descriptions of the required forms, please see the [UW Internship Handbook](#).

Each week during internship, interns must log their internship hours using an online system called Time2Track. Each academic year, the program provides a user code for each student to use the software, which is provided by the School Psychology Program. It is the intern's responsibility to log their hours weekly and submit to their supervisor for online verification. Using this online system, the internship site supervisor should have immediate access to verify the intern's hours each week.

See the Clinic Procedure section of this handbook and the [UW Internship Handbook](#) for more detail on logging hours using Time2Track.

As part of internship, each intern must complete two comprehensive case studies (one with an academic focus, and one with a behavioral focus) that includes the implementation of a problem-solving model, implementation of an evidence-based intervention, and progress monitoring data. These case studies are presented during group supervision meetings. For more details on the case studies, please see the [UW Internship Handbook](#).

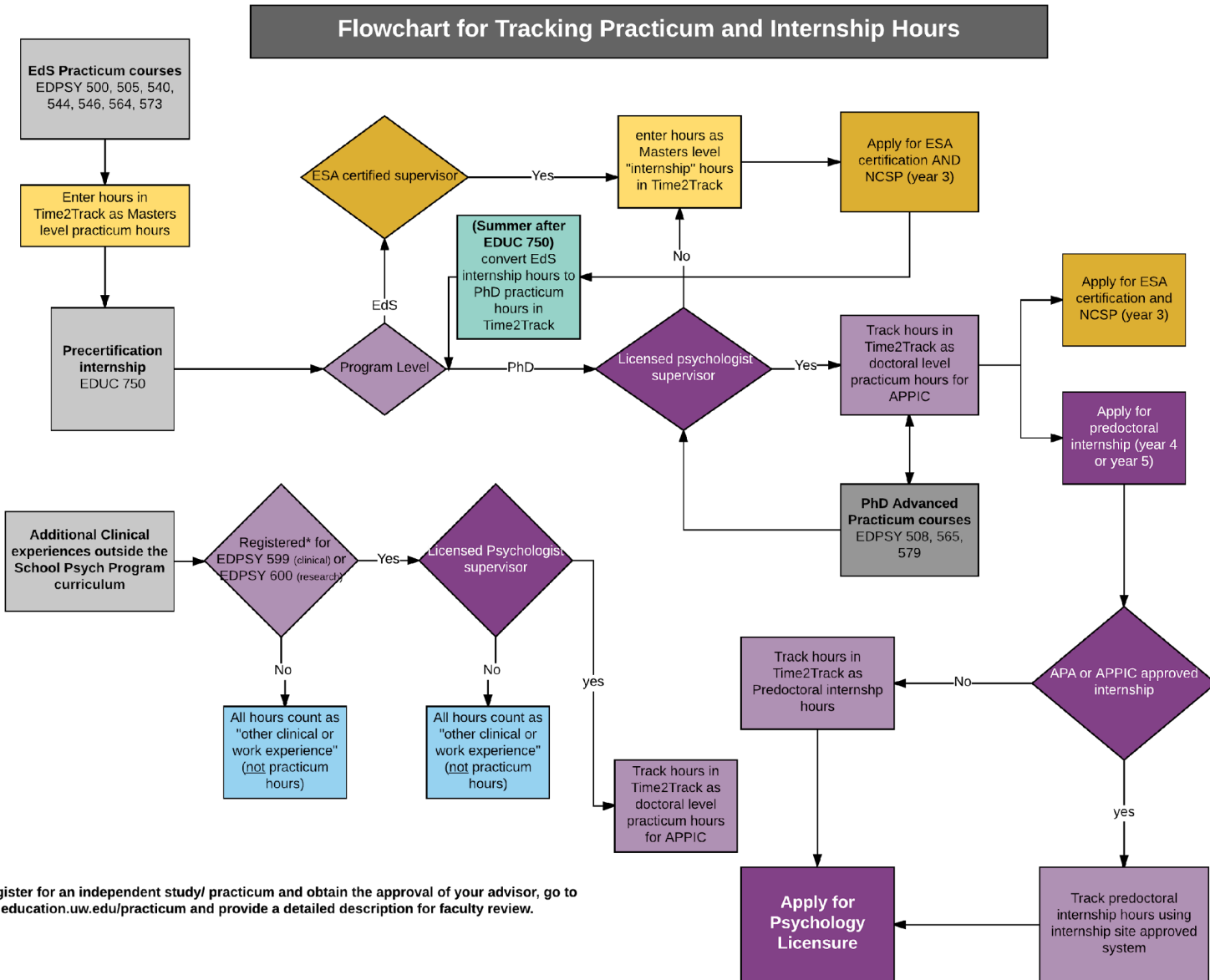
Important note for EdS/PhD degree students: If desired and approved, PhD/EdS inclusive degree students may split the pre-certification internship experience between settings. Two options for the split internship include earning WA state certification as a school psychologist, the third option does not lead to state certification. As a result, any PhD/EdS inclusive degree student that splits the internship with the third option will not be eligible for certification at the end of the pre-certification internship. **The Program faculty does not recommend this third option since options 1 and 2 provide the most flexibility for future practice. To illustrate these options further, see table of “Third Year Pre-Certification Internship Options” on the next page.** For PhD degree students, an internship supervisor in a non-school setting must be a licensed psychologist.

Third Year Pre-Certification Internship Options

| Degree/ Certification Options | EDS DEGREE | PHD DEGREE OPTIONS | | |
|--|---|---|---|---|
| | EdS degree (with State certification) | EdS & PhD degree (with State certification) | EdS degree & PhD degree (with State Certification) | PhD/EdS inclusive degree (without STATE certification) |
| INTERNSHIP | 1200 hours Full time as a school psychology <u>intern</u> in a school setting | 1200 hours full time as a school psychology <u>intern</u> in a school setting | 600. ⁴ hours as a school psychology <u>intern</u> in a school setting 600 hours as an <u>intern</u> in another clinical setting (a lab setting is fine if the work is clinical) | 600 hours as a school psychology <u>intern</u> in a school setting 600 hours in a nonclinical setting or work setting (e.g., research assistant, project coordinator) |
| SUPERVISORS (for individual and group supervision) | ESA School Psychologist-individual supervision University supervisor- group supervision | ESA School Psychologist individual supervision University supervisor (licensed psychologist)- group supervision | <i>Site 1:</i> ESA School Psychologist- individual supervision <i>Site 2:</i> Licensed Psychologist- individual supervision (only clinical work documented as hours) University supervisor (licensed psychologist) - group supervision | <i>Site 1:</i> ESA School Psychologist- individual supervision <i>Site 2:</i> Other supervisor for individual supervision (no clinical hours, including K-12 teaching, research data collection or policy work) University supervisor (licensed psychologist) - group supervision |

⁴ For the split internship at least 600 hours (can be more) are in the school setting.

| | | | | |
|------------------------------|--|---|---|--|
| HOURS COUNT AS: | Pre-certification internship | Pre-certification internship AND practicum hours for APPIC | Pre-certification internship AND practicum hours for APPIC | <p><i>Site 1:</i> pre-certification internship and practicum hours for APPIC</p> <p><i>Site 2:</i> hours will NOT count for state certification, NCSP, or practicum hours for APPIC. A licensed psychologist is required to provide individual supervision for the non-school site. We allow you to complete the EdS degree using them, but you will not be eligible for state certification or the NCSP. Students who select this option will need to complete a second half-time internship to be eligible for state certification and the NCSP.</p> |
| OUTCOMES | EdS degree ESA certification (WA) NCSP | EdS degree ESA certification (WA) NCSP >median practicum hours for APPIC | EdS degree ESA certification (WA) NCSP >median practicum hours for APPIC | EdS Degree PhD Licensed Eligible >median practicum hours for APPIC |
| WORK ELIGIBILITY IN WA STATE | Can work as a SP immediately | Can work as a SP part time while finishing the PhD | Can work as a SP part time while finishing the PhD | <u>Cannot</u> work as a SP in schools unless complete a second part time internship |



*To register for an independent study/ practicum and obtain the approval of your advisor, go to education.uw.edu/practicum and provide a detailed description for faculty review.

September 1, 2017

Completing the EdS Degree

To complete the Program, a series of steps must be followed in the final year. Around April 1st, COE Student Services will send **one** email reminder to all students eligible to graduate at the end of spring quarter. It is the student's responsibility to read this email and follow up on the three steps for graduation:

1. Request the EdS degree through the graduate school. This step includes applying for graduation at <http://grad.uw.edu/for-students-and-post-docs/mygrad-program/>. Completing this step will alert our College and the Graduate School that you are planning to graduate in spring. This will also allow your name to be listed in the UW Commencement Bulletin. You may request your EdS degree starting the first day of the quarter. As part of this request, you should print and review your degree audit. Most Graduate School contingencies are satisfied by maintaining registration through the end of the requested graduation quarter. Your contingencies should indicate In-Progress (IP). If you have contingencies indicating you have not met Graduate School minimum requirements, please review the Graduate School minimum requirements or contact the Office of Student Services.
2. Register to attend commencement.
3. Complete the following forms **via DocuSign** (sent by Program Coordinator)
 - a. Course of Study Form: You completed this same form as part of the portfolio during the 2nd year. A **sample** of the form is on the following pages.
 - b. NASP NCSP Internship Verification Form
 - c. NCSP Verification of Completion of School Psychology Program

Certification as a School Psychologist

Upon completion of the EdS degree, graduates are eligible immediately for the Residency Educational Staff Associate (ESA) School Psychology certification. The Residency certificate is the entry-level certification for School Psychologists. To become a Washington State Certified School Psychologist, all interns must complete the certification file that is introduced the 1st year of the Program and held by the internship instructor. The certification file includes an application, Program verification form, character and fitness supplement, fingerprint clearance, and a professional growth plan (PGP) form; many of these forms require a signature from the Program Director. The PGP requires the certification applicant to develop goals that will be achieved prior to applying to the next level of certification—the Professional ESA certificate. For more information on how to complete the PGP, see the section below.

To be eligible for the Professional ESA Certificate, school psychology graduates must pass the PRAXIS II examination <https://www.ets.org/praxis/nasp>. By passing the PRAXIS II examination, graduates are qualified for the Washington State professional certification, and eligible to become Nationally Certified School Psychologists (NCSP). We strongly advise our graduates to take the PRAXIS II examination during the pre-certification internship. A Residency ESA certificate holder may apply for the Professional ESA certificate after 180 days in the role as a Residency ESA.

Professional Growth Plan (PGP)

The professional growth plan is a required element for all professional certificates by the Washington State Professional Education Standards Board (PESB). You will use this document as you progress through the levels of certification as a school psychologist. There are three levels:

Residency, Professional, and Career. As you complete the school psychology program, you are eligible immediately for Residency certification. The NCSP certification (once complete) qualifies you for the Professional certification.

Why the PGP? The PESB wants to know what you would like to improve upon as a professional in the field. The plan holds you accountable for your own professional development. The continuing education requirements for the NCSP will be used in combination with the PGP in your application for higher levels of certification. The PESB also wants to know that you know the professional standards of the School Psychology Benchmarks. Go to <https://www.pesb.wa.gov/preparation-programs/standards/pgp-for-program-completion/> for more information.

University of Washington College of Education
EDUCATIONAL SPECIALIST DEGREE COURSE OF STUDY
School Psychology (112 credits)

| | |
|------------------------------------|---------------------------------|
| Student name | EDPSY: SCHOOL PSYCHOLOGY |
| Address (Street, city, state, zip) | Day Phone |

| Course Prefix & No | Course Title | Credit | Grade | Qtr/Yr | Credits |
|--------------------|--------------|--------|-------|--------|---------|
|--------------------|--------------|--------|-------|--------|---------|

STATISTICS AND RESEARCH (9 credits)

| | | | | | |
|-----------|--|---|--|--|---|
| EDPSY 490 | Basic Educational Statistics | 3 | | | |
| EDSPE 511 | Methods of Applied Behavior Research (Single Case) | 3 | | | |
| EDPSY 517 | Applied Measurement in Educational Research | 3 | | | 9 |

COGNITION AND LEARNING (6 credits)

| | | | | | |
|-----------|---|---|--|--|---|
| EDPSY 501 | Human Learning and Educational Practice | 3 | | | |
| EDPSY 502 | Developmental Foundations of Early Learning | 3 | | | 6 |

SOCIAL AND DEVELOPMENTAL BASES OF BEHAVIOR (3 credits)

| | | | | | |
|-----------|---------------------------|---|--|--|---|
| EDPSY 556 | Applied Social Psychology | 3 | | | 3 |
|-----------|---------------------------|---|--|--|---|

EXCEPTIONALITY (3 credits)

| | | | | | |
|-----------|--|---|--|--|---|
| EDSPE 525 | Education of Students with Autism or Severe Behavior Disorders | 3 | | | 3 |
|-----------|--|---|--|--|---|

BIOLOGICAL BASES OF BEHAVIOR (5 credits)

| | | | | | |
|-----------|--|---|--|--|---|
| EDPSY 577 | Neuropsychology of Learning and Behavior | 3 | | | 3 |
|-----------|--|---|--|--|---|

SCHOOL PSYCHOLOGY SPECIALTY (2 credits)

| | | | | | |
|-----------|-----------------------------------|---|--|--|---|
| EDPSY 570 | Introduction to School Psychology | 3 | | | 3 |
|-----------|-----------------------------------|---|--|--|---|

ETHICS AND SCHOOL LAW (3 credits)

| | | | | | |
|-----------|--------------------------------|---|--|--|---|
| EDPSY 568 | Professional Issues and Ethics | 3 | | | 3 |
|-----------|--------------------------------|---|--|--|---|

INDIVIDUAL DIFFERENCES (11 credits)

| | | | | | |
|-----------|---|---|--|--|---|
| EDPSY 548 | Child and Adolescent Psychopathology in Schools | 3 | | | |
| EDPSY 552 | Culturally Responsive Practice in School Psychology | 3 | | | |
| EDPSY 553 | Special Populations | 3 | | | 9 |

SCHOOL-BASED PRACTICUM (3 credits)

| | | | | | |
|-----------|----------------------|---|--|--------|---|
| EDPSY 505 | Field Study (year 2) | 2 | | Winter | |
| EDPSY 505 | Field Study (year 2) | 2 | | Spring | 4 |

ASSESSMENT (23 credits)

| | | | | | |
|-----------|--|---|--|--|----|
| EDPSY 507 | Educational Assessment and Intervention | 5 | | | |
| EDPSY 540 | School Psychological Assessment | 5 | | | |
| EDPSY 564 | Practicum in Assessment/Consultation | 5 | | | |
| EDPSY 572 | Social-Emotional Assessment | 3 | | | |
| EDPSY 573 | Psychological Assessment of Preschool Children | 3 | | | 21 |

INTERVENTION (11 credits)

| | | | | | |
|-----------|--|---|--|--|----|
| EDPSY 544 | Counseling Theories and Practicum in School Psychology | 4 | | | |
| EDPSY 546 | Counseling Practicum in School Psychology | 4 | | | |
| EDPSY 557 | Tier III Interventions for School Psychologists | 3 | | | 11 |

CONSULTATION (6 credits)

| | | | | | |
|-----------|---|---|--|--------|---|
| EDPSY 554 | Introduction to Multi-Tiered Systems of Support | 3 | | | |
| EDPSY 500 | Field study (year 1) | 2 | | Winter | |
| EDPSY 500 | Field Study (year 1) | 2 | | spring | 7 |

INTERNSHIP (24 credits)

| | | | | | |
|----------|------------|---|--|--------|----|
| EDUC 750 | Internship | 8 | | Fall | |
| EDUC 750 | Internship | 8 | | Winter | |
| EDUC 750 | Internship | 8 | | Spring | 24 |

INTERNSHIP SUPERVISION & CASE STUDY SEMINAR (6 credits)

| | | | | | |
|--------------------|--------------------|---|--|--------|------------|
| EDPSY 566 | Case Study Seminar | 2 | | Fall | |
| EDPSY 566 | Case Study Seminar | 2 | | Winter | |
| EDPSY 566 | Case Study Seminar | 2 | | Spring | 6 |
| GRAND TOTAL | | | | | 112 |

Signatures

| | |
|-----------------|------|
| Student | Date |
| Faculty Adviser | Date |

PROGRAM COMPLETION VERIFICATION

- ☐ Maintained a minimum 3.0 GPA in overall coursework
- ☐ Achieved a 3.2 GPA in each practicum course (EDPSY 544, 546, 564, & 573)
- ☐ Demonstrated competence in interpersonal skills with colleagues, faculty, school personnel, & families
- ☐ Completed at least one course outside the College of Education related to the field of study
- ☐ Completed at least 6 credits of courses in Exceptionality
- ☐ Completed a professional portfolio, diversity paper, and passed the oral competency examination

Precertification internship documentation

- ☐ Successfully completed a minimum of a 1200-hour internship (with at least 600 hours in a school setting) across three quarters, EDPSY 566 (Case Study), and EDUC 750 (Internship)

Internship Site 1:

| | |
|------------------------|----------------------|
| District: | School site(s): |
| Internship start date: | Internship end date: |
| Total Hours completed: | |

UW Internship coordinator signature

Date

Internship Site 2: (optional)

| | |
|------------------------|----------------------|
| District: | School site(s): |
| Internship start date: | Internship end date: |
| Total Hours completed: | |

UW Internship coordinator signature

Date

Final Program Completion Signatures

| | |
|-----------------|------|
| Student | Date |
| Faculty Advisor | Date |

School Psychology Program Director signature

Date

After signatures, student distributes 3 copies: original to 206 Miller; Copies to: certification file, faculty advisor, & student



E-Cert Account & Pre-Residency Certificate Clearance

The Office of the Superintendent of Public Instruction (OSPI) has introduced E-Certification which allows educators to take care of the most common certification tasks completely online. Since all certification applications will be processed through E-Certification certification candidates need to create an E-Cert account. Washington educators will continue to use E-Certification as they enter the teaching profession to complete a number of tasks that include checking application status, reissuing a teaching certificate, requesting duplicate copy of certificate and maintaining personal data.

In addition to setting up your E-Cert account you will also need to be fingerprinted and apply for Pre-Residency Certificate Clearance. Detailed directions for setting up your account and applying for Pre-Residency Clearance are below. Please allow about a half hour to complete this process. Please note that if you exit the wizard before it is complete your information will be saved. If you answer "yes" on any of the background questions you will need to provide a written statement and supporting documents and your information will be routed to the Office of Professional Practices (OPP) who will review your file once you have Washington State Patrol and FBI clearance and determine if you qualify for the Pre-Residency Certificate. If you do not answer yes to any of the background questions the UW will clear you once you have fingerprint clearance from Washington State Patrol and FBI.

Step 1: Create an Account

- Go to: <https://eds.ospi.k12.wa.us>
- Click "Create an Account" tab
 - Username: Must be valid email address
 - Password: Passwords must be at least 8 characters long, contain at least: one uppercase letter, one lowercase letter, one number, and one symbol.
- To Complete Profile Information (you can leave the certification field blank) click Submit.
- When prompted to "Request Application Roles" select the "Not Now." Your profile will be designated the role of "educator" automatically. The system will cross reference any other information it might already have on file for you.
- Wait an hour before completing the remaining steps:
- Go to the EDS website, <https://eds.ospi.k12.wa.us>
- Login
- Select "My Applications"
- Then select "E-Certification"
- You will be prompted to confirm/enter your demographic information

Step 2: Complete Education History and Work Experience

- Go to home page → My Credentials → Educator → Education History
- Select “Click Here to Add Education History”
- Input your education history to the best of your knowledge, you can estimate dates and credit hours. The system does not recognize future dates so only include education you have already completed.
- Once you have completed your education history select “work history” under the Educator tab.
- Professional Education Experience is paid experience you have completed in a school district (i.e. paraprofessional, coach, bus driver). If you have professional education experience, select “Click Here to Add Professional Education Experience.”
- Other Employment Experience should include non-education paid jobs. Include the last two jobs you have held.
- Again, you can use estimated dates and total number of hours worked. Don’t spend too much time on this. If additional information is needed you will be contacted by the OSPI.

Step 3: Apply for Pre-Residency Certificate Clearance

- From your home screen select “Apply for a Washington Credential Here”
- Select “Apply for Credential” by the Pre-Residency Certificate Clearance”
- Step 3 will ask you if your employment history is correct. Make sure you select “yes” otherwise you will be kicked out of the wizard and you will have to start over. If the information is not correct once you complete your Pre-Residency Certificate Clearance process you can return to the Educator tab and edit the information.
- Step 6 – do NOT select the box that says, “I am completing a teacher preparation program from an out-of-state college/university.” Instead, select University of Washington Seattle from the drop down menu.
- Follow the directions and complete all of the steps required in the wizard.
- The College of Education will automatically be notified once you have submitted your application and you will receive your clearance after OPP or the UW processes your request.

For questions call (360) 725-6400 or email cert@k12.wa.us

Fingerprint Background Check Instructions For Certification, College and University Applicants

Washington State law (RCW28A.410.010) requires that all applicants who do not possess a valid Washington teaching certificate at the time of application be fingerprinted for a background record check through the Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI).

Each educational service district (ESD) office within Washington State has the ability to process fingerprints electronically using live-scan technology. Washington State University and Central Washington University also have live-scan capabilities. Provided your fingerprints are of good quality, live-scan greatly reduces the turnaround time. However, if you have worn ridge detail you will benefit by having your fingerprints taken with black printer's ink using the ink-and-roll method.

You may select one of the following options to complete the fingerprint process:

- (1) You may complete the electronic live scan fingerprint process in person at one of the ESD locations listed below. Please contact the ESD of your choice for information regarding the submission of your fingerprints through the live scan process and any additional processing fees they may charge. **The fingerprint background check fee is \$45.75, plus the ESD's processing fee.**
- (2) If you are fingerprinted by an agency other than an ESD office using the ink-and-roll method, you must use the enclosed fingerprint card and follow the instructions on the reverse side of this sheet. For processing, **mail the completed fingerprint card and money order, cashier's check, or personal/business check made payable to the Office of Superintendent of Public Instruction (OSPI) in the amount of \$45.75 to: OSPI, Attention: Fiscal Office, P. O. Box 47200, Olympia, WA 98504-7200.**
- (3) You may have your fingerprints processed manually by the WSP Criminal Records Division located at 3000 Pacific Avenue, Olympia, WA 98504; but you must first pay the background check processing fee to OSPI and obtain an Electronic Applicant Submission form. Having your fingerprints processed manually ensures the WSP will not reject your fingerprints due to poor print quality. **The cost for processing fingerprints manually is \$55.75, plus the WSP's processing fees.**

Information on both the fingerprinting and certification process can also be obtained by accessing the Office of Superintendent of Public Instruction's web page at www.k12.wa.us/certification (for certification information) or <http://www.k12.wa.us/ProfPractices/fingerprint> (for fingerprint information).

| | | | | |
|------------------------------|----------------------|------------------|----------------|---|
| ESD 101 | 4202 S. Regal St. | Spokane, 99223 | (509) 789-3800 | http://www.esd101.net |
| ESD 105 | 33 South 2nd Ave. | Yakima, 98902 | (509) 575-2885 | http://www.esd105.wednet.edu |
| ESD 112 | 2500 N.E. 65th Ave. | Vancouver, 98661 | (360) 750-7500 | http://www.esd112.org |
| ESD 113 | 6005 Tyee Drive SW | Tumwater, 98512 | (360) 464-6700 | http://www.esd113.org |
| Olympic ESD 114 | 105 National Ave. N. | Bremerton, 98312 | (360) 478-6868 | http://www.oesd.wednet.edu |
| Puget Sound ESD 121 | 800 Oakesdale Ave SW | Renton, 98057 | (425) 917-7600 | http://www.psesd.org |
| ESD 123 | 3918 W. Court St. | Pasco, 99301 | (509) 547-8441 | http://www.esd123.org |
| North Central ESD 171 | 430 Old Station Road | Wenatchee, 98801 | (509) 665-2610 | http://www.ncesd.org |
| Northwest ESD 189 | 1601 R Avenue | Anacortes, 98221 | (360) 299-4072 | http://www.esd189.org |

(Revised June 2015)

IN ORDER TO MEET THE FINGERPRINT REQUIREMENT, THE APPLICANT MUST FILL OUT THE FINGERPRINT CARD AS FOLLOWS:

1. Enter your name (including aliases), complete mailing address, social security number (optional), citizenship, date of birth and personal information (sex, race, etc.). The spaces for OCA, FBI, MNU numbers may be left blank. **A card with other missing or incomplete information will be rejected.**

Mandatory Information:

| Name | Place of Birth | Date of Birth | Race | Sex | Eye Color | Hair Color | Height | Weight |
|------|----------------|---------------|------|-----|-----------|------------|--------|--------|
|------|----------------|---------------|------|-----|-----------|------------|--------|--------|

Entering your social security number is optional. However, it is very useful for verifying we have the correct individual's file when a public school district or college/university requests clearance information. Your social security number will only be used for this purpose; it will not be disseminated.

2. **SPI Applicants:** If you are submitting a certification application through an Educational Service District (ESD), please write in the EMPLOYER AND ADDRESS Section: "SPI Certification." SPI stands for Superintendent of Public Instruction.

College/University Applicants: If you are in a program at a Washington State college/university, please write the name of the college or university in the employer and address box. (Do not write "SPI Certification.")

3. If not previously stamped on the fingerprint card, insert in the section REASON FINGERPRINTED: **School District Employees/Contractors/28A.400 RCW**. You must use this exact wording or your card will be rejected. Also, please make sure that the ORI Section has **WA920310Z** imprinted or written in.
4. Take the fingerprint card to a law enforcement agency or to an agency authorized to take fingerprints. The agency may charge a separate fee for this service.
5. Please bring one form of picture identification to the agency taking fingerprints.
6. Provide the agency with an envelope (minimum size 9" x 12") with adequate postage.

Each agency has its own policy regarding the submission of the fingerprint card and payment to OSPI. **Mail completed card and money order, cashier's check or personal/business check made payable to the Office of Superintendent of Public Instruction (OSPI) in the amount of \$45.75 for processing to OSPI, Attention: Fiscal Office, P.O. Box 47200, Olympia, WA 98504-7200.**

7. Please do not bend the card when mailing; this can cause the card to be rejected by the WSP.

Enclosure: Fingerprint Card

THESE INSTRUCTIONS ARE PROVIDED FOR APPLICANTS USING THE FINGERPRINT CARD (IF YOU PLAN TO SUBMIT FINGERPRINTS ELECTRONICALLY AT AN ESD, YOU WILL NOT NEED A FINGERPRINT CARD).

DOCTORAL (PhD) DEGREE IN SCHOOL PSYCHOLOGY

Program Aim and Competencies

The School Psychology PhD degree is structured so students will be at the forefront of the school psychology field as leaders in research and practice. Our **scientist-practitioner** framework allows for two prominent areas of focus: scientist/scholar (focusing on research, measurement, efficacy, statistical design) and practice (focusing on implementing evidence-based assessment and interventions). The PhD degree program at the University of Washington has been accredited by the American Psychological Association (APA) since 1992 and by the National Association of School Psychologists since 2000. The PhD degree in school psychology at UW builds upon and extends the training offered in the 3-year sequence of the EdS degree, which is the first three years of the doctoral degree.

The **primary aim** of the UW School Psychology Program doctoral degree is to ***prepare health service psychologists who use culturally responsive, evidence-based approaches to assessment, intervention, and consultation for effectively serving individuals from all cultural, ethnic, and socioeconomic backgrounds.*** In keeping with the primary aim, students are expected to achieve competencies as both practitioners and scientists. Recent graduates apply their competencies in multicultural assessment, consultation, and intervention in school, mental health, hospital, and private practice settings. In these settings, they engage with new developments for the practice of school psychology and apply this knowledge to their area of expertise. Others are employed in university settings as trainers of school psychologists and generate new knowledge for the practice of psychology.

Competencies and Objectives of the PhD Degree Program⁵

Throughout the PhD/EdS inclusive degrees, learning experiences are guided by the Discipline Specific Knowledge areas and by the nine Profession-Wide Competencies (PWCs) in the APA Standards of Accreditation. The UW School Psychology Program has specific objectives for each of the nine PWCs:

Research

Program Objective: To prepare health service psychologists to be critical consumers of research, to have the knowledge and skills to conduct scientific inquiry, and to disseminate research.

Ethical and Legal Standards

Program Objective: To prepare health service psychologists to be competent in navigating legal and ethical challenges and engaging in best practices associated with the APA Ethical Principles for Psychologists and Code of Conduct.

Individual and Cultural Diversity

Program Objective: To prepare health service psychologists to integrate self-awareness, cultural knowledge, and culturally responsive skills in all professional activities including research, teaching, and clinical service.

⁵ For details on how these competencies are defined, see Appendix F: UW School Psychology Program profession-wide competencies

Professional Values, Attitudes, and Behaviors

Program Objective: To prepare health service psychologists to reflect the values and attitudes of psychology through integrity, professional identity alignment, professional behavior, and responsiveness to supervision and feedback.

Communication and Interpersonal Skills

Program Objective: To prepare health service psychologists to maintain effective relationships with colleagues, communities, organizations, supervisors, supervisees, and clients.

Assessment

Program Objective: To prepare health service psychologists to incorporate the diversity characteristics of clients in psychological assessments and to present findings in an effective manner appropriate for audiences outside the discipline of psychology.

Intervention

Program Objective: To prepare health service psychologists to implement evidence-based interventions with fidelity and flexibility to adapt interventions to cultural and linguistic contexts of clients.

Supervision

Program Objective: To prepare health service psychologists to provide effective supervision to less advanced students and peers appropriate for the service setting.

Consultation and Interprofessional Interdisciplinary Skills

Program Objective: To prepare health service psychologists to demonstrate the ability to effectively collaborate in interdisciplinary contexts and integrated healthcare settings.

Curriculum Model

To accomplish the aim and competencies of the Program, the PhD degree curriculum expands upon the EdS degree and covers additional topics in professional psychology. Students gain more in-depth knowledge and competence during the 4th and 5th year in the following areas: history of psychology, individual and cultural differences, statistical methods and research design, measurement/psychometrics, psychopathology, advanced clinical interventions, and supervision.

The PhD degree in School Psychology at the UW requires a minimum of 90 credit hours (30 of which applies from the EdS). Students must have completed an EdS degree or must be in the process of completing an EdS degree in School Psychology to be considered for the PhD degree. Students who apply to the PhD degree after they have obtained their EdS degree in School Psychology at the UW use their coursework from the EdS degree as their specialty area. Students who have completed an EdS degree in school psychology from another institution will have their transcripts reviewed to determine course credit that may be applied to their PhD degree program of study (maximum of 30 credits may be applied).

With the support of their advisors, doctoral degree students design an individualized program of study guided by a Supervisory Committee and chaired by a tenure-track core School Psychology Program faculty member with Graduate Faculty Status. The requirements for the individualized program of study are based on Supervisory Committee recommendations; along with the parameters that each student must follow in the process of obtaining their PhD in the College of Education. For example, each PhD degree student's program of study must include an area of specialization, two supporting cognates (a cluster of courses around a common topic

of interest), and an out of area specialization (outside of the COE). As doctoral students are completing the individualized program of study requirements, they must also complete the PhD degree milestones (research and inquiry, general exam, dissertation proposal, dissertation defense). After a student has passed the general exam and received signed Committee approval on the dissertation proposal, they may complete the pre-doctoral internship. As the culminating experience for the PhD degree, the pre-doctoral internship must provide training at a more advanced level than the pre-certification internship. The pre-doctoral internship requires an additional 1500 hours of experience and can be completed in a school or non-school setting. Students are encouraged to apply to APA-approved pre-doctoral internship programs through the Association of Postdoctoral Psychology and Internship Centers (APPIC) Match process.

Doctoral Degree Program Courses

| <u>Courses</u> | <u>Credits</u> |
|---|----------------|
| Statistics and Research | |
| EDLPS 525 Educational Inquiry I | (3) |
| EDLPS 526 Educational Inquiry II | (3) |
| EDSPE 511 Single Case Research Design | (3) |
| EDPSY 538 Multiple Regression | (3) |
| <i>Select <u>at least 1</u> additional course including, but not limited to:</i> | |
| EDPSY 575 Structural Equation Modeling | (3) |
| EDPSY 576 Multilevel Modeling | (3) |
| EDLPS 574 Mixed Methods in Educational Research | (3) |
| EDPSY 513 Survey Research Methods | (3) |
| EDPSY 586-87 Qualitative Methods of Educational Research | (7-10) |
| EDSPE 542 Advanced Single Case Research Methodology | (3) |
| EDPSY 539 Classical Test Theory | (3) |
| AND EQUIVALENT COURSES APPROVED BY FACULTY ADVISOR | |
| Students must complete courses above <u>in addition</u> to courses completed as part of the EdS degree (EDPSY 490, 517; EDSPE 511). | |
| History and Systems of Psychology | |
| EDPSY 585 History, Systems, and Contemporary Issues in School Psych | (3) |
| EDPSY 570 Introduction to School Psychology | (3) |
| EDPSY 554 Introduction to Multi-Tiered systems of support (MTSS) | (3) |
| Biological Aspects of Behavior | |
| EDPSY 577 Neuropsychology of Learning & Behavior | (3) |
| EDPSY 585 History, Systems, and Contemporary Issues in School Psych | (3) |
| EDSPE 525 Autism, Social, Communication, and Developmental Disabilities | (3) |
| Cognitive/Affective Aspects of Behavior | |
| EDPSY 540 School Psychological Assessment | (5) |
| EDPSY 529 Developmental Psychopathology and the DSM | (3) |

| | | |
|-----------|----------------------|-----|
| EDPSY 544 | Counseling | (4) |
| EDPSY 546 | Counseling Practicum | (4) |

Social and Developmental Aspects of Behavior

| | | |
|-----------|---|-----|
| EDPSY 501 | Human Learning and Educational Practice | (3) |
| EDPSY 502 | Developmental Foundations of Early Learning | (3) |
| EDPSY 572 | Social-Emotional Assessment | (3) |
| EDPSY 556 | Applied Social Psychology | (3) |

Individual and Cultural Diversity

| | | |
|-----------|---|-----|
| EDSPE 525 | Autism, Social, Communication, and Developmental Disabilities | (3) |
| EDPSY 548 | Child and Adolescent Psychopathology | (3) |
| EDPSY 552 | Culturally Responsive Practice in School Psychology | (3) |
| EDPSY 553 | Special Populations | (3) |

Assessment

| | | |
|-----------|---|-----|
| EDPSY 507 | Educational Assessment, Intervention, and Consultation | (5) |
| EDPSY 540 | School Psychological Assessment | (5) |
| EDPSY 564 | Practicum in School Psychology: Assessment/Consultation | (5) |
| EDPSY 572 | Social-Emotional Assessment | (3) |
| EDPSY 573 | Psychological Assessment of Preschool Children | (3) |

Ethical and Legal Standards

| | | |
|-----------|---|-----|
| EDPSY 570 | Introduction to School Psychology | (3) |
| EDPSY 568 | Professional Issues and Ethics in School Psychology | (3) |

Intervention

| | | |
|-----------|---|-----|
| EDPSY 500 | Field Study I: Academic Intervention and Consultation | (3) |
| EDPSY 557 | Tier III Interventions | (3) |
| EDPSY 505 | Field Study II: Tier III Interventions | (4) |
| EDPSY 544 | Counseling Theories | (4) |
| EDPSY 546 | Counseling Practicum | (4) |

Advanced Integrative Knowledge and Advanced Practicum

| | | |
|-----------|--|------|
| EDPSY 508 | Advanced Practicum in Supervision | (6) |
| EDPSY 565 | Advanced Practicum in Clinical Practice | (12) |
| EDPSY 579 | Advanced Practicum Assessment & Intervention | (9) |

Cognates

Each doctoral degree student is required to select two Cognate areas which can be within the College of Education in addition to their Area of Specialization (school psychology) and a Specialization Outside of Education. Each of these areas is a cluster of courses that support a domain of inquiry (research and/or practice area of interest). Each cognate or specialization includes 3 to 5 courses selected collaboratively with the advisor or with the graduate faculty member that represents the cognate area. It is recommended that each cognate and specialization includes at least 2 classes completed specifically as part of the doctoral degree, rather than as part of the EdS degree.

One strategy to develop the cognates and specializations is to outline the domains of research inquiry for the dissertation. Then, consider faculty most appropriate for the Supervisory Committee. Work with these faculty members to develop and oversee your cognates. Together you decide on the courses suitable to support the cognate. The courses often help to create the title for the cognate. For example, former students have created cognate titles like, "evidence-based clinical practices; educational equity; research methods for diverse populations; data-based decision making; child development; culturally responsive school psychology; applied behavior analysis," and so on.

Although students completing a doctoral degree have full flexibility in developing cognates that match their research and clinical interests, there are a few opportunities where doctoral degree students may take coursework that aligns with a professional certificate. Each of the following certificate programs have clusters of courses that may be used to support a doctoral cognate area:

| Certificate Program Title | Website | Fee-Based Program (yes/no) |
|----------------------------------|---|---|
| Native Education | https://www.pce.uw.edu/certificates/native-education | Yes |
| Board Certified Behavior Analyst | https://education.uw.edu/programs/graduate/special-education/bcba-pathway-one | Yes (and additional \$5000 for supervision) |

The following are additional options for cognates that do not require additional fees to enroll:

| Content Area | Website | Admission Requirements |
|--|---|--|
| Leadership in Education of Neurodevelopmental Disabilities (LEND) Note: if this is completed during the 3 rd year internship, the hours can also count as practicum hours for APPIC because you are enrolled in credits. | http://depts.washington.edu/lend/admission/index.html | Apply for admission to become a LEND fellow Note: There are no courses attached to the LEND fellowship program. To apply LEND training to a cognate, you will need to register for independent study credits with your advisor and to prepare a syllabus that reflects individual LEND goals and learning |
| Equity Studies | http://education.uw.edu/programs/graduate/equity-studies | Enroll in the Equity Studies colloquium and select courses from the course grid |

Specialization Outside of Education

The COE requires that each doctoral degree student develop a specialization from a department outside the COE. The specialization outside the COE will often be in a single department (e.g., Psychology, Social Work, Nursing). In exceptional cases, the specialization may be created by a series of courses from different departments containing a common thread (e.g., Ethnic Studies, which may draw upon courses based in several departments). The graduate faculty representative (GSR) from that specialization serving on the Supervisory Committee defines the breadth and depth of the specialization outside the COE.

Dissertation

EDUC 800 Dissertation (27)

Internship (request “on leave” status EVERY quarter you are not enrolled)

In accordance with APA requirements and accepted clinical guidelines, students are required to complete an internship experience following completion of both the written and oral general examinations, and the approval of dissertation proposal. The internship must consist of at least 1500 hours completed within a 24-month period and must be under the supervision of a licensed psychologist (if prior EdS-level internship did not include 600 hours in a school setting, then 600 hours must be completed in a school setting). If the dissertation is not defended before internship, continued work on the dissertation is required for satisfactory progress in the Program. To qualify for licensure, more than one licensed psychologist must be at the site and the site must have a formal program of supervised internship activity. Faculty strongly encourage students to apply to APA-approved pre-doctoral internships.

The APA Committee on Accreditation (750 First Street, NE, Washington, DC 20002; phone (202- 336-5579) monitors compliance with APA standards.

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran in accordance with university policy and applicable federal and state statutes and regulations.

COURSE SEQUENCE FOR DOCTORAL STUDENTS 2024-25

| YEAR FOUR: ADVANCED CLINICAL TRAINING AND DOCTORAL COURSEWORK | | | |
|--|--|--|---|
| Autumn 2024 | Winter 2025 | Spring 2025 | Summer Session A |
| EDPSY 565 (Holland) Adv Practicum in Clinical Practice (4) W 2:00-4:20p W 4:30-6:20p reserved for counseling intakes | EDPSY 565 (Holland) Adv Practicum in Clinical Practice (4) W 2:00-4:20p W 4:30-6:20p reserved for clinic sessions | EDPSY 565 (Holland) Adv Practicum in Clinical Practice (4) W 2:00-4:20p W 4:30-6:20p reserved for clinic sessions | EDPSY 581 (Matlack) Seminar in APPIC/CDSP internships (2) Sa 940-1150a |
| EDPSY 508 (Matlack) Adv Practicum in Supervision & School Mental Health (2) W 12:30-1:50p | EDPSY 508 (Matlack) Adv Practicum in Supervision & School Mental Health (2) W 12:30-1:50p W 8:30-12:20p in schools | EDPSY 508 (Matlack) Adv Practicum in Supervision & School Mental Health (2) W 12:30-1:50p W 8:30-12:20p in schools | |
| EDLPS 525 (Rocha) Educational Inquiry (3) F 8:30-10:50a | EDLPS 526 (Rocha) Educational Inquiry (3) F 8:30-10:50a | EDPSY 585 (TBD) History, Systems, Contemporary Issues in School Psych (3) TH 5:00-7:20p | |
| EDPSY 529 (Small) Developmental Psychopathology and the DSM (3) T 1:30-3:50p | EDPSY 538 (Sanders) Multiple Regression (3) T 2:00-4:20p | Choice of research methods course | |
| Additional cognate course | Additional cognate course | Additional cognate course | |
| | Prospective Candidacy Apply using the two-step process through the S3 Area (Feb/Mar or Mar/Aprl) | Research and Inquiry Paper (R & I) | |

| YEAR FIVE: DOCTORAL COURSEWORK AND DISSERTATION | | |
|--|--|--|
| Autumn 2024 | Winter 2025 | Spring 2025 |
| EDPSY 579 (Holland) Advanced Practicum in Assessment and Intervention (3) TH 11:00-1:50p All field based | EDPSY 579 (Holland) Advanced Practicum in Assessment and Intervention (3) TH 11:00-1:50p All field based | EDPSY 579 (Holland) Advanced Practicum in Assessment and Intervention (3) TH 11:00-1:50p All field based |
| Optional: EDPSY 576 (Sanders) Multilevel Modeling (3) TH 2:00-4:20p OR OTHER RESEARCH METHODS COURSE | Additional cognate courses (including research methods courses) 3-6 credits | Optional: EDPSY 575 (Astivia) Structural Equation Modeling (3) W 2:00-4:20p OR OTHER RESEARCH METHODS COURSE |
| Additional cognate course | Additional cognate course | Additional cognate course |
| R & I presentation (Nov) General Exam (Nov or Dec) | General Exam (if not completed in Fall) Dissertation Proposal (or in Spring) | Additional cognate courses (including research methods courses) (3-6 credits) |
| Apply for APPIC internships If not doing APPIC, work on a local CDSPP-aligned Internship | Internship interviews and APPIC Match Day | Dissertation Proposal (if not completed in Winter) |
| EDUC 800 Dissertation (8-10 credits)* register only if completing the general exam this quarter | EDUC 800 Dissertation (8-10 credits)** | EDUC 800 Dissertation (8-10 credits) |
| * To obtain an add code for dissertation credits, go to education.uw.edu/practicum , select your advisor, EDUC 800 course, and describe your dissertation project. | | |

** Register for 25 dissertation credits (total) by the end of the academic year. Leave 2 credits for the following year when you defend your dissertation (final orals).

YEAR SIX: PRE-DOCTORAL INTERNSHIP

Apply for "on leave" status **EVERY** quarter *except the quarter that you will defend your dissertation*. If you do not apply each quarter, you will drop from the University system and must reapply for active status and pay a \$250 fee to the Graduate School. During the quarter that you defend your dissertation, you MUST register for the remaining 2 credits.

Checklist of APA Requirements & Worksheet for Doctoral Degree Program

The course checklist on the following pages should be used to monitor completion of all APA* requirements (area of specialization) and COE requirements to support paperwork for advancement to Prospective Candidacy. The course of study must be completed before the student is advanced to Prospective Candidacy. It is desirable that APA and COE requirements be outlined before application to Prospective Candidacy. For students who completed their EdS degree or certification in school psychology in a program outside of UW, their transcripts will be reviewed, and additional coursework may be required as part of their doctoral program.

On the checklist below, indicate the quarter and year in which each APA and COE requirement was/will be completed. For courses that satisfy APA requirements and are not listed, provide the identifying department/area, the course number, and the number of credits for the course. The course of study will contain additional individualized courses selected by the student and approved by the student's Supervisory Committee in accordance with COE requirements for the PhD.

| Quarter/year | Statistics and Research | |
|--------------|-------------------------|-----------------------------|
| | EDLPS 525 | Educational Inquiry I |
| | EDLPS 526 | Educational Inquiry II |
| | EDSPE 511 | Single Case Research Design |
| | EDPSY 538 | Multiple Regression |
| | * | * |
| | * | * |

*AND select at least 2 additional courses in quantitative or qualitative research methodologies, including but not limited to:

| | | |
|---|---|--------|
| EDPSY 576 | Multilevel Modeling | (3) |
| EDPSY 575 | Structural Equation Modeling | (3) |
| EDSPE 542 | Advanced Single Case Research Methodology | (3) |
| EDLPS 574 | Mixed Methods in Educational Research | (3) |
| EDPSY 513 | Survey Research Methods | (3) |
| EDPSY 539 | Classical Test Theory | (3) |
| EDPSY 586-87 | Qualitative Methods of Educational Research | (7-10) |
| Or Equivalent Course(s) Approved by Faculty Advisor and Supervisory Committee | | |

| Quarter/year | History and Systems of Psychology | |
|--------------|--|--|
| | EDPSY 585 | History, Systems, and Contemporary Issues in School Psychology |
| | EDPSY 570 | Introduction to School Psychology |
| | EDPSY 554 | Introduction to Multi-Tiered Systems of Support (MTSS) |

| Quarter/year | Biological Aspects of Behavior | |
|--------------|---------------------------------------|--|
| | EDPSY 577 | Neuropsychology of Learning & Behavior |
| | EDPSY 585 | History, Systems, and Contemporary Issues in School Psychology |
| | EDSPE 525 | Autism, Social, Communication, and Developmental Disabilities |

| Quarter/year | Cognitive/Affective Aspects of Behavior | |
|--------------|--|---|
| | EDPSY 540 | School Psychological Assessment |
| | EDPSY 529 | Developmental Psychopathology and the DSM-5 |
| | EDPSY 544 | Counseling Theories |
| | EDPSY 546 | Counseling Practicum |

| Quarter/year | Social and Developmental Aspects of Behavior | |
|--------------|---|---|
| | EDPSY 501 | Human Learning and Educational Practice |
| | EDPSY 502 | Developmental Foundations of Early Learning |
| | EDPSY 572 | Social-Emotional Assessment |
| | EDPSY 556 | Applied Social Psychology |

| Quarter/year | Individual and Cultural Diversity | |
|--------------|--|---|
| | EDSPE 525 | Autism, Social, Communication, and Developmental Disabilities |
| | EDPSY 548 | Child and Adolescent Psychopathology |
| | EDPSY 552 | Culturally Responsive Practice in School Psychology |
| | EDPSY 553 | Special Populations |

| Quarter/year | Assessment | |
|--------------|-------------------|---|
| | EDPSY 507 | Educational Assessment, Intervention, and Consultation |
| | EDPSY 540 | School Psychological Assessment |
| | EDPSY 564 | Practicum in School Psychology: Assessment/Consultation |
| | EDPSY 572 | Social-Emotional Assessment |
| | EDPSY 573 | Psychological Assessment of Preschool Children |

| Quarter/year | Ethical and Legal Standards | |
|--------------|------------------------------------|---|
| | EDPSY 570 | Introduction to School Psychology |
| | EDPSY 568 | Professional Issues and Ethics in School Psychology |

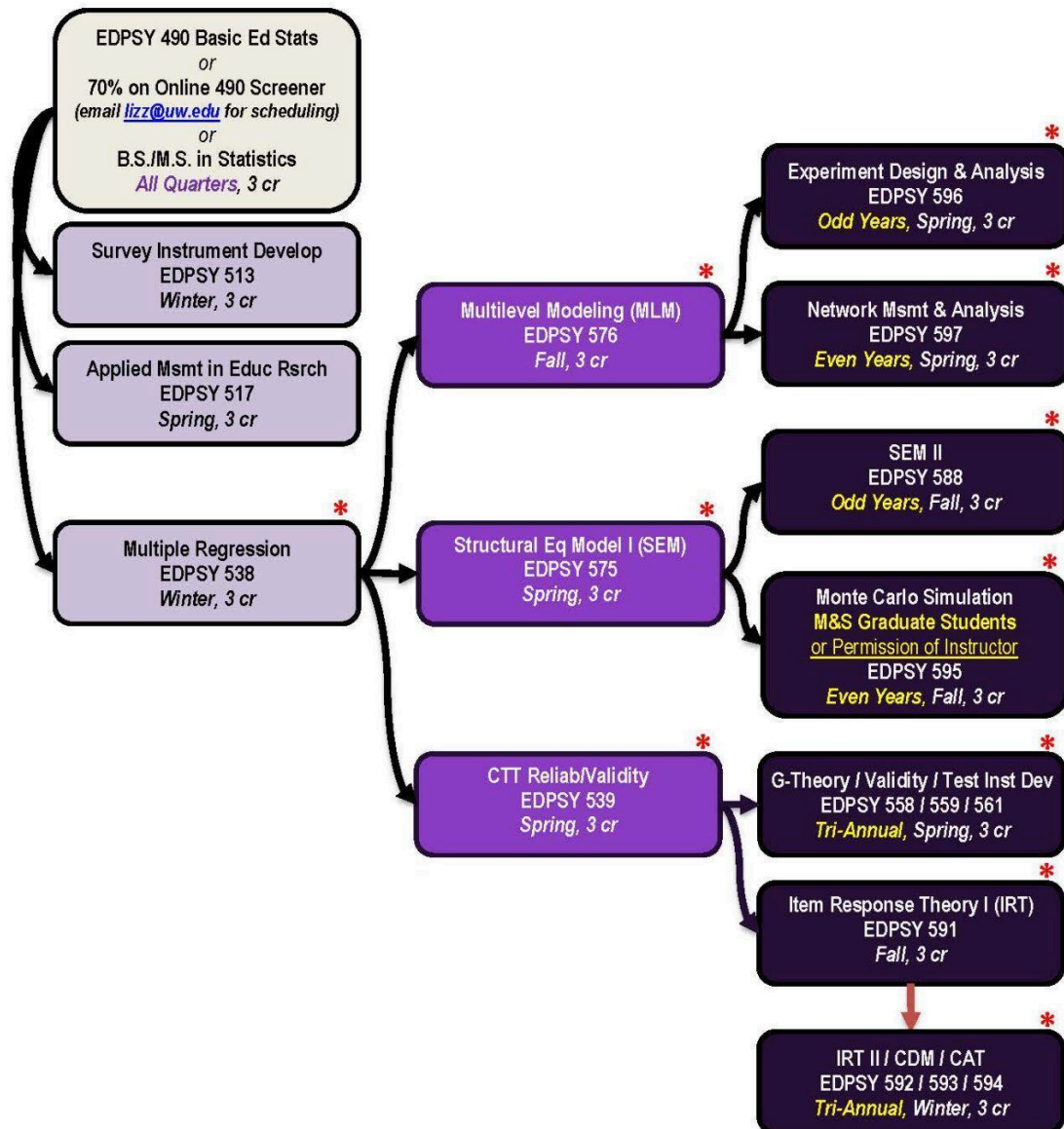
| Quarter/year | Intervention | |
|--------------|--------------|---|
| | EDPSY 500 | Field Study I: Academic Intervention and Consultation |
| | EDPSY 557 | Tier III Interventions |
| | EDPSY 505 | Field Study II: Tier III Interventions |
| | EDPSY 544 | Counseling Theories |
| | EDPSY 546 | Counseling Practicum |

| Quarter/year | Advanced Integrative Knowledge and Advanced Practicum | |
|--------------|---|--|
| | EDPSY 508 (Fall, Winter, Spring) | Advanced Practicum in Supervision |
| | EDPSY 565A (Fall, Winter, Spring) | Advanced Practicum in Clinical Practice with Children and Adolescents with Psychopathology |
| | EDPSY 579 (Fall, Winter, Spring) | Advanced Practicum in Assessment and Intervention |

Measurement & Statistics Course Sequencing Snapshot



Course Sequencing Snapshot (arrows indicate pre-requisites)



* Counts towards Psychometrics & Applied Analytics (PAA) graduate certificate
PAA info: <https://education.uw.edu/academics/program/psychometrics-applied-analytics-certificate>

CTT = Classic Test Theory
CDM = Cognitive Diagnostic Modeling
CAT = Computerized Adaptive Testing

Worksheet for Individualized Course of Study

Broad Area: Educational Psychology

Area of Specialization: School Psychology

Faculty Advisor _____ (Core Tenure-Track School Psychology Faculty)

Courses with asterisk in checklist for APA requirements

Cognate 1:

Faculty Advisor _____

Courses:

Cognate 2:

Faculty Advisor _____

Courses:

Specialization Area Outside Education:

Faculty Advisor _____

Courses:

Other Members of the Committee and Their Specialties:

Note: Cognates 1 and 2 may include courses from the College of Education and they must be clearly different from the area of specialization.

DOCTOR OF PHILOSOPHY DEGREE COURSE OF STUDY
University of Washington College of Education

| | | |
|-----------------|------------|----------------|
| Student's Name: | Student #: | Broad Area: |
| Address: | E-mail: | Daytime Phone: |

| Course Prefix and Number | Course Title | Credits | Grade | Qtr./Yr. Taken | Total Credits |
|--------------------------|--------------|---------|-------|----------------|---------------|
|--------------------------|--------------|---------|-------|----------------|---------------|

Area of Specialization in Education:

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First Cognate:

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Second Cognate:

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Specialization Outside of Education:

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Research Preparation:

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Dissertation (27 credits):

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Doctor Of Philosophy Degree Milestones

The PhD degree in the COE prepares students for careers as faculty, researchers, and clinicians. The degree consists of: (1) continuous research and inquiry, (2) courses in education and related fields designed to develop a comprehensive academic basis for future work in research and teaching, and (3) teaching and other related experiences tailored to individual needs and career goals. Each student works closely with an advisor and a faculty Supervisory Committee to select courses, topics of research and inquiry, and teaching experiences. These three areas will combine to: (1) convey deep scholarly knowledge of education and a specialty outside of education, (2) promote a broad understanding of various methods of inquiry in education and develop competency in several of those methods, (3) impart broad knowledge of theory and practice in two supportive cognates, and (4) promote excellence as a college teacher.

A successful PhD degree student has a high aptitude for research and inquiry and expresses career interest in general topics into which the faculty of the School Psychology Program and College of Education are engaged. The most effective training for the PhD stems from collaborative research and inquiry into topics of mutual interest by an able student and faculty scholars.

The following summarizes the requirements and processes leading to the PhD degree. Every student seeking a PhD degree should review the summary of the Graduate School's doctoral degree requirements: <https://grad.uw.edu/policies/1-1-graduate-degree-requirements/>.

Residency

The Graduate School requires a minimum of 90 credits for a doctoral degree. An entering graduate student who holds a masters or EdS degree from a recognized academic institution may substitute up to 30 approved credits from that masters or EdS degree (if the degree is not more than 10 years old at the time of graduation from the UW) and 60 credits that must be earned at the University of Washington. Most COE degree options exceed the credit amount required by the Graduate School.

General Course of Milestone Events Leading to PhD

The following chart outlines the general course of events leading to a PhD degree. Explanatory text follows the chart.

| Events | Outcomes/Products |
|--|---|
| Post-EdS / First 1-2 Years | |
| Faculty advisor helps plan initial coursework. | Student prepares paperwork and the faculty advisor recommends the student for advancement to Prospective Candidacy. |
| Completion of 24 credits, including EDLPS 525 and 526, and a minimum 9 credits in field(s) of study. | Area recommends the student for advancement to Prospective Candidacy. |
| Prospective Candidacy | |

| | |
|---|---|
| Supervisory Committee formed ¹ | Doctoral Supervisory Committee form filed with Office of Student Services. |
| Course of Study approved by the Supervisory Committee. | Maintain/Update Course of Study worksheet |
| Complete two additional research courses ² | Discuss research topics for R&I project with Supervisory Committee |
| Research and Inquiry (R&I) paper and presentation ¹ | R&I paper approved. Signature page filed with Office for Student Services. Present R&I paper in Nov ¹ |
| Complete all coursework approved in Course of Study (except dissertation) | Approved coursework completed with following: <ul style="list-style-type: none"> • GPA 3.0 or better • 18 graded credits • 18 credits at the 500 level |
| General Examination | Approved formal Course of Study filed with Office of Student Services |
| Written exam, oral exam | Pass both exams |
| Candidacy | |
| Dissertation proposal | Approved Dissertation Proposal and signature page filed with Office of Student Services |
| Dissertation, Final Defense | Completion of 27 dissertation credits. Dissertation filed with Graduate School |

1 It is not imperative that a student forms their Supervisory Committee before their R&I project. It is necessary, however, for the student to arrange for three faculty to read and evaluate their R&I paper. The R&I paper must be approved before General Exams, but the R&I presentation may be completed any time before Final Defense.

2 Prior to General Exams, a student is required to complete a minimum of four additional 500-level courses (EDLPS 525 and 526, and 2 other courses completed during doctoral degree; combined total no less than 12 credits) relating to methods of educational inquiry. In each of these four courses a student must earn a grade of at least 3.0 (or written verification that you would have received a 3.0 in those courses that are offered CR/NC).

Upon admission to the PhD degree a student is designated post-EdS degree, meaning that the student has an advisor with expertise in their area of interest but they do not yet have a doctoral Supervisory Committee. The goal of the post-EdS phase is to arrange research and inquiry experiences and course work that will qualify the student for Prospective Candidacy. The advisor is a central figure in supporting academic planning.

Working together with their advisor, the student will: 1) identify a research topic and design a related project, (2) select courses, and (3) prepare paperwork to submit for advancement to Prospective Candidacy. Each student is responsible for following all procedures of the Graduate School and College of Education.

Advancing To Prospective Candidacy

A student may be considered for advancement to Prospective Candidacy after completing 24 credits of study, including the Inquiry Seminar Series (EDLPS 525 and 526), and a minimum of 9 credits within the chosen field(s) of study. The course sequence includes the recommended timeline. Once the student has met the minimum requirements (usually winter quarter of Year 2 post-EdS), advancing to Prospective Candidacy in the S3 Area has two phases. First, the advisor approves submission of paperwork (Course of Study, writing sample, CV) to Canvas for review by Area faculty. If Area faculty approve paperwork, the student proceeds to a brief oral presentation about career goals and objectives with Area faculty. At that time, Area faculty vote if the student advances to Prospective Candidacy. For specific detail, see:

<http://education.uw.edu/my-coe/current-students/doctor-philosophy/program-requirements>.

Once advanced, a student becomes a *Prospective Candidate*.

Forming the Supervisory Committee

Once advanced to Prospective Candidacy, the student should direct their attention to forming a Supervisory Committee. With advisor consultation and support, the student identifies members of the graduate faculty and inquires about their willingness to serve on the Supervisory Committee. Members of the Supervisory Committee will devote substantial time to working with a PhD student and each should formally indicate their willingness to serve. The Chair of the Supervisory Committee (the advisor, who must be a graduate faculty member from the COE) must express a willingness and availability to supervise the dissertation because it is a time-consuming responsibility.

Each student must form a Supervisory Committee no later than the quarter prior to General Exams.

Supervisory Committees will be formed in accordance with Graduate School Policy 4.2 <https://grad.uw.edu/policies/4-2-supervisory-committee-for-graduate-students/> and according to the following principles:

- A minimum of four voting faculty (at least three with graduate faculty appointments) must represent, respectively, the student's (a) specialization within their broad area of study, (b) first cognate, (c) second cognate, and (d) specialization outside of the COE (definitions of broad area, specializations, and cognates can be found on-line at <http://education.uw.edu/my-coe/current-students/doctor-philosophy/program-requirements>).
- One voting faculty from the School Psychology Program may be on the Committee along with two additional voting faculty from the College of Education; and
- An additional graduate faculty member, the Graduate School Representative (GSR), from outside the COE must also serve on the committee. GSRs must be members of the graduate faculty with an endorsement to chair doctoral committees and must have no conflict of interest (such as budgetary relationships or adjunct appointments) with the COE. Members of Supervisory Committees representing students' specializations outside of the COE may also serve as GSRs, provided they are qualified to serve in both roles.
- Use the *graduate faculty locator* after logging into MyGrad to determine whether a UW faculty member is a member of the graduate faculty with an endorsement to chair doctoral committees: <https://grad.uw.edu/programs/find-graduate-faculty/>

- Once a student has identified appropriate graduate faculty who are willing to serve, their names should be submitted to the Office of Student Services using the appropriate form available on the College website <https://education.uw.edu/foryou/students/forms/graduate-forms#section-4>. The student's faculty advisor must sign the form to indicate their approval.

The Supervisory Committee may recommend against continuation if a student's progress toward the PhD degree is unsatisfactory. This may include but is not limited to an excessive number of course withdrawals or incompletes, a GPA less than 3.0 in substantive courses, unsatisfactory performance in field placements, or unsatisfactory performance on the General Examination or other milestones.

Completing Research Preparation Coursework

A student seeking a PhD degree requires training in research design. Initial preparation consists of studying the differences and similarities among approaches to inquiry in education through the required Educational Inquiry Seminar Series (EDLPS 525 and 526). These courses are sequential; EDLPS 525 is the prerequisite for EDLPS 526. A student should complete this sequence as early in the PhD degree program as possible.

A student is required to complete a minimum of four (during doctoral degree) 500-level courses (combined total no less than 12 credits) in methods of educational inquiry; in these four courses a student must earn a grade of at least 3.0 (or written verification that you would have received a 3.0 in those courses that are offered C/NC). The final selection of appropriate courses will be made with the advice and consent of the faculty advisor.

The required Inquiry series must be completed prior to advancement to Prospective Candidacy and several of the remaining research courses should be completed prior to General Exams.

Completing the Research and Inquiry (R & I) Project

Research preparation is the foundation of the PhD degree, as research will play a paramount role in students' professional careers.

Training to be an effective researcher requires (a) concentrated focus to learn the various methods of inquiry and practice, and (b) employment of these methods in various research projects while pursuing your degree. The student will begin research activities during the first year of graduate school and will continue to develop skills by conducting research projects, culminating with the dissertation. A major first product of research preparation effort is the Research and Inquiry paper.

The purposes of Research and Inquiry Project are to:

1. Immerse the student in issues of content and method directly pertinent to the student's chosen specialization;
2. Provide the student with practical experience in the use of methods and the application of content learned in coursework;
3. Convey those aspects of substance and method that characterize the topic studied but that are not taught in general method or content courses; and

4. Afford an opportunity for the student to write and present research to a professional audience and for the audience to learn about the research. R&I is the opportunity to begin integrating knowledge pertinent to specialty areas.

The design, implementation, and presentation of the written R&I research shall be under the supervision of the faculty advisor. Two additional COE faculty members, who often also serve on the student's Supervisory Committee, read and evaluate the R&I paper. In general, a student's plan of R&I should contribute to preparation of a dissertation. The R&I paper should be prepared as a submissible/publishable manuscript, and it should be reported at a professional meeting and/or submitted to a juried journal. The R&I paper must be approved and the official signature page filed with the COE Office for Student Services before the student begins any work on the General Examination. The R&I presentation can occur any time before the Final Defense, and typically occurs on the first Friday in November every year.

The faculty advisor completes an evaluation of the student's performance on the R&I paper and presentation (see Appendix H for evaluation form).

Completing the Written General Exam

When both the student and Supervisory Committee concur that the student is prepared, and the student has completed all course requirements except the dissertation proposal and dissertation defense – including the completion at least 60 credit hours of coursework, per Graduate School requirements (or 30 hours if the student already completed an EdS degree that will be less than 10 years old at the time of graduation from the UW) – the Written and Oral General Examination covering all major portions of the program of study, will commence. The student's Course of Study and research activities will be evaluated through written and oral examinations conducted by the Supervisory Committee. The student should meet with the Committee to discuss the content, scheduling, and format of the examinations. *Before you begin this process, please see the doctoral general exam checklist below.*

The General Examination is given in two parts. The first part is written and examines content in the student's broad areas, specialty areas, and cognates. Upon satisfactory completion of the written portion of the General Examination, the oral portion may be scheduled. The faculty advisor, who is the chair of the Supervisory Committee, completes an evaluation of the prospective candidate's performance on the General Exam (see Appendix I).

Completing the Oral General Exam

The student is responsible for scheduling the oral portion of the General Exam and submitting a Request for General Exam to the Graduate School. The student should submit the Request for General Exam at least three weeks prior to the date of the General Exam by using the Graduate School's online process. More information, and a link to the online Request for General Exam, can be found at <http://education.uw.edu/my-coe/current-students/doctor-philosophy/program-requirements#accordion-section-7>. The student should enroll for credit hours during the quarter of the General Exam. If a General Exam occurs during a period between academic quarters, then the General Exam will be considered as part of the following quarter, and the student must register for that quarter.

During the oral examination, members of the Supervisory Committee may ask any question they choose. By majority vote, the Supervisory Committee will rule whether students pass the Oral Examination. Additionally, the faculty advisor (and chair of the Supervisory Committee) completes an evaluation of the prospective candidate's performance on the general exams (see Appendix I). Successful completion of the oral exam allows the doctoral student to advance to Candidacy.

Doctoral General Exam Checklist

It is your responsibility as a student to see that all requirements of the Graduate School as well as those of the College of Education have been met.

For information about Graduate School policies and procedures, visit their website at <https://grad.uw.edu/grad-school-policies/>.

To be eligible for the doctoral degree General Examination, you will need to do the following:

___ 1. Have a Supervisory Committee approved by the Graduate School at least the quarter prior to the oral portion of the General Exam. PhD degree students must complete an approved Research and Inquiry (R&I) paper prior to the exams.

For more information about R&I, please visit the "[PhD Description and Timelines](#)" section of this website.

Written Portion of the Doctoral General Examination:

___ 2. At least one quarter before you plan to take the General Examination, your Chair should call a meeting of your Supervisory Committee to review/approve your Course of Study; to set criteria for the exams; to discuss topics to be covered; to determine the form (take home, in-house, or combination) of the written General Exam; and to potentially set a tentative date for the oral portion of the General Exam.

___ 3. Complete the Course of Study form and the Written Exam Notification form. Submit them within the first two weeks of the quarter you are taking the General Exam.

a. Course of Study form needs to be approved during the quarter prior to the written General Exam by all the members of your Supervisory Committee before your Chair can sign it. Please distribute the copies according to the instructions at the bottom of the form. The course of study forms are available to download from our [forms](#) page.

Although you have not begun registering for dissertation credits, complete the dissertation section of the Course of Study and enter EDUC 800 for course prefix and number, Doctoral Dissertation for title, 27 credits for credits. Include the 27 credits in the grand total.

b. Written Exam Notification Form is available on our [forms](#) page.

___ 4. Register as a graduate student at the University of Washington during the quarter you plan to take the General Exam (written and oral). If you wish to register for EDUC 800, Doctoral Dissertation, during the quarter of your written General Exam, the Exam Request Form and officially approved Course of Study must be submitted to the Office of Student Services, 206 Miller, prior to registration.

Any exam occurring during a quarter-break is counted as occurring the following quarter, thus requiring registration that quarter.

___ 5. Complete all coursework for the degree (except the dissertation credits). Per the Graduate School, graded courses must have grades of 2.7 or higher and you must have a

minimum cumulative GPA of 3.00. Courses used toward the PhD research preparation requirement must have grades of 3.0 or better. Similarly, grade requirements for the School Psychology Program are binding.

___ 6. Fulfill the residency requirements for taking the General Exam: Completion of 60 credits prior to scheduling the General Oral Examination (an EdS degree from the UW or another institution may be used as a substitute for 30 of these 60 credits).

___ 7. Complete at least 18 credits of graded courses at the 400-level or above.

EDPSY 490 cannot be used to meet doctoral research preparation requirements. However, it may be used to meet Graduate School requirements -- 18 credits of graded courses and residency. Education courses must be 400-level and higher; courses outside Education must be 300-level and above. Courses numbered 499 and courses entitled "Undergraduate Study" cannot be used toward graduate degree requirements. Credits from courses taken through distance learning or correspondence are not transferable. Courses numbered 498 are normally not acceptable; this will be reviewed by petition on a case-by-case basis.

___ 8. Complete at least 18 credits of UW coursework at the 500 level and above must prior to the General Examination.

___ 9. Complete the written exam satisfactorily. Determine with your Chair how the copies of your answers will be distributed to the committee members.

Please remind your Supervisory Committee Chair that if your committee recommends re-examination, your Chair must first inform our office by memo before you can proceed. The memo must include the reason for the re-examination and the schedule.

Oral Portion of the Doctoral General Exam:

___ 10. After receiving notification from your Chair to proceed to the oral portion of the doctoral General Exam, you may schedule the oral exam with your Supervisory Committee. Login to MyGrad and submit the Graduate School Request for General Examination.

Follow the instructions on the form thoroughly. All members of the Supervisory Committee must sign it, including members on sabbatical. The Graduate School will not schedule the exam if signatures are incomplete. In lieu of actual signatures, e-mails or faxed signatures are acceptable if attached to the form. E-mails can be addressed to the student or to the Supervisory Committee Chair. The e-mail must indicate the member is aware of the exam being scheduled (they must mention the date and time of the exam) and must state whether they can attend the exam.

Forming the Reading Committee

The Reading Committee is selected from among the student's Supervisory Committee members and must include the Chair of the Supervisory Committee. It is advisable to include a member who is knowledgeable in the chosen research methodology. The Reading Committee will read and review the dissertation in detail and make a recommendation to the larger Supervisory Committee about readiness to schedule the Final Examination. Once the student has identified appropriate graduate faculty who are willing to serve on the Reading Committee, their names should be submitted to the Office of Student Services using the appropriate form available on the [the College website](https://education.uw.edu/my-coe/current-students/forms/graduate-forms#Doctoral_Degree_Forms) ([https://education.uw.edu/my-coe/current-students/forms/graduate-forms#Doctoral Degree Forms](https://education.uw.edu/my-coe/current-students/forms/graduate-forms#Doctoral_Degree_Forms)).

Preparing the Dissertation Proposal

Upon successful completion of the written and oral portions of the General Exam, you and your Supervisory Committee will shift attention to the dissertation proposal. The purpose of the dissertation proposal is to provide you with constructive criticism from the entire Supervisory Committee prior to the execution of your dissertation research. Supervisory Committee members must approve the written dissertation proposal unanimously; approval will be indicated by submitting a copy of the proposal cover page signed by each member to the Graduate Program Coordinator (see a [proposal cover page template](#)). Approval does not guarantee that the Supervisory Committee will approve the dissertation at the Final Defense, but it does guarantee that the committee may not later disapprove the dissertation on the grounds of poor research design. The approved proposal becomes the working paper for conducting your dissertation research. As a part of this process, the faculty advisor (Chair of the Supervisory Committee) also completes an evaluation of the prospective candidate's performance on the dissertation proposal (see Appendix J).

Once the proposal receives Supervisory Committee approval, you will apply for review and approval by the Human Subjects Division. On its website, the COE has summarized some of the most important aspects of the [Human Subjects Review Process](#).

Conforming to Stylistic Standards

It is your responsibility to ensure your dissertation meets current Graduate School formatting requirements. You may find information about [these requirements online](#). Further information about dissertation requirements may be found [here](#).

Completing the Final Exam (Dissertation Defense)

It is expected that the student will pass the Final Examination. The final defense of the dissertation is an opportunity for all involved to celebrate the student's career in the College.

The student should schedule the Final Examination after submitting the dissertation to the Supervisory Committee. The student is responsible for scheduling the Final Exam and submitting a Request for Final Exam to the Graduate School. The student should submit the [Request for Final Exam](#) at least three weeks prior to the date of the Final Exam by using the Graduate School's online process. The student must be enrolled for credit hours during the quarter of the Final Exam. If a Final Exam occurs during a period between academic quarters, the Final Exam will be considered part of the following quarter and the student must register that quarter.

The Final Examination will cover the dissertation and related topics, and it may cover other areas deemed appropriate by the Supervisory Committee. While the Committee alone votes on acceptance of the dissertation, any member of the graduate faculty may participate in the Final Examination. The faculty advisor (and Chair of the Supervisory Committee) completes an evaluation of the candidate's performance on the final exam (see Appendix K).

Submitting the Dissertation to the Graduate School

When Candidates pass the Final Exam and complete revisions requested by the Supervisory Committee, the remaining step is to submit the dissertation to the Graduate School. In preparation for submitting your dissertation, you should keep the following Graduate School policies in mind:

- If you wish to submit your dissertation in the same quarter as your Final Exam, make note of the submission deadlines established by the Graduate School.
- You may submit your dissertation up to two weeks after the end of a quarter without having to register for the following quarter by using the Registration Waiver Fee. The Registration Waiver Fee option is available to a student who has completed all other degree requirements except submission of the dissertation. You will then be permitted to graduate the following quarter by paying a \$250 fee in lieu of registering for credit hours.
- **IMPORTANT NOTE FOR APA INTERNS:** Those completing APA-accredited internships will not be able to submit dissertations to the Graduate School until the internship is complete. Thus, APA-accredited internships that begin in the summer will end in the summer quarter the following year. This is a special circumstance for the University, so a process has been developed to support APA interns in Psychology and School Psychology. The Assistant Director of Student Services will assist all School Psychology interns in requesting a registration waiver that allows School Psychology interns to submit the dissertation to the Graduate School during summer quarter *without having to register for credits*.
- Submission of the dissertation is electronic and involves several steps. Review the detailed information available from the Graduate School: <https://grad.uw.edu/current-students/enrollment-through-graduation/thesis-dissertation/>. Two steps are particularly important: (1) the Doctoral Dissertation Reading Committee Approval Form must be signed physically by all Reading Committee members and submitted online with the dissertation to the Graduate School no later than the last day of the academic quarter; and (2) you must also complete the Survey of Earned Doctorates. Direct specific questions about the electronic submission of dissertations to Graduate Enrollment Management Services (GEMS) at 206-685-2630.

Once the dissertation is submitted to the Graduate School, the student should submit a copy of the dissertation abstract, along with the Post-Graduation Information form (<http://education.washington.edu/wordforms/postgrad.doc>) to the College's Office of Student Services (206 Miller Hall). These items will be included in the student's files.

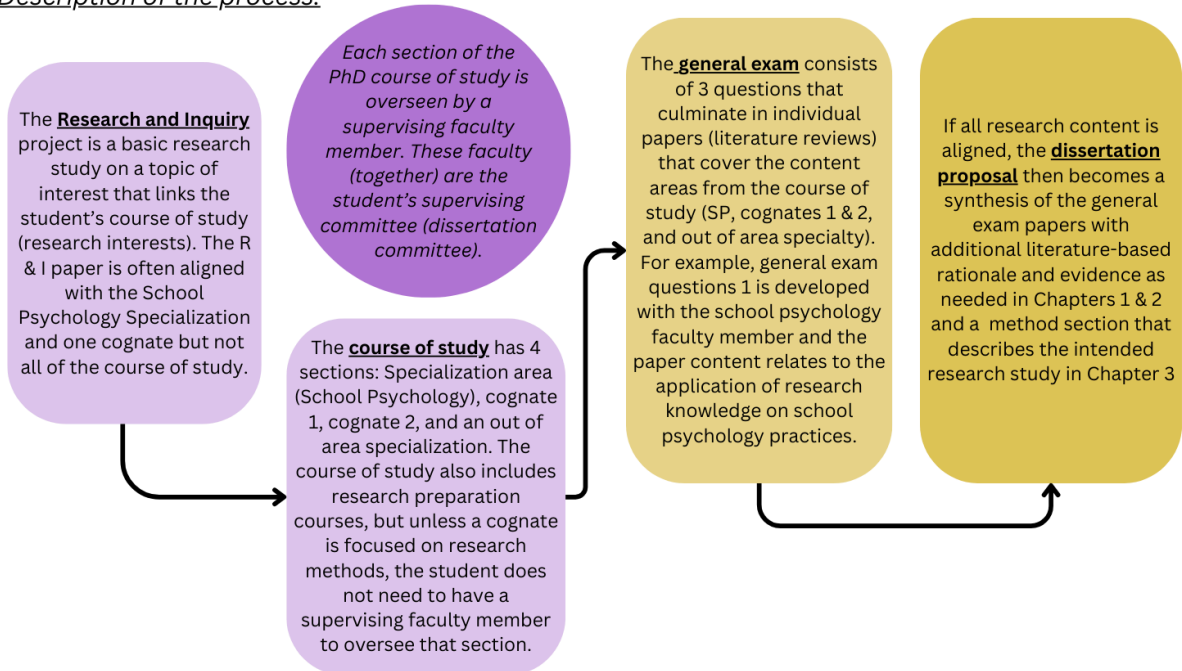
Maximum Allowable Time

In planning the program of study and timeline, all requirements for the PhD degree must be completed within a 10-year time limit of enrolling at UW. Extensions beyond the 10-year time limit are possible but require Supervisory Committee recommendation and approval by the School Psychology Program Director. Requests for extensions beyond the 10-year limit must be petitioned to the Graduate School.

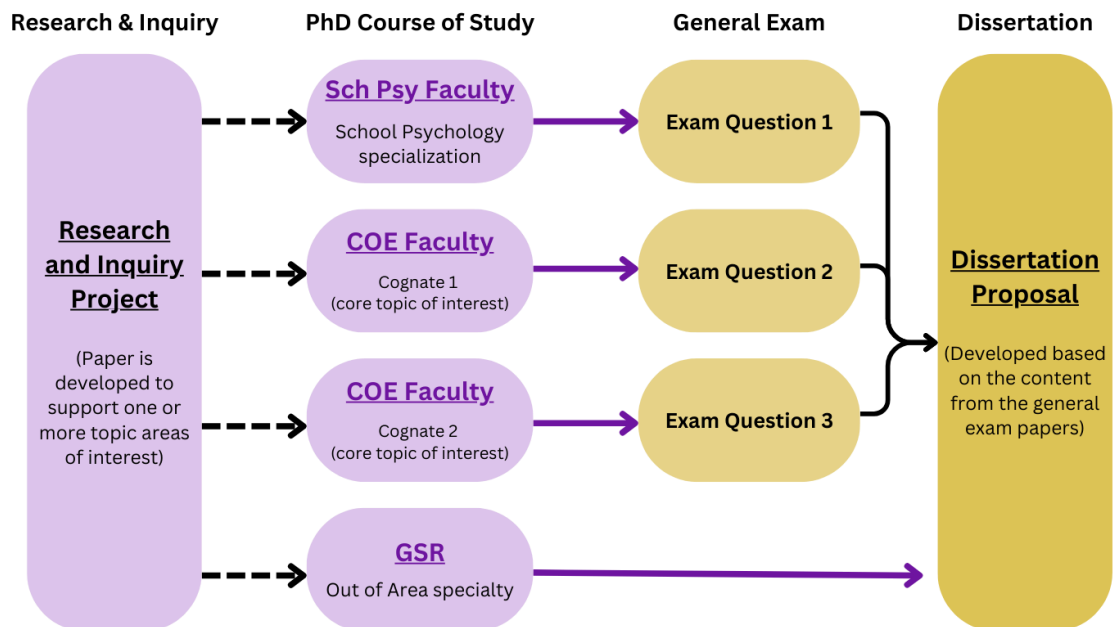
Although the UW allows 10 years to complete a PhD degree, students are encouraged to complete within 3 to 4 years after finishing the EdS degree. This timeline is in keeping with expectations for doctoral students in psychology and helps to ensure good academic standing in the Program along with satisfactory grades. Timely progress is to the student's benefit for employment and it creates space in the Program for other qualified students, which is important since the demand exceeds the supply for both school psychologists in the schools and trainers of school psychologists in universities.

Connecting the PhD Degree Milestones: A Strategy for Efficient Completion

Description of the process:



Flowchart of the process and strategy:



The Pre-Doctoral Internship

ELIGIBILITY

Only students who are admitted to the doctoral degree in the School Psychology Program, who are in good standing with the Program, who have passed their written and oral general exams, and have successfully proposed their dissertation are eligible to move forward to complete their pre-doctoral internship. **To be clear, the program requires passing (or a scheduled) General Exam by ranking day for APPIC/APA internships (early February) and a successful dissertation proposal before the start of the pre-doctoral APPIC/APA or CDSPP internship (June).** Dissertations may be defended before going on pre-doctoral internship, which is encouraged to maximize training focus during the internship, however it is not required.

If, given unusual circumstances, students do not meet all dissertation milestones excluding the final defense by the start of the pre-doctoral internship, the student must write a letter to their internship site. In this letter, the student must: state their milestones are not complete; identify a clear timeline for meeting milestones; include signatures from the student, advisor, and Program Director; and include a signature line for the internship site. A final letter with all four signatures must then be returned to the advisor, Program Director, and internship site within the first month of the pre-doctoral internship to remain in good standing with the Program.

POLICY

There are two options for completing the pre-doctoral internship requirement. Whichever option is selected, the student must have the internship plan approved by both the Doctoral Internship Coordinator and their advisor.

Option 1 (APA/APPIC Accredited Pre-Doctoral Internship)

The student applies to and is “matched” for an internship accredited by APA or APPIC through the National Match Service. Because the number of APA-accredited or APPIC approved internships in the greater Seattle area is extremely limited and they have yet to accept doctoral students in school psychology, this option usually requires relocation for one year. This option is recommended for students who seek positions in teaching hospitals, universities, or mental health settings. Deadlines for applications are in the fall (November). “Match” placements are usually announced at the end of February for a start date between July 1 and August 1. Please consult with the Doctoral Internship Coordinator in preparing an application.

Option 2 (CDSPP Pre-Doctoral Internship)

The student applies for and is accepted to an internship in a school and/or clinical setting in the greater Seattle area. This option is recommended for students who want to supplement their training and experience as a psychologist in school settings with training and experience as a psychologist in non-school settings. The School Psychology Program must approve the internship site and plan. Option 2 internships must meet the guidelines of the Council of Directors of School Psychology Programs (CDSPP) for program approval. The internship should consist of an organized sequence of activities that meet current WAC regulations for licensure as a psychologist in Washington State. Licensed psychologists must provide the internship supervision.

The content and goals of the internship must be stated in a written contract signed by the onsite supervisor, the Doctoral Internship Coordinator, and the intern prior to beginning the internship. If in a school setting, the goal of the internship is to practice by extending familiar skills while acquiring new skill sets that address the clinical needs of children and their families. If the intern intends to apply for licensure as a psychologist, the intern should read the current WAC requirements for licensure as a psychologist in Washington and make certain that the school site also meets all the requirements of the Licensing Board for a pre-doctoral internship.

Required Hours for Option 2

*1200 hours direct clinical services

(Note: 600 of these hours may be related to dissertation research, but *only if the dissertation involves direct delivery of services.*)

*300 hours of independent reading, case conferences, seminars on applied issues, group supervision

1500 hours total minimum over 12 months AND within, but not to exceed a 24-month period

Please note the following information about the pre-doctoral program in School Psychology:

The internship requirements listed above are the minimum needed to complete the PhD degree. They do not necessarily lead to gaining licensure as a psychologist, a process that can involve meeting standards that vary from state to state (see www.asppb.org). Licensure is required to present oneself as a psychologist to the public, to engage in independent practice as a psychologist, and to supervise psychology trainees. The best way to ensure that you are license-eligible is to apply to an APA-accredited (or APPLIC approved) internship; however, a carefully planned option 2 (CDSPP) internship with appropriately licensed supervisors and documentation can also lead to psychologist licensure in Washington State.

Here is some background information to help you in planning your internship:

1. Academic graduate training and pre-doctoral internship training are separate training experiences in professional psychology and occur at different sites and institutions. Academic graduate training programs are not required to offer pre-doctoral internship programs. The faculty within our academic graduate training program do not offer pre-doctoral internship supervision.

2. The APA accredits academic training programs and internship training programs separately. Often, a doctoral degree student would complete both an APA-accredited academic training program **and** an APA-accredited pre-doctoral internship program. These are seldom in the same city. Just as medical school training and medical internships are completed in different locations, so is doctoral-level internship training in psychology. Advertised academic (professorial) positions and academic medical centers or children's hospitals frequently require graduation from an APA-accredited training and completion of an APA-approved internship program. Many positions in psychology in hospitals or other agencies require that psychologists be licensed and in some cases be registered health providers through the National Register (www.nationalregister.org).

3. The first option (APA-accredited pre-doctoral internship program) is encouraged to ensure that trainees who complete the internship successfully are license-eligible. Option 2 is an alternative for those who are not able to move away from the city to complete the internship. There is no guarantee that completion of Option 2 will make a student eligible for licensure. Graduates who have completed the program-approved Option 2 placements have been generally successful in becoming licensed, but this option takes significant organization and planning to ensure the pre-doctoral intern meets all state requirements. Again, there is no guarantee of licensure with Option 2. Therefore, option 2 is also appropriate for those who plan to continue to work in the schools in leadership roles, which do not typically require psychologist licensure. In these positions, a graduate would not provide independent psychological services (i.e., individual, family, group therapy) in any setting.

4. During the licensure application process, all graduates of our program who apply for licensure have to submit their academic graduate program transcripts for review. Graduates who complete APA-accredited internships are required to have their supervisors sign off on all licensure-eligible hours and to submit a certificate of completion for the accredited internship site. Graduates who complete Option 2 must submit the CDSPP internship plan and contract and their license-eligible hours logs must be signed and submitted by the licensed psychologist supervisor designated on the graduate's internship contract for review by the board. The licensing board evaluates whether the internship is comparable to an APA-accredited internship.

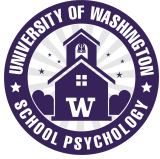
5. APA-accredited (and APPIC approved) internships have a fall application deadline for the "Match" process for a summer or fall start date the following year. Prospective doctoral interns can learn more about the match process at <http://www.appic.org/>. The Doctoral Internship Coordinator is the coordinator of Pre-doctoral internships and also prepares prospective doctoral interns for the match process. If you decide to apply to an APA-accredited (or APPIC approved) internship, please inform the Doctoral Internship Coordinator at least six months in advance of this deadline to review the file and choose sites where you would like to apply (a good match with your skills and goals). There is a summer course required for all which prepares the predoctoral intern for all aspects of the application process. It is advised to apply to 11-15 internship sites, which is statistically shown to yield the best odds of "matching." This process is highly competitive. The Doctoral Internship Coordinator will be glad to help you complete applications in a timely fashion. Allow at least one month before the deadline for your references to complete the standardized recommendation form.

6. We do not have resources in our Program or community to recommend or guarantee a local pre-doctoral internship (Option 2) for students in the Program. Be prepared to use your networks and connections to create a local internship.

7. For those matched with an APA-accredited internship, the internship plan consists of a copy of the acceptance letter from the internship program and the student letter of acceptance. For Option 2, an individually tailored Internship Plan must be submitted, reviewed, and approved by the program. These should be submitted to the Doctoral Internship Coordinator via Canvas in the online student evaluation system. The Internship Plan should be submitted to the Doctoral Internship Coordinator prior to the start date of the internship. Only when the plan is reviewed, approved, and signed by the Doctoral Internship Coordinator, should you start the

internship. The plan and approval form and evaluations will be kept in your file and shared with the APA site visit team. *A sample internship plan is on the next page.* In all cases, information regarding the pre-doctoral interns periodic review and/or experience should be provided to the Doctoral Internship Coordinator.

8. The internship is the culminating experience in the scientist-practitioner training model and thus comes at the end of the training program. All coursework and dissertation research (proposal + dissertation data collected) should be completed before the internship begins. Ideally, the student would also complete at least one draft of the complete dissertation before going on the internship. *At a minimum*, prior to internship, you must have your dissertation proposal approved by your Committee with a clear plan for data collection and analysis during the pre-doctoral internship year, if not already done so. Please see the section of this handbook “**the doctoral internship year**: critical information you need to know” for more information on timelines for the degree and retaining your status as a student during the internship year.



Training Plan for Pre-Doctoral Internship

University of Washington School Psychology PhD Program
To Be Completed by Intern & Supervisor Prior to Beginning Internship



Intern Name: _____ Date Form Completed: _____

UW Doctoral Internship Coordinator: _____ License #: _____

Email: _____ Phone #: _____

Internship Information

Primary Internship Site Name & Address: _____

Secondary Internship Site Name & Address: _____

Please adjust your internship plan according to whether you have one or two sites.

Supervision

Primary Site Supervisor: _____ License #: _____

Secondary Site Supervisor: _____ License #: _____

Additional Site Supervisor: _____ License #: _____

Additional Site Supervisor: _____ License #: _____

Schedule of Pre-Doctoral Internship

Academic Quarter(s) & Year of Internship Placement: _____

Internship Schedule (Days & Hours): _____

Start Date: _____ Anticipated End Date: _____

Minimum Number of Hours to be On-Site per Week: _____

Minimum Number of TOTAL hours for entire pre-doctoral internship: 1,500 ***This needs to be
here as you are required to complete a minimum of 1500 hours***

Paid? YES NO (circle) If paid, amount: _____

Number of Independent Study Credits _____

Supervision Agreement

Please review the Washington Administrative Code and the details outlined in the program handbook. Here, you need to document that you are meeting the requirements of our program to graduate. If you want to be eligible for licensure, please include all necessary information here to capture that you are meeting supervision and training requirements for both the program and the licensure requirements of the state in which you plan to be licensed. Below are the supervision requirements for Washington State according to the Washington Administrative Code. You need to decide what you would like to include in your internship plan. You are encouraged to consult with the faculty for assistance.

For the following section, check all that apply. Note: These must all be checked for the internship opportunity to meet requirements of WAC 246-924-056 (Internship).

For every 40 hours of Internship Experience:

- ☐ At least 2 hours of individual face-to-face supervision
- ☐ At least 2 hours of Other Learning Activities (e.g., case conferences, seminars, co-therapy with staff person, group supervision)
- ☐ At least 25% of the internship experience is direct client contact
- ☐ At least 75% of supervision is provided by licensed psychologist with 2 years post-licensure experience, with the remaining 25% of the supervision provided by professionals described in WAC 246-924-056.

Topics to be covered in supervision include:

- ☐ Discussion of services provided by the student;
- ☐ Selection of service plan for and review of each case or work unit of the student;
- ☐ Discussion of and instruction in theoretical concepts underlying the work;
- ☐ Discussion of the management of professional practice and other administrative or business issues;
- ☐ Evaluation of the supervisory process by the student and the supervisor;
- ☐ Discussion of coordination of services among the professionals involved in the particular cases or work units;
- ☐ Discussion of relevant state laws and rules;
- ☐ Discussion of ethical principles including principles applicable to the work;
- ☐ Review of standards for providers of psychological services; and
- ☐ Discussion of reading materials relevant to cases, ethical issues and the supervisory process.

Goals of Training (Attach additional sheet(s) if needed):

- Here you need to highlight the organized sequence of your internship program.
- Discuss how the internship is going to gradually *increase* and *build* upon your foundational knowledge and skill set over the course of the training year.
- Please outline all the duties you will be expected to do throughout the internship training, clearly indicating where you will be providing services and obtaining training.
- It is recommended that you review brochures from internship sites of interest to you. A good resource is the APPIC website. Once you find a site, look for their program brochure and use that as a model. There is one provided for you here in the program handbook as well.

SAMPLE “GOALS OF TRAINING” SECTION FOR A PREVIOUS INTERN WHO COMPLETED THEIR INTERNSHIP AT THE UW AUTISM CENTER

*****DO NOT COPY*****

Copying the content below constitutes plagiarism as this sample was developed by a former intern

Goals of Training: (Attach additional sheet(s) if needed)

The primary focus of the internship is to provide high-quality training in the provision of a broad range of psychological services.

The intern will participate in and provide:

- An evidence-based treatment program for children with Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder
- Assessment of Autism Spectrum and related disorders using gold standard diagnostic measures in conjunction with the DSM-5
- Individual functional behavioral assessments for school-aged children
- Consultation services to schools, parents, and community and clinical professionals

1. Interview, Evaluation, & Case Conceptualization: Intern will be able to

- a. Establish rapport, demonstrate empathy, elicit participation, and cooperation, and attend to the content of clinical interactions with minimal feedback from supervisors.
- b. Explore client's previous experiences in treatment settings and assess the effectiveness of previous interventions and theoretical applications to guide current planning and treatment and the fidelity of service provision through current measurement methodologies based upon best practices.
- c. Conduct effective clinical interviews to gather critical information to determine a strong understanding of the problem dynamics.
- d. Assess high-risk behaviors and provide recommendations for interventions and safety planning for a variety of behaviors.
- e. Consider relevant evidence-based theories during case conceptualization, to apply best services in educational settings in particular those from a cognitive-behavioral orientation.

2. Assessment & Diagnosis: Intern will be able to

- a. Select, administer, score, and interpret a battery of age & use appropriate tests to provide clarity to referral questions and assist in differential diagnosis using IDEA, WAC, and DSM-5 criteria.
 - i. Tests will include educational, cognitive, neurological, social-emotional, behavioral, and psychological measures.
- b. Write integrated psychological assessment/evaluation reports in a timely fashion demonstrating the ability to synthesize testing results, background data, client's developmental history, family demographics and history, cultural/ethnic background, clients' educational history, and all other relevant information into a coherent and meaningful whole. Such synthesis will lead to a conceptualization of

the case that provides thoughtful evidenced based recommendations and strategies for treatment and follow-up evaluation.

3. Supervision: Interns will be able to

- a. Consistently approach supervision with a list of topics to discuss, prepared to present and use feedback to improve clinical effectiveness.
- b. Show a strong awareness of clinical risks, personal limitations, and seek out additional supervision when needed and appropriate.
- c. Engage with a licensed psychologist on a weekly basis for supervision and consultation, and seek supervisor outside of scheduled supervisions if needed

4. Professional Behavior & Development – Intern will be able to

- a. Resolve conflict effectively, meaningfully, and appropriately with staff, peers, supervisors, and other educationally based stakeholders.
- b. Work well in teams with other professionals and community members addressing student concerns and school/community issues.
- c. Challenge yourself and demonstrate genuine motivation to learn by engaging in self-reflection, participating in training, and seeking out additional input and knowledge when necessary. Also actively applies training and knowledge to cases.
- d. Produces high quality work within time limits set forth that is thoughtful, conscientious, and consistent with professional standards and school/agency/community standards.
- e. Develop a professional identity that includes clear understanding of effective care and evaluation of mental health and educationally based conditions/disabilities and comfort/familiarity with use of appropriate techniques associated with disabling conditions.
- f. Understand use of systems approaches to addressing the needs of students in educational settings.
- g. Become aware of your own strengths, limitations, and personal stress level and seek out assistance when needed and behave in a professional manner at all times.

5. Sensitivity to Diversity: Intern will be able to

- a. Demonstrate awareness of the impact of culture on client's view of evaluation, counseling and the educational process and work flexibly with all clients regardless of culture/ethnic/SES backgrounds.
- b. Works to provide effective assessment, consultation, and treatment of services taking relevant client issues of diversity into account.
- c. Shows sensitivity and respect for cultural, ethnic, gender, religious, sexual, socioeconomic, and other relevant client differences when selecting appropriate assessment and treatment tools, interpreting data, and determining appropriate courses of treatment.
- d. Is receptive to and aware of the impact of own ethnic/cultural/racial background, gender, and socioeconomic status and the effects that may have on client's perception of the practitioner or the educational/psychological process as a whole and is able to respond and/or address such issues in a responsible and meaningful manner.

6. *Ethical & Legal: Intern will be able to*
 - a. Show good judgment when faced with ethical decisions and know to seek the advice/counsel of others to ensure appropriate behavior and/or delivery of services that are consistent with APA ethical principles, Washington State laws, and IDEA guidelines with minimal supervision.
 - b. Knows and follows specific and appropriate procedures for assessing danger to self and/or others, managing aggressive clients, reporting child, elder, dependent adult, and/or spousal abuse with minimal supervision.
7. *Personal and Interpersonal- Intern will be able to*
 - a. Appropriately manage stress and/or emotional responses in a way that does not result in inferior professional services to the client/student or interfere with job responsibilities.
 - b. Demonstrate effectiveness in working within a multidisciplinary team
8. *Scholarly Inquiry & Evidenced Based Care: Intern will*
 - a. Seek out scholarly literature to inform and guide practice, clinical and educational decisions, treatment selections, and questions to supervisors.
 - b. Consider relevant educational and psychological theories in clinical and educational thinking and supervision discussions.
 - c. Understand and consider problems within an evidenced based conceptual framework that guides hypothesis generation regarding appropriate assessment and/or treatment strategies with minimal supervision.

All parties have read and understand the agreement outlined in this student's pre-doctoral internship plan. The signatures below indicate that each party has agreed with the proposed internship plan.

Then you need to sign and have all supervisors sign the last page of your internship plan:

Intern Signature _____ Date _____

Primary Site Supervisor Signature _____ Date _____

Secondary Site Supervisor Signature _____ Date _____

Additional Site Supervisor: _____ Date _____

Additional Site Supervisor: _____ Date _____

UW Doctoral Internship Coordinator Signature _____ Date _____

You are required to meet with the UW Internship Coordinator to review your plan to ensure it meets all requirements for the pre-doctoral internship. If you choose Option 2 (a non-APPIC/APA internship). You must have all signatures and approval before you begin your internship, otherwise any hours completed before the signatures and date noted on the form, will not count toward the pre-doctoral internship requirement.

APPIC Application Timeline

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

| Time Frame | Task |
|---------------------|--|
| Spring/Summer A | Register for EDPSY 581 Seminar on APPIC internships in Summer A. The course will include preparation for the APPIC application process including generating appropriate site lists, writing essays, preparing a compelling CV, requesting recommendations, interviewing and dealing with the process of an APA-accredited internship in general. |
| July/August | Applicants can begin registering for the APPIC Match online via the website (www.appic.org) Register for both the MATCH and the APPI website. |
| August | Request letter of recommendation from faculty and supervisors. (Due November 1) |
| September 15 | Last day to submit first drafts of essays, cover letters, and CV for review/edits. |
| Late September | Applicant meeting to discuss site lists, essays, and concerns. |
| September 30 | Final date for all revised essays. |
| October 1 | By this date, a final list of internship programs participating in the Match should be available on-line. |
| Mid-Oct | Applicant meeting to discuss site lists, APPI questions, etc. Send final site list to Instructor. |
| Late October | DCT verification of readiness form/letters completed for students proposing dissertations in mid-October. |
| November | Applications due. Get your flu shot and update your professional wardrobe. |
| Early December | Applicant meeting to discuss interviews and preparation. Schedule mock interview with Instructor. |
| December-January | Interviews |
| Early February | Match I Ranking (Submission Deadline) |
| Late February | Match I Results |
| Early March | Match II Application, Interviews, and Ranking |
| Late March | Match II Results |
| July, August, Sept. | GO TO INTERNSHIP |

The Doctoral Internship Year

Critical information that you need to know

On Leave Status

During your internship year, you must be either registered for dissertation credits or “on-leave” to maintain your affiliation with the University. You must apply for/request on-leave status EVERY quarter that you are not registered. Each quarter that you are on leave you pay \$25 to hold this status. If you do not follow these steps, you: lose your affiliation with the university, lose your financial aid eligibility, and your loans may come due. Also, once you have lost status as a student, you must pay a reinstatement fee of approximately \$250. There is no waiver of this fee as it is a fee to the graduate school, not the program. This is a policy of the University of Washington Graduate School, therefore faculty cannot assist you in appealing this process or waiving the fee. It is non-negotiable.

Student Loans

(Preventing the bill from coming during the internship year)

Students on internship who have loans (from undergraduate or graduate) and register for only two credits or go on-leave during the internship are identified for loan repayment. To prevent this from occurring, you will need to request “leave” by the 2nd week of the quarter. Follow the instructions at this page <https://grad.uw.edu/policies/graduate-on-leave-status/>.

Internship, Dissertation, and Graduation

Use the start and end date of your internship to help decide when to defend your dissertation and when to submit the dissertation. It is critical that you are aware that *the submission of the final dissertation to the UW Graduate School is directly linked to the end of your internship*. Consider these options:

Option #1: Defend the dissertation before internship

Using this option, you have to register for credits the quarter you defend, apply for “on leave” status on the quarters after your defense, AND hold on the submission of your dissertation until the final few weeks of your internship. You **MUST NOT** submit your dissertation early. To be compliant with APA, you may only submit the dissertation to the Graduate School when you are near the end of your internship experience (**within the same academic quarter that your internship ends**). That means all APA-accredited internships will start and end in the summer quarter. You do not need to register for credits again after you defend your dissertation, but you must have “on leave” status and have an approved petition to submit your dissertation without registering.

Option #2: Defend the dissertation during internship

With this option, you must register for 2 credits the quarter that you defend the dissertation. If it is Fall or Winter quarter, you will need to follow the procedures from option #1 for subsequent quarters. Note: if you complete the loan deferment process for a previous quarter, you will not be eligible for a deferment again if you go back on leave. Thus, *waiting until Spring quarter makes the most sense for those with student loans*.

In this scenario, you are also holding your dissertation and waiting to submit it to the graduate school until the final few weeks of the internship. You **MUST NOT** submit your dissertation

early. To be compliant with APA, you may only submit the dissertation to the Graduate School when you are near the end of your internship experience (**within the same academic quarter that your internship ends**). All APA-accredited internships will start and end in the summer quarter. You do not need to register for credits again after you defend your dissertation, but you must have “on leave” status and have an approved petition to submit your dissertation without registering.

Option #3: Defend the dissertation close to the end of internship or after internship ends

This is similar to any other quarter. Register for 2 credits and make sure to get the defense complete and the dissertation submitted to the Graduate School by the end of the quarter that you defend. If you cannot get the dissertation submitted by the end of the quarter you can pay the Graduate School a registration fee waiver of \$250 for a 14 day extension. Your degree will be awarded at the end of that quarter (with the extension).

The PhD on your Official Transcript

Your doctoral degree will have the conferral date of the Friday of finals week in the quarter in which it is earned. That is, when the internship hours are complete AND when your dissertation is submitted to the Graduate School. If you defend in summer **or** if your internship ends during the summer, the degree will be awarded at the end of the summer quarter (August). Be clear on this if you have a new job or post-doctoral residency that requires the PhD degree on your transcript. It could be that the job begins in July and your degree will not be conferred until the end of August. If this is the case, you will need to inform your employer.

Licensure as a Psychologist

The doctoral program is designed to meet the requirements of the APA. If the student seeks licensure as a psychologist, it is the student’s responsibility to make sure that they also meet the WAC requirements for licensure as a psychologist in Washington State. These requirements change from time to time and can be obtained from the Washington State Department of Health in Olympia <http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/Psychologist>.

It is important to keep syllabi from all graduate courses as the licensing board may ask for documentation about a course on your transcript.

GENERAL INFORMATION (ALL STUDENTS)

Registration

During the first three years of the Program, all registration occurs through the UW Professional and Continuing Education Office. Enrolled students will be mailed registration forms with the courses listed and the tuition costs. Any scholarship will be noted on the same form. Students during the first three years (including those admitted to the PhD degree post-baccalaureate and without the EdS degree) now register for courses through the MyUW system. If you have any difficulties with registration, please see the School Psychology Program Coordinator in the School Psychology Clinic (Brooklyn Trail Building 102; 206-543-4971).

Beginning in the 4th year of the Program, if you have any difficulties with registration, please see Michael Lindsay, Administrative Coordinator, Graduate Academic Support, (206) 221-3097; mlindsay@uw.edu. Michael is in Miller Hall Suite 322.

School Psychology Program Listserv

We have a listserv for the School Psychology Program that we use as a primary mode of communication. Please sign up for this listserv as soon as you have your UW NetID.

To join the listserv, fill out the enrollment section at the following link: <http://mailman11.u.washington.edu/mailman/listinfo/schoolpsych>. Set to digest if you want the emails batched to once per day. If you do not wish to use your UW email for the listserv, you can choose another email address. If you select a different email address, please make sure you check it daily. We are not responsible if you do not have important information distributed through the listserv. The faculty use the listserv to update on important matters including providing announcements for research positions and other funding opportunities.

To send an email to everyone through the listserv, send the email to schoolpsych@uw.edu. Do not use the listserv for emails that do not apply to everyone in the Program (including faculty). Use common sense if you post to the listserv. Do not put passwords or any information regarding the Clinic on the listserv. You may use the listserv for job postings, research and clinical position announcements, and other matters that benefit all students in the Program. The listserv is not to be used for discussions about topics. The listserv is like a one-way communication tool for announcements. Reserve discussions for the spaces that the SPSA officers develop for you.

School Psychology Student Association (SPSA)

The School Psychology Student Association (SPSA) helps to plan activities for students in the Program and to build a sense of community across cohorts. Students are elected to leadership positions in the SPSA for a term of one academic year, and all other students in the Program are considered members of the organization. Members of the SPSA should determine the best mechanism for voting in leaders to the SPSA. SPSA has a UW School Psychology Program faculty representative. The following are roles/duties of the SPSA leaders:

1. President: Current 2nd-year student within the UW School Psychology Program whose responsibilities include:

- Calling for and presiding over all scheduled meetings for SPSA members

- Serving as the spokesperson for the organization
- Overseeing general membership and establishing goals for the organization
- Coordinating annual Executive Board elections, supporting Interview Day logistics and other program specific events in communication with Program Director
- Coordinating student mentor pairs
- Serving as a line of contact for incoming students and enrolled cohorts
- Recommending purchases on behalf of the organization to Program Director

2. Vice President: Current 2nd-year student within the UW School Psychology Program whose responsibilities include:

- Working with President to coordinate annual Executive Board elections, Interview Day logistics, and other events
- Serving in the absence of the President
- Serving as Washington State Association of School Psychologists (WSASP) and National Association of School Psychologists (NASP) Student Representative
- Sharing communications from WSASP and NASP with students and faculty in the School Psychology Program and as needed via the Program listserv
- Responding to member questions and concerns about the organization
- Contacting members with information about upcoming meetings, election details, events, etc.

3. Communications: Current 1st-year student within the UW School Psychology Program whose responsibilities include:

- Contacting the 1st-year cohort with information about upcoming meetings, election details, events, etc.
 - Serving as a liaison between SPSA and 1st-year students
 - Keeping meeting notes and sharing with SPSA members
 - Managing communications among all SPSA members
 - Attending to the UW social media policy and monitoring student communication in compliance with this policy
<https://www.washington.edu/marketing/social-media-best-practices/social-media-guide/lines/> in the case of all SPSA social media.

4. Event Coordinator: Current 2nd-year student within the UW School Psychology Program whose responsibilities include:

- Planning and facilitating 1-2 program-wide social events per quarter (Oct, Jan, April, June)
- Planning a social event following the School Psychology Orientation for incoming students (same day as Orientation)
- Planning a social event during the first week of classes to connect first-year mentees and second-year mentors
- Coordinating a social event for UW School Psychology applicants after interview day (same day as Interview Day)

5. Event Co-Coordinator: Current 1st-year student within the UW School Psychology Program whose responsibilities include:

- Planning and facilitating 1-2 program-wide social events per quarter (Oct, Jan, April, June)
- Coordinating a social event for UW School Psychology applicants after interview day (same day as Interview Day)

6. Cohort Representatives (Years 1-3, Doctoral Degree [year 4 or 5]): Current students within the UW School Psychology Program whose responsibilities include:

- Communicating needs of their cohort to Program faculty
- Supporting large event planning including Interview Day
- Attending a portion of School Psychology Program faculty meetings
- Sharing notes from the faculty meeting with cohort members
- Finding a replacement representative for any meetings they are unable to attend
- ***Please note: Individual student concerns should not be given to the cohort representative. Only group concerns should be submitted to the cohort representative for sharing at the faculty meeting. Individual student concerns should be reserved for a meeting between a student, their advisor, and the Program Director. Course concerns should always be first directed to the course instructor and then to the Program Director.***
- ***Cohort Representatives are the cohort-faculty liaison. The Representative's role is to first gather information about student needs, and second to consult with the Program Director and report needs at Program faculty meetings to determine action. When Representatives want to act on behalf of the cohort, they should first consult the Program Director.***

School Psychology Professional Education Advisory Board (PEAB)

The Professional Education Advisory Board (PEAB) meets three times a year as required by Washington State Professional Educational Standards Board (PESB). Members of the PEAB include practicing school psychologists, a district administrator, a principal, a teacher, and a UW faculty representative. Each year the PEAB reviews whether the Program is in compliance with the Washington Administrative Code (WAC) for school psychology programs. The faculty representative completes the annual report and other paperwork needed to ensure that the UW School Psychology Program maintains its' approved status so that graduates of the Program qualify for residency certification.

School Psychology Program Equity Caucus

The Equity Caucus serves to improve the Program through conversations on topics related to equity, diversity, and inclusion. Through early engagement with these concepts, it is our hope that graduate students will become active participants in their own development and practice of advocating for equitable environments in both professional and personal practices.

[These playbooks](#) provide structured resources for use as a guide for engagement in proactive conversations about our roles as activists. As the education and psychology professions are centered around social justice, enhancing equity must be a part of every conversation. Additionally, we aim to assist future professionals in psychological and educational settings in building understanding, awareness, and capacity to advocate for marginalized youth and families in all contexts of this work. We are committed to engaging and elevating these competencies that will benefit every youth and family we will support throughout our career.

Student engagement with the Equity Caucus is voluntary. The Caucus has several support roles for those who would like to be involved in running the programming:

- Equity Caucus leader,
- EC Facilitator(s) & Organizers,
- EC Representative for Faculty Meetings

School Psychology Faculty Meetings and Important Program Dates

The School Psychology Faculty meet regularly to discuss issues of importance for the School Psychology Program. There are occasional additional Program faculty meetings as needs arise. All meetings are from 9:00 am to 11:00 am (with student representatives invited at 10:00 am).

| | |
|---------------------|------------------|
| Fall Quarter 2024 | 9/25/24-12/13/24 |
| Winter Quarter 2025 | 1/6/25-3/21/25 |
| Spring Quarter 2025 | 3/31/25-6/13/25 |

SEPTEMBER 2024

- 13th - Faculty Retreat, 9-3, UW
- 20th - S3 Retreat, 9-3
- 20th - CoE New Graduate Student Orientation Events
- 23rd - SP Orientation, 9-1p, BTB
- 23rd - SP 4th-year PhD Orientation, 2-4p, BTB
- 24th - SP TA Orientation

OCTOBER 2024

- 9th - PEAB Meeting, 12-1:30p Zoom
- 4th or 25th - SP Faculty Meeting
- 17th-19th - WSASP Fall Virtual Conference
- 18th - COE Faculty Meeting, 1-3p, MLR 104

NOVEMBER 2024

- 1st, 8th, 15th, 22nd - SP Faculty Meeting
- 22nd - COE Faculty Meeting, 1-3p, MLR 104

DECEMBER 2024

- 6th - SP Faculty Meeting
- 6th - Holiday Party

- 9th - SP Quarterly Student Evaluations, 9-1p
- 14th - Jan 5th - Winter Break

JANUARY 2025

- 6th - Winter Quarter Begins
- 13th - S3 Area Meeting, 9:30-11:30a, MLR
- 15th PEAB Meeting, 12-1:30p Zoom
- 24th - COE Faculty Meeting, 1-3p, MLR 104
- TBA - R&I Approval Forms Due
- 30th-31st - SP Interview Days?

FEBRUARY 2025

- 3rd - S3 Area Meeting, 9:30-11:30a, MLR
- 7th or 14th - SP Faculty Meeting
- 13-14th - SP Interview Days?
- 18th - 21st - NASP Conference in Seattle, WA
- 24th - S3 Area Meeting, 9:30-11:30a, MLR
- 28th - COE R&I Presentation Day
- 28th - COE Faculty Meeting, 1-3p, MLR 104

MARCH 2025

- 7th or 14th - SP Faculty Meeting
- 17th - SP Quarterly Student Evaluations, 9-1p
- 22nd- 30th - Spring Break
- 31st - Spring Quarter Begins

- 9th or 16th - EdS Oral Exam, 9-1p
- 19th - S3 Area Meeting, 9:30-11:30a, MLR
- 21st - PEAB Meeting, 12-1:30p
- TBD – Intern Celebration
- 30th - COE Faculty Meeting, 1-3p, MLR 104

APRIL 2025

- 4th, 18th, 25th - SP Faculty Meeting
- 7th - S3 Area Meeting, 9:30-11:30a, MLR
- 11th - COE Faculty Meeting, 1-3p, MLR 104

JUNE 2025

- 9th - SP Quarterly Student Evaluations, 9-1p
- 9th - S3 Area Meeting, 9:30-11:30a, MLR
- TBD - COE Graduation

MAY 2025

- 2nd, 9th, 16th, 23rd - SP Faculty Meeting

Professional Organizations

All students are encouraged to join professional organizations, including the Washington State Association of School Psychologists (www.wsasp.org) and the National Association of School Psychologists (www.nasponline.org). In addition to the state and national associations in school psychology, PhD degree students are encouraged to become members of Division 16 of the American Psychological Association (<http://www.apa.org/about/division/div16.aspx>).

Expectations For Student Conduct

General Expectations

Read all the handbooks. All students are expected to read all handbooks developed for the Program. The handbooks include the School Psychology Student Handbook, Second Year Field Study Practicum Handbook, and the Internship Handbook. All students will be held to the standards outlined in each. At no time shall information obtained verbally supersede the information provided in the handbooks. If information changes, the Program Director will formally announce the new information and update the online version of the handbook to reflect the change.

Maintain hours in Time2Track. *If any student falls 30 days behind in logging practicum or internship hours, their rating on the "time management" category of the quarterly student evaluation system will be affected.* Notify the Internship Coordinator, practicum instructor, or field study coordinator and your advisor in advance of the 30 days if there is a reasonable excuse (e.g., health issue or disability) that is prohibiting you from meeting this expectation.

Follow the UW social media policy. The UW social media policy can be found [here](#). Read and follow the UW social media policy. This policy is grounded in legal and ethical guidelines of the University and health professions. Violations of this policy are considered serious and will affect your ratings on the "ethical responsibility" domain of the quarterly student evaluation system and your academic standing in the Program.

Conflict Resolution Support in a Cohort Model

The cohort graduate training model of the UW School Psychology Program is a model for working in complex social dynamics as a school psychology professional. As members of a helping profession, we work with others, rely on strong communication skills, and inevitably encounter interpersonal conflict among colleagues, parents, staff, and students. Working with others means learning to work through differences and manage conflict to find peaceful and respectful solutions – this process is *conflict resolution*.

In most professional instances, the goal of conflict resolution is to preserve the relationship with the individual. Learning to develop and use conflict resolution skills competently is a critical professional skill. Thus, as school psychologists, we must develop effective technical skills to do the work that our job requires that produces kind, respectful, and effective communication and maximizes interpersonal skills to manage all the relationships (with adults and children).

Program expectations for conflict resolution in a cohort model:

Go to the source and ask for help. The first step for professional resolution is to talk with the person with whom you feel conflict. Below you will find recommendations for approaching conflict resolution.

- Approach the person directly.
- Remain calm and avoid blame.
- Be authentic and vulnerable.
- Aim for empathetic understanding.
- Communicate with respect.
- Contemplate your own biases and perspectives.
- Listen to what the other person has to say.
- Be open to collaborate on an outcome.
- If you are feeling emotionally activated, wait until you are calm to communicate (i.e., if you write the email response, let time pass before you send it).

Engage with conflict resolution with appropriate timeliness. Give yourself time to process the situation, and then act as quickly as you are able.

Follow Program structures for resolving conflict. Use the recommendations listed here to address conflicts. There are effective and ineffective ways to communicate during a conflict. Please avoid letting your concerns worsen by keeping them to yourself. Support is always available to you. Discussing conflict with other cohort members may or may not be effective in resolving conflict. Please avoid the strategy of “speaking on behalf of your cohort” to the faculty when you do not have a whole group consensus.

Conflict Resolution or Discussing Concerns with a Faculty Member

Graduate school – like any workplace – has inherent power dynamics. We all work to navigate power dynamics, and learning effective ways to express yourself and ask for what you need while managing conflicts with power dynamics is an essential skill to learn and practice.

If the source of conflict is a faculty member, approach them directly. These situations can feel delicate and vulnerable; therefore, your advisor is always available to you for support if you first want to rehearse what you want to say or how to say it. Your advisor is your first point of contact in the Program. If your advisor is the person with whom you are experiencing conflict, please contact

the Program Director. You can expect your advisor or the Director to listen to your concerns and to help you create a professional plan for addressing your concerns. There are many opportunities to provide feedback, and action about your specific concern is most likely to meet your needs if you act in proximity to the event. You might also consider if your concerns are best addressed through direct and immediate conversation and/or through other channels available for feedback.

The Program faculty collects student feedback throughout the year. Faculty take office hours and appointments, many collect mid-quarter evaluations, and all collect end-of-quarter course evaluations. Course evaluations are returned to faculty after grades are posted for course revision and improvement. Course evaluation ratings are reviewed by the Program Director. The Program conducts quarterly evaluations of students at the end of every quarter. The Program also conducts an annual climate survey of current students at the end of the spring quarter about their Program experience. This survey is similar every year for comparison and it is administered once per year to reach a participation threshold (70%) that allows interpretation of information. Similarly, the Program surveys doctoral alumni annually.

Student Performance and Satisfactory Progress

For a student to be considered as making satisfactory progress, all the following conditions must be met:

1. The student must earn a 3.0 grade in all courses. A course grade of 2.7 or higher is accepted by the Graduate School as passing for graduation purposes (and a 3.0 cumulative GPA is required by the Graduate School for graduation) and it is not "satisfactory" for the Program. Moreover, in cases where a specific grade is required by the Program, the Program expectations supersede the Graduate School.
2. The student must demonstrate a minimum standard of clinical competence by receiving no less than a 3.2 grade in each assessment and counseling practicum course. This standard must also be met before an internship can be approved and begun.
3. An instructor may determine that a student has earned an Incomplete course grade (I-grade) if the student has done satisfactory work up to within three weeks of the last day of the quarter and if circumstances prevent the student from completing the remaining work for the course by the end of the quarter. An I-grade must be cleared by the time of graduation, except in the case of prerequisite courses in which incomplete grades must be cleared before coursework can continue. Specifically, a student may not register for a subsequent quarter with an "I" grade in a prerequisite course and/or a practicum course (i.e., EDPSY 572, 507, 540, 557, 544, 564, 546, 573). An I-grade is permanent on the transcript as a record of inadequate progress. This is a UW policy. When a grade point is earned and assigned, it will appear next to the I-grade on the student transcript.
4. The student must demonstrate competence in the interpersonal skills necessary to communicate effectively with colleagues, faculty, school personnel, parents, and school-age children. This is assessed primarily through communication with faculty, and also with peers, and reflected in quarterly evaluations.
5. Satisfactory quarterly evaluation ratings (2 or higher) in all categories (see below).

Quarterly Student Evaluation System

All students in the Program complete self-evaluations and are evaluated on every quarter by the faculty. The ratings are based on faculty discussion and consensus. See Appendix A for an image of the ratings rubric. The ratings include: Exceeds Expectations, Meets Expectations, Approaching

Expectations, and Does not Meet Expectations. All students are expected to receive a “3-meets expectations” rating. A rating that “4-exceeds expectations” is unusual and reserved for exceptional performance beyond average. When a student earns a rating of “2-approaching expectations,” there may have been one or two situations that needed to be addressed during the quarter but were not problematic enough to warrant further intervention. A 2-rating will result in a discussion with the advisor. A student who earns a rating of “1-does not meet expectations,” is required to follow up with their advisor on the behavior or issue of concern. The student, advisor, and Program Director will collaboratively develop a plan for improvement that will be overseen by the Program Director and should be resolved by the next quarterly review.

If, at any point, a student receives ratings of “1- does not meet expectations,” the student will be under review for an academic status change. See the following section on the *Academic Status Change* process.

| Quarterly Student Evaluation System Ratings: 4 points - Exceeds Expectations 3 points - Meets Expectations 2 points - Approaching Expectations 1 point - Does not Meet Expectations | |
|--|----------------------|
| <u>Disposition</u> | <u>Rating</u> |
| Written Communication: Demonstrates effective written communication skills –writes in an organized, clear manner. | |
| Ethical Responsibility: Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | |
| Time Management: Demonstrates time management and organization – organizes work and manages time effectively. | |
| Interpersonal Relations: Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients. | |
| Supervision/Feedback: Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately. | |
| Overall Performance: This score is based on the ratings above and the faculty discussion. | |

Academic Status Change

The quarterly student evaluation system is a mechanism for faculty to provide students feedback on their academic performance and professional behavior. If significant concerns arise about a student’s professional behavior or academic performance through the quarterly evaluation process,

the student will be informed through the student evaluation system. Any ratings of 1 will trigger a required meeting with the advisor and the Program Director will develop a Performance Improvement Plan with objectives and expectations in each area of unsatisfactory performance.

The *Faculty Review of School Psychology Students: Review for academic status change* form (see this Handbook) will be completed by the advisor and presented to a faculty review committee (minimum of three faculty). The form will guide the discussion on the student progress (or lack thereof) and the development of a Performance Improvement Plan, which is the “warning” for academic status change. Academic status change options include Warning, Probation, and Dismissal. The faculty allow students the opportunity to make changes to behavior, so warning is usually the first outcome. Warning is an internal status change documented within the School Psychology Program (i.e., the Performance Improvement Plan) implemented prior to the beginning of the next quarter. If a student does not make progress within one quarter after the implementation of the plan, they will move to probationary status with a revised Performance Improvement Plan in the areas of unsatisfactory performance with goals and expectations. Probation is an official academic status change documented by the College of Education, the Graduate School, and in the student’s academic record. The University of Washington’s Graduate School recommends no more than three consecutive quarters of probation. Given the length of our Program, and the extensive exposure to vulnerable populations, the School Psychology Program faculty limit probation to two quarters. The first quarter of probationary status is “Probation,” and the second quarter is “Final Probation.” Both Probation and Final Probation are documented with the Graduate School and on the student’s academic transcript. Final probation is the last status before the faculty submits a recommendation to the Graduate School to Dismiss the student from the Program.

Students may appeal these recommendations with the Director of the School Psychology Program. Unsuccessful appeals beyond the program must follow the process outlined in the UW Graduate School Policy 3.8, Academic Grievance Procedure. <https://grad.uw.edu/policies/3-8-academic-grievance-procedure/>

On-Leave Status

Students may submit an online [Request for On-Leave Status](#). For any given quarter, students may submit the request as early as two weeks prior to the beginning of the quarter and no later than the last day of instruction for the quarter. Students must also submit the \$25 on-leave fee by the last day of instruction for the quarter. Leave is granted on a quarterly basis, with very limited exceptions. Students must reapply for leave every quarter they seek on-leave status.

Students should note that if they already registered for the quarter, they must officially withdraw before the first day of the quarter (at 225 Schmitz or on [MyUW](#)) to be eligible to go on leave. Students cannot go on leave for the quarter if they have already registered and the quarter has already begun; however, students who have been registered for even one day of a quarter are deemed to have status for the quarter and will be eligible to register for classes or apply for on-leave for the following quarter (e.g., spring enables registration for summer or autumn).

While on leave, students are permitted to use the UW Library and may retain use of their UW email accounts. Students are not entitled to other services at the UW. Specific to the School Psychology Program, students on-leave are to interact only with their assigned advisor. Students with on-leave

status may not email UW faculty, cohorts, or listservs with program-related questions or concerns; all communication should be directed to the advisor only.

Faculty Review of School Psychology Students

(Review for Academic Status Change)

Student Name: _____ Program Year: 1st 2nd 3rd 4th 5th

Overall Quarterly Evaluation Scores⁶: Fall ____ Winter ____ Spring ____

Faculty Advisor: _____ Date: _____

Concerns presented (Describe):

Plan (include dates and deadlines):

Student response to the plan: **Rating** **1** **2** **3** **4**

4- significant progress is visible, no longer demonstrating unsatisfactory progress (restore student to good academic standing)
 3- significant effort, progress is evident (restore to good standing or retain current status)
 2- making some progress, not satisfactory enough for change in status (retain status)
 1- no progress on plan (move to next level of unsatisfactory academic progress)

| Decision of the Faculty Committee | |
|-----------------------------------|---|
| <i>Choose one</i> | <i>Decision: rationale</i> |
| | Continue: |
| | Continue with Qualifications (Warning): |
| | Continue with reservations (Probation): |
| | Terminate from the program: |

Committee Signatures (minimum of three faculty):

Date

⁶ This form is used to document the review of students who are making unsatisfactory progress as evidenced by receiving ratings of "1- not meeting expectations" on their quarterly evaluations. After two consecutive quarters at probationary status faculty reserve the right to dismiss the student.

Grievance Procedures

With noted exceptions (see below), graduate students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints as described below.

Informal Conciliation. Students are encouraged, but not required, to first attempt to resolve a grievance with the faculty or staff member(s) most directly concerned. Students who wish to attempt this informal conciliation must initiate this process within 3 months of the complaint by requesting one of the following persons to conciliate the grievance: School Psychology Program Director, Area Chair, or appropriate College Dean. If discussion with the faculty or staff member(s) concerned, facilitated by the Program Director or Area Chair or College Dean, does not resolve the grievance, students may request the Graduate School to assist in an informal resolution. In such a case, the Dean of the Graduate School shall designate an Associate Dean as the informal conciliator for the Graduate School. The Associate Dean may either facilitate conciliation directly or involve the Ombudsman. If the Associate Dean attempts informal conciliation directly, they may not be involved in a subsequent formal complaint.

Formal Complaint. Students who are dissatisfied with the informal conciliation may file a formal complaint with the Dean of the Graduate School within 10 days of the conclusion of the attempted informal process. The grievance will be referred to the Academic Grievance Committee, and a hearing process will be initiated. Complete information can be found on the Graduate School's web site at <https://grad.uw.edu/policies/3-8-academic-grievance-procedure/>

EXCEPTIONS

Distinct procedures exist for the following types of grievances:

- *Grades or academic evaluation:* According to the University of Washington Handbook (Volume IV, Section 2), students who believe an instructor erred in the assignment of the grade, shall first "discuss the matter with the instructor before the end of the following academic quarter." If not satisfied with the instructor's response, students have 10 days to file a written appeal. Specific procedures and timelines for grade appeals may be found here: <http://www.washington.edu/faculty/facsenate/handbook/Volume4.html>.
- *Discriminatory behavior by a University employee:* Students who believe they have been discriminated against on the basis of race, religion, color, creed, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran should refer to the Resolution of Complaints Against University Employees Procedure contained in the University of Washington Operations Manual (<http://www.washington.edu/admin/rules/APS/46.03.html>).
- *Misconduct by other students:* Student disciplinary proceedings for misconduct, including plagiarism and cheating, fall under the provisions of the *Student Conduct Code* in the University Handbook. The Office of Community Standards and Student Conduct (<https://www.washington.edu/cssc/for-students/student-code-of-conduct/>) administers the Student Conduct Code.

A complete description of the College of Education's procedures for resolving grievances may be found in the "College of Education and Graduate School Policies" section of this manual, or on the College's web site at <http://education.uw.edu/my-coe/current-students/concerns-and-grievances>

Faculty Evaluations

At the completion of most courses, students are asked to evaluate the course. Faculty distribute evaluation forms, which are completed anonymously. This provides students the opportunity to give anonymous feedback to the faculty regarding the course content and style of teaching. The more specific and actionable your feedback, the more likely it is to be incorporated in future classes. Faculty receive course evaluations after grades are posted. Many faculty conduct mid-quarter evaluations in courses. Faculty also have regular peer-reviews of their teaching, and COE administration monitors all evaluations.

Program Evaluations

Current students and graduates evaluate the Program continuously. Current students are asked to complete an annual Program Climate survey every spring and results are reported anonymously. Alumni are sent a survey at the end of each academic year and asked to anonymously evaluate the program on various domains that align with the program's goals and objectives. All survey information is analyzed annually to help identify programmatic strengths and needs. See Appendix M for a copy of the electronic alumni survey.

Fingerprinting and Clearance to Work with Children

Entering students must be fingerprinted, as required by the WAC. The relevant forms are delivered to the COE Certification Coordinator at the beginning of year 1, prior to field study practicum in winter quarter. The University will be notified if clearance is not issued. Students must be reprinted every two years (again at the beginning of internship) until certification is obtained. The fingerprint packet is at the back of this section, immediately before the Appendix.

SCHOOL PSYCHOLOGY CLINIC OPERATIONS AND PROCEDURES

This section has been designed to ensure the highest standards of professional practice in the conduct of users of the School Psychology Clinic (SPC) at the Brooklyn Trail Building. The purpose of the SPC is to provide on-site facilities where faculty can supervise graduate students in practica courses in counseling, assessment, consultation, and other interventions. This section describes standard policy in the SPC, which considers ethical, legal and other professional issues that influence psychologists. The client welcome packet and consent forms can be found in Appendix N.

Test Materials and Resources

Materials Check Out Policy

The School Psychology Program has an extensive library of test materials and has developed a system for online equipment tracking and checkout. This system allows every student and faculty member to access the test inventory using the online account or personal electronic device (e.g., smartphone, tablet, computer). Everyone will need the free **GoCodes** app. You can download the app from the Google play store, Apple app Store, Windows store, or at <http://www.gocodes.com>

Here are the usage rules that all students and faculty must follow:

- You **MUST** scan in/out the material even if you aren't leaving the clinic – “if you touch it, scan it.”
- Check the kit for all parts *before* you check it out.
- Check the kit for all parts when you return it (the last to have the kit will be held responsible for the lost part).
- **General checkout time is 7 days.**
- If we ask for it, return it (you get 3 days maximum to respond).
- Do NOT separate parts from test kits and put them with other kits.
- Do NOT walk out of the test storage closet without scanning it.
- Third Year school psychology interns require special permission from their supervising instructor to access the test closet.
- Full-time school psychology faculty and teaching assistants may check out materials for educational (teaching) purposes – not for personal or other professional use. Faculty members must participate in the same check out process as students
- Students and faculty members are required to review the School Psychology Clinic Materials Check Out Policy and sign the agreement form, indicating you have read and agreed to the expectations related to use of the University of Washington assessment materials.

Consequences:

Unfortunately, these rules must be enforced. The following consequences are in place:

1. If any part is missing from a test kit that was returned to the Clinic, the last person to have the kit must replace any missing items or will be billed for the replacement part. We will always try our best to purchase a replacement part, rather than a full test kit. Therefore, the charges are most likely to be less than \$100. Any student receiving a bill for the replacement part will have 3 months to reimburse the Program for the purchase.
2. If a student takes any material out of the Clinic without following the appropriate check out procedure, they lose the privilege of taking any materials from the test library for **one** quarter. All use of materials will have to occur within the Clinic during that period.
3. If some of the material from one test kit is found in another one checked out by a student, the student will lose the privilege of checking out more than one test at a time. This consequence will be effective for **one** quarter.

*Under all circumstances where a consequence is applied, the student's quarterly evaluation will be impacted as well. The rating on the ethical responsibility scale will be a 1 (does not meet expectations).

GoCodes Instructions

The test inventory is a searchable database. You may view the complete list of materials available in the test/intervention library or search for specific items.

You can either go online to the website (above) and click sign in or search the inventory within the app (iPhone only). To log in to either the website or the mobile app, enter the following:

username: SPstudent@uw.edu

password: UWSPdawgs

Then, you should be able to see the inventory with each item noted as "checked in" or "checked out." You will see each item listed by acronym first and the full title thereafter.

To search for an item by category, the following categories are used to group the materials:

| Category | Description | Examples |
|-----------------|---|-----------------------------------|
| Cognitive | Intelligence measures | KABC, WISC, WJ |
| Academic | Academic Achievement measures (broadband and narrowband included) | KTEA, WIAT |
| Behavioral | Behavior Rating scales (broad and narrow band) | BASC, Conners, ADHD rating scales |
| Socio-emotional | Narrow band measures that address depression, anxiety, self-esteem, anger | CDI, RCMAS, Beck, CHIA |

| | | |
|---------------|---|--|
| Neuropsych | Broad neuropsych measures and specific categories such as executive functioning, memory, autism, visual motor | NEPSY, Reitan, D-KEFS, ASRS, WMS, Bender |
| Personality | Broad-band personality measures and projective measures | MMPI, MACI, PIC, Roberts, H-T-P, DAP:Sped, TEMAS |
| Interventions | A large collection of books and manuals to assist you in providing tiered interventions to students | Coping Cat, BIMAS |

To check in/out equipment:

Simply open the app, **LOG IN**, and use the built-in barcode scanner. If you do not have a smartphone with you or do not own a smartphone, please use the iPad in the closet or ask one of the faculty or Clinic staff to check out materials to you.

GO CODES CHECKOUT SYSTEM GUIDE

Verizon LTE 4:12 PM 79%

Asset Manager

GO CODES

Scan Tag

spclinic@uw.edu

.....

☒ Remember password

Sign In Free Trial

About

**Do not scan from
the first page.**

LOG IN FIRST

iPad 2:40 PM 67%

Find Asset Log Out

1. select single (it works now) OR
**Welcome to
GoCodes Asset Management**

2. click to scan

Scan QR Tag

Single Multi 1. switch to multi

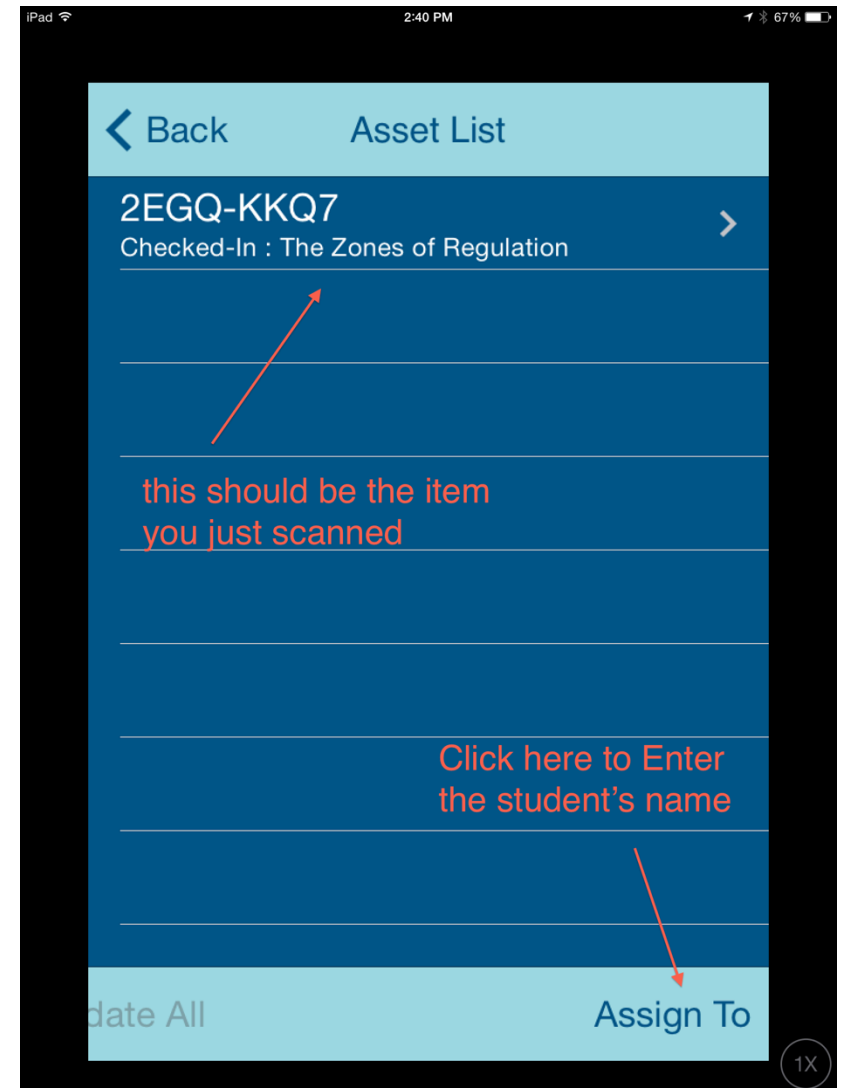
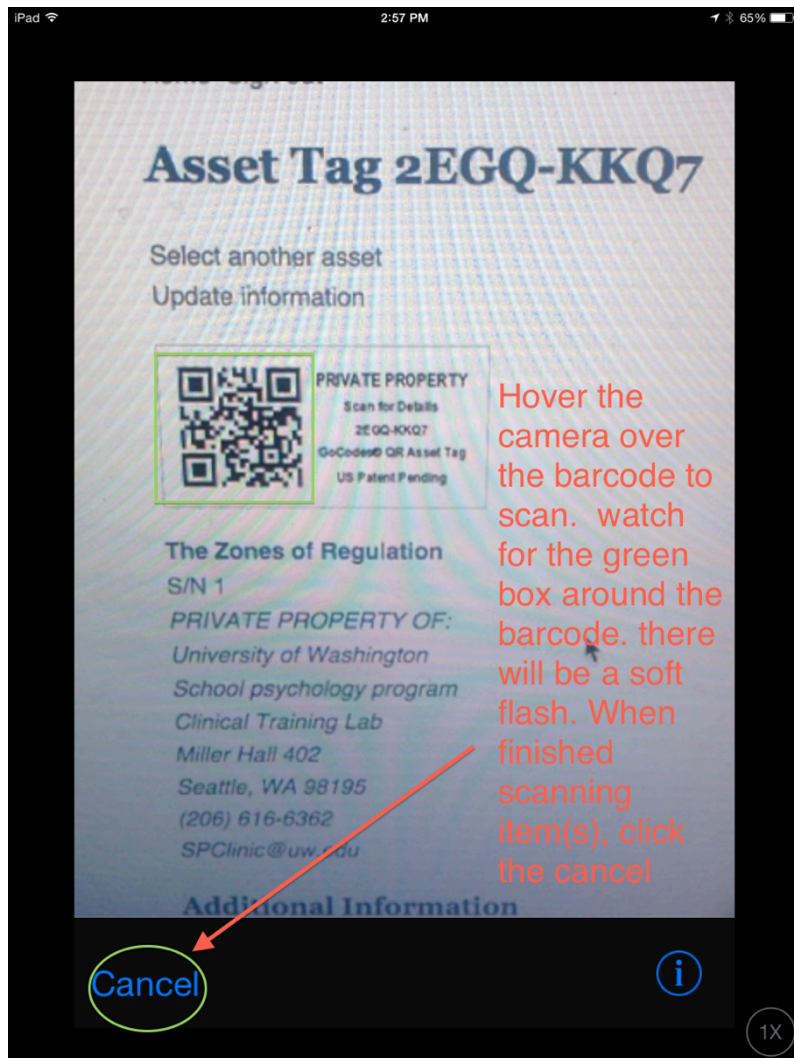
Search for an Asset

Search

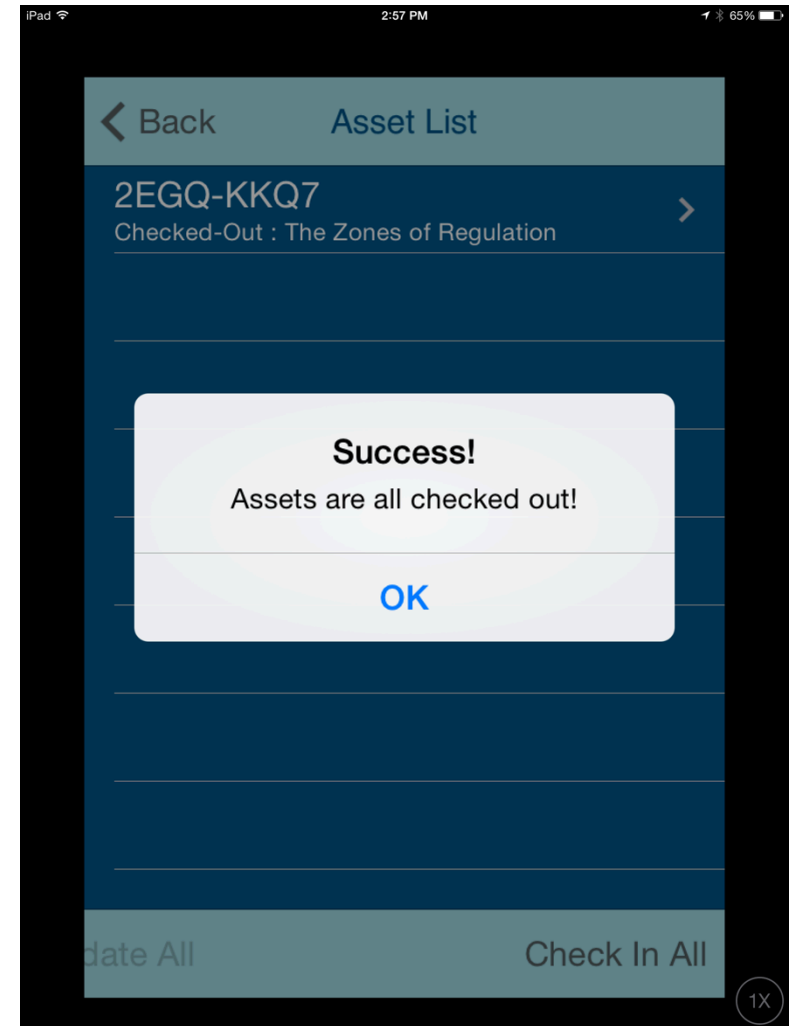
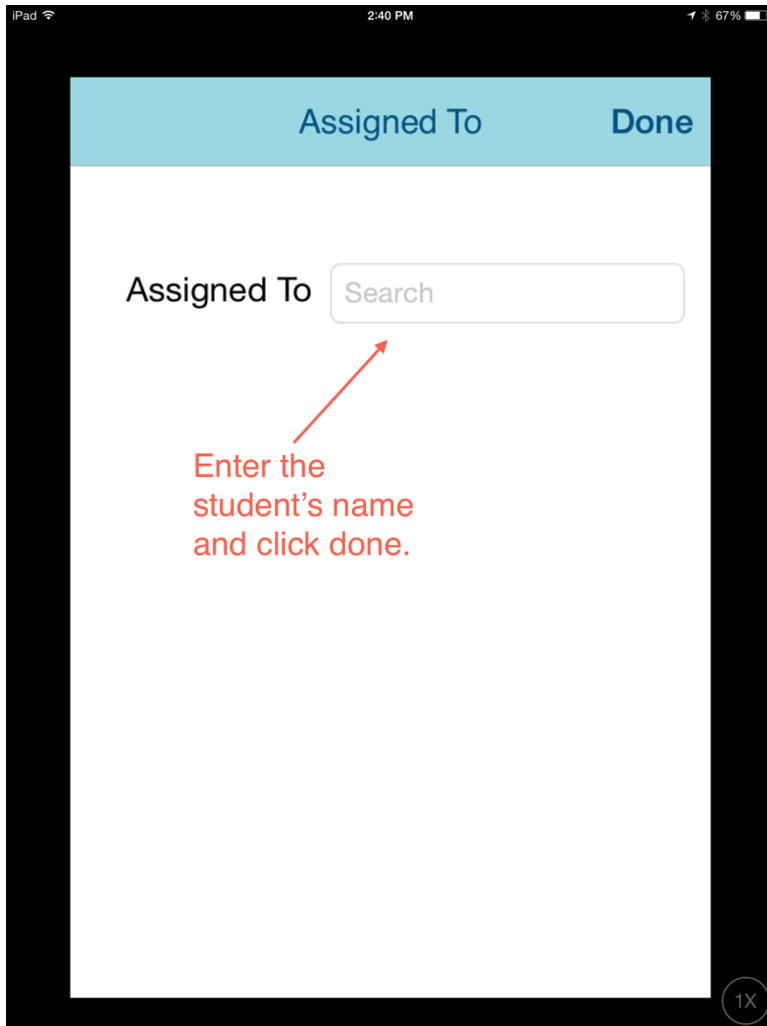
Search

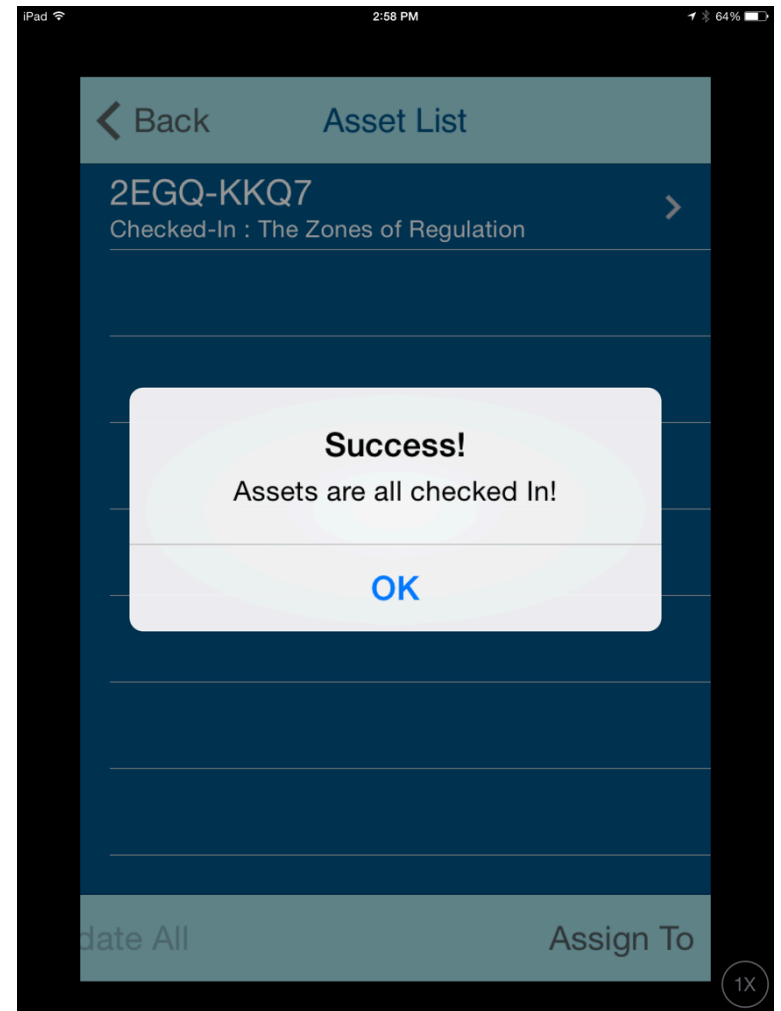
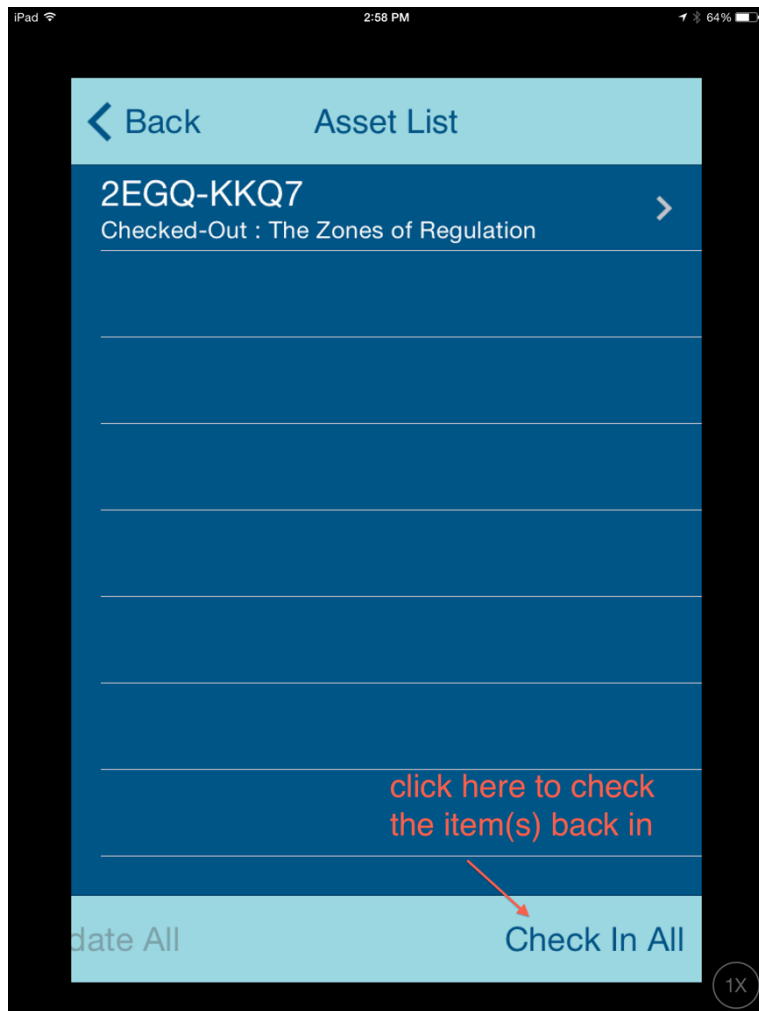
if scanning is not working well, type the first four letters of the barcode here

1X



***IF SCANNING DOESN'T WORK, HIT CANCEL AND TYPE IN THE FIRST FOUR DIGITS OF THE BARCODE**





Welcome to GoCodes Asset Management

Scan QR Tag

Single

Multi

To search the
inventory:

Search for an Asset

Search

Search

You can search by name, item
category, or student name (to see
what they have checked out
already)

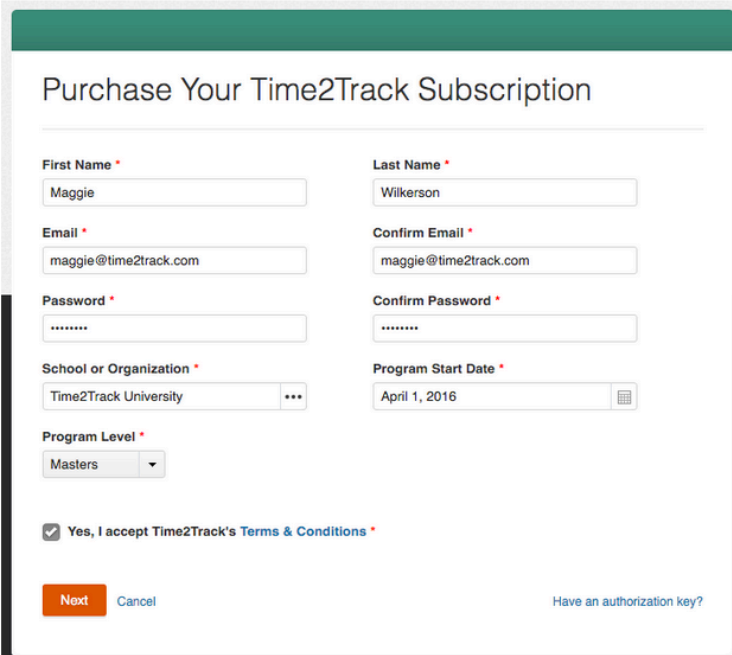
Time2Track

The School Psychology Program has arranged an institutional account with Time2Track to enable paperless hour tracking, approval, and record for supervision hours.

Each student will receive an email from the Program Coordinator, which includes log-in directions and authorization key, in the first quarter of the academic year. Once the student has created an account, they will be able to create placements (needed for all activities to be associated with).

There are several places where "level" is indicated by students (as shown on the "basics" page <http://support.time2track.com/article/121-time2track-basics-for-individuals#7>):

1. The **level of the program** they are involved in is (Note: **all precertification interns count as Masters** because these internship hours go toward that degree; this is true even if you continue on into the PhD degree);
2. The **placement type** (this will be tied into the class you are taking; if you are taking any of the EdS classes, the level for this placement will be "Masters;" if you are taking any of the PhD classes, the level for the placement will be "Doctoral." **EXCEPTIONS:** For the 3rd and 5th year placements, you will be selecting a **placement level** of "internship");
3. The **activity level of the hours logged**, (this is tied in to placement type from #2).



The screenshot shows a web form titled "Purchase Your Time2Track Subscription". The form is divided into two columns for user information. The first column contains fields for "First Name" (filled with "Maggie"), "Email" (filled with "maggie@time2track.com"), "Password" (masked with dots), "School or Organization" (filled with "Time2Track University"), and "Program Level" (a dropdown menu currently showing "Masters"). The second column contains fields for "Last Name" (filled with "Wilkerson"), "Confirm Email" (filled with "maggie@time2track.com"), "Confirm Password" (masked with dots), and "Program Start Date" (filled with "April 1, 2016"). Below these fields is a checkbox labeled "Yes, I accept Time2Track's Terms & Conditions" which is checked. At the bottom left are "Next" and "Cancel" buttons. At the bottom right is a link that says "Have an authorization key?".

Add a New Placement

Course Level *

Doctoral

Course *

Practicum II

Training Site *

Medical University of South Carolina (MUSC)

Term *

Fall 2015

Preferred supervisor


Maggie Wilkerson

Save

Cancel

Add a New Activity

Level *

Date * 

Placement or

Supervisor

Treatment Setting *

Activity Type *

Client * ... or

Hours *

Client Referral Process

1. Each year, we perform a large-scale recruitment in September and October. As part of the recruitment, flyers are sent to a variety of prospective referral sources. This usually results in new referrals from parents/caregivers/legal guardians, school professionals, mental health providers, legal, and medical personnel. Referrals are received via online form available on the Clinic [website](#).
2. The Clinic staff review the Service Request Form responses and complete any additional phone screening, then an email is sent to direct the potential client to schedule a phone intake with one of the EDPSY 565 Advanced Counseling Students (for counseling services) or a faculty member (for evaluation services).
3. After clients are selected for specific practicum courses, the course instructor for that practicum will assign the case to a student. In addition, course instructors will provide instructions to students for the counseling and assessment processes.
4. Once clients have been assigned, students are expected to be the primary point of contact for the family.
5. The Program Coordinator and Student Staff process the client record and prepare the treatment file. The cover letter for the intake packet provides the details on appointment times and days. The packet also includes all of the materials needed to open the treatment file including consent for treatment, authorization to release or request records to parents for signature, rating scales, and other forms relevant to the practicum. The Clinic staff compiles records in a secured area within the Clinic.
6. Practicum students are responsible for appointment reminders, answering clarifying questions, initiating contact with the school personnel (depending upon the practicum requirements), maintaining the client contact log, documenting all client contact, and maintaining the organization and updating information within the client file.
7. Practicum students should follow all Clinic procedures for room reservations, test materials check out, and managing confidential records (please see the instructions included in this Handbook).
8. The Program Coordinator maintains a list of counseling and test resources for individuals who do not qualify to participate in the Clinic programs.

Supervision Policy

For your safety, students are not permitted to conduct counseling sessions in the Clinic without a licensed psychologist or faculty member in the building. Under pre-approved circumstances, a practicum student may work with a faculty member to be “on call” if for some reason the supervisor cannot be in the building. *Documentation and pre-approval is necessary.* In the case of an emergency, students should have appropriate support and guidance from their supervisor. In order to do so, clients are only offered treatment times where a supervisor can be present to support the practicum student. Should a client request to reschedule an appointment to a different day, please indicate that you will have to obtain approval for any sessions outside of the original times offered.

Secure doors must remain closed at all times.

Observation Policy

The only individuals admitted into the observation rooms are school psychology faculty and students who have signed the form on file in the Clinic indicating that they have read the SPC manual and agree to abide by the procedures, policy, legal, and ethical standards listed.

American Psychological Association (APA) Ethical Principles of Psychologists and Codes Of Conduct (2017) You are required to read the following document:

<http://www.apa.org/ethics/code/principles.pdf>, which outlines the details of each ethical standard below.

Standard 1. Resolving Ethical Issues

Standard 2. Competence

Standard 3. Human Relations

Standard 4. Privacy and Confidentiality

Standard 5. Advertising and Other Public Statements

Standard 6. Record Keeping and Fees

Standard 7. Education and Training

Standard 8. Research and Publication

Standard 9. Assessment

Standard 10. Therapy

Dress Code Policy

When you are in the Clinic working with clients, or working with clients virtually, please dress in “business casual” attire. This would include a nice top and bottoms. Please avoid wearing lounge/casual clothes (e.g., blue jeans, sweatshirts/pants, athleisure, leggings, t-shirts) and open footwear when engaging in clinic or school based practicum experiences.

To be continuously mindful of client allergy and sensory needs we ask that you avoid wearing distracting jewelry and strong fragrance in these spaces. If you have any questions about this, please ask your course instructor or TA for more specific information.



Client Communications

Confidential Client Calls. See the Program Coordinator for use of an observation room, a faculty office, or vacant room to ensure confidentiality when you need to call a client.

Communication with Clients and Families. Communication with clients and families via personal email and/or personal cell phone is not recommended. Students should obtain an alternative phone number (e.g., google voice) for professional use only. This will allow practicum students to hold appropriate boundaries and encourage families to use the Clinic main line for any immediate needs. Please consult with your direct supervisor regarding appropriate methods of communication.

Space Usage, Reservations, Equipment

Room Reservations. All usage of Clinic space must be approved, documented, and entered the online reservation system. No use of the Brooklyn Trail Building is allowed by outside organizations or students or arranged outside of the procedure shown below. Secure doors must be closed at all times.

HOW TO RESERVE SPACE:

- a. Confirm with the Program Coordinator or Student Staff for room availability. When requesting a room, please specify date, time needed, usernames, and type of use.
 - b. Requests will be entered into the electronic calendar.
 - c. If you have a cancellation, please notify the Program Coordinator and the changes will be made in the electronic calendar.
 - d. Students/Trainees are **required** to have a licensed psychologist/faculty member **physically** in the clinic during the time of your session. **THERE ARE NO EXCEPTIONS.** Otherwise, your hours will not be approved and will not count toward licensure or APPLIC. Please note that this action is considered a violation of the APA Ethics Code.
- a. These arrangements are to be made directly between the trainee and supervisor.

RESERVATION RESTRICTIONS:

- a. November through June, Wednesday from 4:30-6:30 p.m. is reserved for students in EDPSY 565 Advanced Practicum.
- b. Winter and Spring Quarter: Monday from 4:30 p.m. to 7:30 p.m. is reserved for the EDPSY 544/546 2nd year Counseling Practicum course. Special arrangements or requests for Monday evenings from January through June need to be made directly with the supervising faculty.
- c. Winter and Spring Quarter: Tuesday, and Thursdays from 9 a.m.-12:30 p.m. is reserved for the EDPSY 564 and 573 assessment practicums.

Appointment Schedules and Procedures for Counseling and Testing sessions. It is your responsibility to request a room for use through the proper check-out procedure. It is also your responsibility to be in the SPC with enough time to set up your video equipment, testing and/or therapy materials before your client is due to arrive.

Because of the large number of clients seen at specific times of the day, scheduling space can be difficult. Please check with the Program Coordinator BEFORE scheduling appointments to make sure there is space available at that time.

Session recording. All nine observation rooms in the SPC are equipped with fixed video recording equipment. Portable video recording equipment is also available. You must have training in operation of the video equipment before using it.

Observation. Please remain quiet coming and going from the equipment rooms, the door latches are loud, so please be respectful of noise level. Converse in subdued voices, always behind closed doors. Be sensitive to the clients. Try to leave the equipment room before or after the client departs so as not to call undue attention to the equipment.

Telephone. The main line for the clinic is 206-543-4970. This is the number students may provide to clients and families. Calls to clients on routine matters (such as making or changing appointment times) are the responsibility of the assigned clinician, unless otherwise arranged by the supervisor of the respective practicum course. Telephones in the SPC are to be used exclusively for SPC-related calls.

Furniture. Do not move furniture (tables/chairs) from any room. To comply with the University Fire Prevention Regulations, we have been instructed to keep the corridors free from furniture.

Housekeeping. All persons using the School Psychology Clinic facilities share in the responsibility for keeping them clean. University custodial services only empty waste receptacles in the hallways and vacuum occasionally. Please discard all your trash; wipe up your spills; replace rearranged furniture; return file materials, test equipment, books, etc. to the place where you found them.

After-Hours Clinic Usage Generally speaking, the School Psychology Clinic is open and available to all our students **Monday-Friday, 8am-5pm**. If you are going to be using the School Psychology space after-hours (and without a faculty or staff member present), you must complete and file an Access form with the Program Coordinator. Secure doors must be closed at all times.

RESOURCES

Support for Student Travel and Poster Printing

The School Psychology Program provides some support for students to present research projects at conferences. We encourage students to submit proposals at state and national conferences. PhD degree students are offered a higher level of support since research is a required element of the course of study and training in the Program (Research and Inquiry, Dissertation). We offer two levels of financial support:

- EdS degree students are eligible to receive up to \$500 per fiscal year for presenting as first author at a conference.
- PhD degree students (who are 4th year and beyond) are eligible to receive up to \$1000 per fiscal year for presenting as first author at a conference.

The following conditions apply:

1. Preauthorization is required – first from the advisor and second from the Program Coordinator (email the Program Coordinator to request the travel form). Students will not receive funds if the request is not preauthorized (meaning prior to the travel/presentation). Preauthorization is critical.
2. The student must be the first author on the presentation.

3. The presentation can be a poster presentation or paper presentation where the student is the primary individual responsible for the proposal submission and the presentation content and the faculty advisor approves the presentation.
4. The student may submit only one request for travel funds per fiscal year (July 1 – June 30).
5. All receipts MUST only reflect the student's name (no other person), including lodging. If sharing a room with another student who is requesting reimbursement, separate receipts are required. This means that you should request a final bill split with your costs separated by individual. Do NOT exchange money between students and seek reimbursement on behalf of someone else. It will be denied as University policy refuses reimbursement this way. Receipts must include your name and your form of payment for reimbursement.
6. Students must submit receipts and a copy of the final presentation to the Program Coordinator for reimbursement within 2 weeks after the conference ends. After 30 days have passed, the Program will not reimburse student travel. Timely submission of documentation is required.

Documents Needed for Travel Reimbursement

1. The name, dates, and location of the conference.
2. An email or letter with your name on it that indicates your poster was accepted for presentation as well as details of what you are presenting.
3. Submit a pdf copy of the conference brochure with your name and abstract on it as well as a link to the website where this information can be verified.
4. If you are submitting flights to be reimbursed you will need to submit a legible pdf flight receipt with the dates, times, and locations where you are flying to and from. The receipt must also include your name and that payment was processed. Screenshots of Itineraries are not accepted.
5. If you are submitting reimbursement for hotel expenses, you must submit a pdf receipt with the dates, length of stay and destination, your name, and evidence that payment was processed. Screenshots are not accepted.
6. Everything that is submitted must be clear and legible.

Poster Printing for Conferences

The School Psychology Program will provide funding for poster printing for students presenting at conferences. You must use the College of Education poster template for UW [found here](#). For additional help setting up your poster file in Microsoft PowerPoint, [here](#).

Students must email the Program Coordinator with the pdf file of the poster minimum ONE WEEK ahead of travel/date the poster is needed. The Program Coordinator will submit the order. The turnaround time for posters with the print shop is 1-2 days and presenters must pick up posters at the Health Sciences Building T-Wing.

UCar Request and Usage Policy

Posters Location



Health Sciences Building, T-Wing (T-271) 1705 NE Pacific St (West of UW Medical Center)

Contact Us

206.543.9275
uwposter@uw.edu

Normal Hours

Mon–Fri: 8:00am–4:00pm

In support of practicum students without private and reliable means of transportation, the School Psychology Program will cover the cost for using the University of Washington UCar service. This service is offered to assist students who need the support to attend practicum sites in schools. A per student maximum number of trips is enforced. To use this service, students must:

- Complete the online University of Washington Fleet Services safety training, available here at [Driver Safety & Awareness Training](#). At the end of successfully completing this training, the student must print, sign, and return to the Program Coordinator the UW Driver Agreement and Acknowledgement, which will stay on-file.
- Submit a UCar request via email to the Program Coordinator, as program approval will be needed before any reservations can be initiated. Please include the following:
 - Date, pick-up time of reservation:
 - Date, return time of reservation:
 - Destination name:
 - Destination address:
- All approvals will be provided to the student in writing. Do not assume that your request is approved until you receive confirmation from the Program Coordinator via email.

Financial Assistance

Limited financial assistance is available. Procedures for identifying potential sources of funding and for applying for it are described on the next few pages.

Source: <http://education.uw.edu/admissions/funding-and-financial-aid>

The COE provides financial support for a limited number of its graduate students, mostly through teaching and research assistantships. Because opportunities in the College vary every year, your success in securing financial aid will depend a great deal on the time and effort you are willing to invest. Therefore, we provide you with a few guidelines.

- (1) **Plan ahead.** Begin investigating sources of financial aid as early as possible and apply early. Don't wait for your admission notice to start investigating and applying for financial aid. Most outside funding requires applying one year before the funding is needed.
- (2) **File a Free Application for Federal Student Aid (FAFSA)** with the College Scholarship Service annually to establish eligibility for the next academic year. It is a basic requirement for many other sources of financial support. A new application is required each year that you seek assistance. For further information, contact the Financial Aid Office, 105 Schmitz, (206) 543-6101 or email: osfa@u.washington.edu. You may also file a FAFSA electronically. <http://www.fafsa.ed.gov/> International students should obtain the form directly from the university's Financial Aid Office and return it to them. To be considered for need-based scholarships, students must submit the Free Application for Federal Student Aid (FAFSA) and have it on file in the UW Office of Student Financial Aid by the scholarship application deadline (*typically early March – please check the web link above for updates*). Eligibility regarding need-based financial aid is determined by the FAFSA. *International students:* If you have a Social Security number, you may submit a FAFSA form by mailing it to the office listed in the instructions. If you do not have a

Social Security number, you can have the form evaluated by the UW Office of Student Financial Aid. This needs to be done as soon as possible.

- (3) **Workshops** are provided by the Financial Aid Office and are commonly scheduled during January and February. The workshop includes information on programs available, eligibility requirements, application process, and completing the FAFSA. For information call (206) 543-6101 or visit 105 Schmitz.
- (4) **Work Study Positions** are provided by the Financial Aid Office and are commonly scheduled during January and February. The workshop includes information on programs available, eligibility requirements, application process, and completing the FAFSA. For information call (206) 543-6101 or visit 105 Schmitz.
- (5) **Grants & Funding Info Service** (ground floor, Suzzallo Library) has information on merit-based funding. <https://www.lib.washington.edu/commons/services/gfis> Phone (206) 616-3084, email gfis@u.washington.edu
- (6) **A few web possibilities:** <https://www.fastweb.com/> or <http://www.finaid.org/>
- (7) General application requirements include goal statement, resume, two letters of recommendation, unofficial transcripts, and a FAFSA on file. **Apply to as many funding sources as possible.** If you are offered more assistance than you need, you do not have to accept every offer. Keep copies of all the materials you submit as they're bound to be needed again. Re-apply every year that you're in graduate school.

College of Education Scholarships

The COE, through its Faculty Council, [distributes a number of scholarships](#) annually. Most of these scholarships are possible through the generous gifts of alums and other supporters of the COE.

Only current and incoming COE students are eligible for COE scholarships. Some scholarships have additional, specific criteria based on the intent of the donor(s). These criteria are listed below.

Criteria for Evaluating College of Education Scholarship Applications

- 1. Academic history shows merit: strong academic record, consistency with goal statement, academic awards or honors.
- 2. Goals related to education: clear, thoughtful goals, consistent with choices and current experience.
- 3. Life experience: linked broadly to education or learning; clear relationship between experience and goals; non-academic awards and experience, service and volunteer work; experience with diverse groups or cultures; obstacles overcome.
- 4. Potential to contribute to the field of education: collegiality, enthusiasm, professional involvement, leadership, diverse talents or background.

Available COE scholarships, information about student travel funding, and more can be found here: <http://education.washington.edu/current/funding/scholarships.html>

UW Campus and Online Funding Resources

The UW's Grants and Funding Information Service has a blog highlighting funding opportunities here: <http://uwgfis.blogspot.com/>

Teaching & Research Assistantships

COE Research and Teaching Assistantships are available in the COE and other departments across campus. The COE offers teaching, research, and staff assistantship positions to approximately 30 graduate students each academic year. These positions involve a wide range of activities. Primary consideration is usually given to doctoral students with a strong background of successful teaching, research, and/or administrative experience. If you believe you meet the minimum requirements, you may apply for any assistantship position that is posted. To be eligible for funded opportunities, all positions require that students must be admitted by the Graduate School, be enrolled for at least 10 credits per quarter of coursework toward an advanced degree, and maintain a high level of scholarship each quarter in which you hold an assistantship. Additional requirements are stated on individual postings. If you are interested in working on funded research projects, contact faculty whose research interests most closely match your own. Please visit the website at: <http://education.uw.edu/admissions/research-and-teaching-assistantships> for current vacancies.

Appointments are made on a quarterly or annual basis and may be available for renewal. As positions become available, job descriptions will be posted. Job descriptions are posted for a minimum of seven days; links to specific job descriptions and criteria are posted. If you are interested in applying, please follow "how to apply" instructions at the bottom of the posted position description. If no instructions are provided, please contact the person or office that listed the position. <http://education.uw.edu/admissions/funding-and-financial-aid>

Teaching Assistantships

The School Psychology Program has several teaching assistant positions. Since the TA positions serve the 1st and 2nd-year students in the Program, these positions are only available to advanced doctoral students. The position announcements are usually posted in April of each academic year. To apply, the student must provide a recent vita and cover letter indicating which TA position is most suitable for their experiences and interests. An application is submitted to the School Psychology Program Director. Decisions are made by the Program faculty before the final faculty meeting of the year.

Research Opportunities

The University of Washington is a major research university. There are many opportunities to become involved in volunteer and paid research experiences. Students should discuss with their advisor how they might go about obtaining research experience. Faculty within the School Psychology Program conduct research in a variety of settings. Doctoral degree students should begin working on faculty projects early in their training.

Depending on the type of graduate work appointment, academic student employees in the COE (both domestic and international) may receive tuition waivers as well as health insurance coverage for themselves and their dependents. Non-resident domestic students who do not hold graduate service appointments but who are in their second or later year of enrollment may be eligible to qualify for residency or they may be awarded a non-resident tuition waiver, thereby allowing them to pay in-state tuition.

Recruitment and Retention of Underrepresented Students

The University of Washington School Psychology Program seeks a diverse student body, including members of underrepresented and minoritized groups such as BIPOC students and men. For information on college faculty with research interests in cultural diversity & education see the Education, Equity and Society webpage: <http://education.uw.edu/programs/graduate/equity-studies>.

The COE is committed to cultivating an inclusive and diverse environment within our faculty, staff, and student body. We embrace the values of a diverse learning community and have a long-standing commitment to increasing the diversity of our students, staff, and faculty.

The Office of Student Diversity and Inclusion (OSDI) & the Office of International Students

Phone: 206-543-1821 Office: Miller 201A Email: recruit@u.washington.edu

With a focus on diversity and social justice, the UW College of Education OSDI is committed to equity and access for all students.

1. Increasing the enrollment of students from historically underrepresented groups.
2. Increasing the retention and graduation rates of students from historically underrepresented minority groups.
3. Fostering an excellent and equitable educational and social learning environment that provides a welcoming and supportive climate for all College of Education students, faculty, and staff.
4. Engaging, building, and maintaining the College of Education in meaningful relationships across the UW campuses and in our local, regional, and national communities.

Office of Graduate Student Equity and Excellence (GSEE)

Resources Page: <https://grad.uw.edu/equity-inclusion-and-diversity/gsee/>

The Office of Graduate Student Equity & Excellence (GSEE) has been housed in the University of Washington's Graduate School since 1970. We take pride in focusing on graduate students of color across all disciplines and campuses. We foster, expand, and strengthen equitable and sustainable environments and practices that promote success in educating a diverse graduate student body. While GSEE's events and programming are geared toward graduate students of color, they are open to all University of Washington graduate students, faculty and staff, especially those interested in supporting and increasing a racially diverse graduate student population. For more information, students should visit their website or stop into their office in G-1 of the Communications Building.

School Psychology Doctoral Research Fund

The UW School Psychology Program established the School Psychology Doctoral Research Fund to "help defray costs associated with the completion of especially worthy doctoral student dissertations." Doctoral Research Fund applications will be reviewed by core faculty and discussed at monthly faculty meetings. Applications must be received by the March faculty meeting and applications will not be reviewed for the academic year after the March faculty meeting. Applicants will be notified within one week of the faculty meeting about the outcome. Each student may receive funds only once. All awards must be spent/reimbursed by June 1 of the academic year in which the funds are awarded; there can be no exceptions given budgeting restrictions.

Eligible applicants are doctoral students in the School Psychology Program who have completed their Dissertation Proposal and submitted their signed Dissertation Proposal form to the College of Education.

Allowable Costs

It is the intent of the Research Fund to help with unusual dissertation costs. Examples of unusual costs include:

- Mailing costs associated with an extensive survey;
- Professional transcription* of extensive interviews;
- Short-term licensing of software that's not otherwise available at the UW for student use;
- Leasing or purchasing unusual equipment that is not otherwise available at the UW for student check-out and use;
- Purchase of tests and/or test protocols not available at the UW; or
- Gift cards offered as incentive for interview or focus group participation.
- *Please note that these funds may not be used for the direct purchase of food or drink, or for salary or personnel.*

(*There is value and opportunity in transcribing at least some of one's own interviews, in that it creates deep familiarity with the data)

Amount of Award

A school psychology doctoral student may request one award of any amount up to \$1000 for their dissertation research. Students are asked to request support only for activities or items that cannot be adequately supported through other means.

Application

Prior to applying, students must discuss the funding opportunity and requirements with their advisor. Students must submit a cover letter with a brief summary of their dissertation study (no more than 1 page), an itemized budget (i.e., item, cost, source) with a plan for payment for each item (i.e., reimbursement with receipt, direct purchase by School Psychology Program), and a budget justification (e.g., justification for how each expense will support dissertation research). All applications must be received by March of the academic year, and all funds must be spent by June 1 of the academic year. There will be no exceptions to these timelines and no carry forward of funds after June 1 because of budgeting restrictions.

Review Criteria

Applications will be reviewed and awarded based on the apparent merit of the dissertation research, the strength of the dissertation advisor's support, and the justification of expenses for which support is requested. When evaluating the justification for expenses, the school psychology faculty will consider the importance of supported activities and items to the completion of the dissertation research, the degree to which those expenses can be considered beyond those usually incurred by students during their dissertation research, and the possibility that support for those activities might be more appropriately obtained elsewhere.

Reporting Obligation

This award is intended for use in one academic year. There will be no carry forward of funds past

June 1 of the award year. All awarded funds MUST BE spent by June 1 of the academic year. For any reimbursed costs, which MUST be requested by June 1, paperwork and receipts must be submitted at one time to Jen Haveman for processing; paperwork should include the approved budget and an accurate summary of any items purchased, cost, and receipt. Requests for reimbursement after June 1 of the award year cannot be accepted due to fiscal processing restrictions.

Resources for International Students

The COE assists international students through its ***Office of Student Diversity and Inclusion (OSDI)***. The OSDI is in 206 Miller Hall. Students should feel free to stop by if they have any questions or simply want to visit. Office hours will be posted on the bulletin board outside 206 Miller Hall. Students may contact OSDI by telephone at 206-543-1821. OSDI presents a COE International Student Orientation every September that all international students are encouraged to attend.

International Student Services Office (ISS)

The International Student Services Office assists international students, scholars, and faculty in meeting United States Immigration and Naturalization Service regulations dealing with such matters as maintaining lawful status, extensions of stay, transfers of schools/programs, and working authorizations. The Office also provides a formal orientation to the campus and community for new international students and visiting faculty; advice and counsel for educational, financial, and personal problems; and dissemination of important and timely information through newsletters and workshops. This ISO is also extremely helpful in helping students in the School Psychology Program navigate the process of gaining the CPT (Curricular Practical Training) approval for the pre-certification or the pre-doctoral internship year. The Office is located in 459 Schmitz, (206) 221-4404. Students may also visit the ISS web site at <http://iss.washington.edu/>.

1st Year Requirements and Recommendations

Apply for F-1 Visa

As an international student, you must apply for an F-1 Visa (unless you are a Canadian citizen) and request for an I-20 (all students). <https://iss.washington.edu/new-students/pre-arrival/> Follow the guidelines [here](#).

- Note: You must have your I-20 or DS-2019 with you for your visa interview.

Apply for I-20

Admitted Graduate Students: after paying your enrollment confirmation deposit, request your I-20 or DS-2019 via your [graduate application](#). Everyone needs an I-20, including Canadian citizens. Then I-20 requires an annual signature; you must complete every year of the program. The [I-20 Instruction Form](#) provides a step-by-step guide on how to proceed with your I-20. Your signed I-20 will be the most important document during your time at the UW. Make sure you have all the documents (i.e., Homeland Security SEVIS receipt, I-20, proof of acceptance) printed out and ready for the first time you enter the U.S. with the new student visa. Thereafter, make sure you sign your I-20 every year and have the form with you every time you leave the U.S.

Health Insurance

As an international student, you may sign up for the [ISHIP](#) plan (International Student Health Insurance Program) with LifeWise Assurance. Familiarize yourself with the benefits booklet and how to find a doctor [here](#). You have two options: pay by quarter or once for the full year (Sep. to Aug.). You might consider the full-year coverage if you plan to stay in the U.S. for the summer. This decision can be made when you apply for your courses.

If you plan on arriving before the starting date of your health insurance, make sure you consider purchasing short-term health insurance with another company if you don't have it - LifeWise Assurance will not provide this service. You might search "short-term travel insurance coverage" or "GAP insurance coverage" if you want it. When you search for international student health insurance, they assume you are looking for long-term health insurance plans. The most common provider networks are UnitedHealthcare (UHC) and First Health, so whichever insurance you decide to purchase, make sure you are familiar with their in-network facilities and claiming procedures.

Short-term Travel Insurance Ideas:

- [IMGlobal](#) - Travel Medical Insurance
- [ISO Student Health Insurance](#)- Voyager
- [International Student Insurance \(ISI\)](#) - Travel Medical Insurance

Bank Accounts

Opening a new bank account in a foreign country can be daunting. If your home country bank exists in the U.S., you might open a U.S. bank account through them to begin, and this will make wire transfers between your accounts more accessible. In the U.S., non-residents can open checking and savings accounts in larger banking facilities (e.g., Chase, Bank of America, Citibank). Some of these banks only require your passport, whereas others may require you to have proof of address (i.e., utility bill with your address) and a minimum deposit. Call the branch ahead of time to make sure you have the necessary documents.

Credit card applications are a little more difficult. Most banks require a SSN or ITIN number, but Citibank and Bank of America have *select* cards you can get without a SSN or ITIN number. Without a SSN, you cannot get a credit score for any credit card.

Mobile Services

If your "Welcome to UW" package included a prepaid sim card, excellent! You can use that sim card for the first month before you decide on which mobile company you want to service with.

- Prepaid sim cards will work
- Hard to get other without SSN

Social Security Number (SSN) and Individual Taxpayer Identification Number (ITIN)

If you have university employment (e.g., TA job, reader/grader job), then you are eligible to apply for the SSN. The process takes a month or two to prepare and submit, so keep that in mind when you're in the process. Learn more about the SSN process [here](#). If you do not plan to work but receive scholarships, stipends, or any other non-employment income which is **taxable**, then learn more about ITIN [here](#).

Housing

On-campus: UW offers some options for graduate student housing and international students can apply. You will need to apply and will have your room selection appointment time. <https://hfs.uw.edu/live-on-campus/graduate-student-apartments>

Off-campus: It might be challenging to rent housing from an apartment or a private landlord if you do not have employment, income, or credit score. Guide for off-campus housing: <https://www.ielp.uw.edu/life-at-the-uw/housing/off-campus-housing/>

Some housing websites might be helpful:

- https://www.zillow.com/homes/for_rent/
- https://www.trulia.com/for_rent/Seattle.WA/
- <https://www.padmapper.com/apartments/seattle-wa>
- Facebook groups

2nd Year Requirements and Recommendations

Seattle Public Schools Volunteer Application

Toward the middle of fall quarter of 2nd year, students will fill out a Seattle Public Schools Volunteer Application and go through a background check and a fingerprinting process. International students can be exempt from running a background check because the visa is equivalent to a background check to enter the U.S.! Email volunteer@seattleschools.org with the heading “International Student Background Check” and present the case that you have heard having a visa (F-1) exempts you from running a background check. They should then respond and ask for a digital copy of your passport and visa.

Apply for Internship

At the end of fall quarter and at the beginning of winter quarter of your second year, you will start to apply for third-year internships. Your status as an F-1 international student should not affect which districts offer you an internship. However, be mindful that only certain districts (e.g., Bellevue, Federal Way) can sponsor employees [H1-B Visa]. If you would like to stay in the U.S. working at a school district and you are relying on work visa sponsorship, it may be helpful to consider completing an internship at a school district that is able to hire you later.

To be able to complete a third-year internship, you must have *CPT (curricular practical training)* work authorization. CPT is employment that is an integral part of your major curriculum and allows you to participate in an internship, practicum, or cooperative education program. **Apply for CPT as soon as second year ends.**

3rd Year Requirements and Recommendations

To be able to complete a third-year internship, you must have CPT (curricular practical training) work authorization. CPT is employment that is an integral part of your major curriculum and allows you to participate in an internship, practicum, or cooperative education program.

Apply for CPT

To apply for CPT, apply to the UW International Student Services. Processing time is at least 2-3 weeks. It is recommended to apply as soon as second year is over, so that you receive that CPT authorization in time for the start of your internship. Follow the guidelines [here](#) to apply.

- *Note:* Your program advisor (i.e., Jones, Mazza, Missall) will have to complete an advisor section on the application. Please see [this example document](#) that you could use to send to your advisor. Go to "Apply for CPT" and fill out the form and your advisor will receive another email from ISS to fill out the application. The information you provide your advisor will help them know what to put into each question box.
- A full-time internship is approximately 9 months long and over 20 hours a week, so you'll most likely apply for full-time CPT. If you are applying for a PhD degree, a 9-month-long full-time CPT authorization should not impact your doctoral CPT since you will be obtaining a new I-20 (with a new degree).
- **IMPORTANT:** Once you receive your new I-20 with CPT work authorization, take note of the end date. **CPT cannot extend beyond graduation, so for instance if 6/11/25 is graduation day, then you CANNOT work beyond that date. This means that your internship will most likely end before the interning school year ends. Be sure to communicate this with your internship supervisor and your school district supervisor.**

If you are hoping to have UW sponsor you for one more year after graduating with an EdS degree, then applying for Post-Completion OPT is your best bet.

Apply for Post Completion OPT (Optional Practical Training)

To apply for Post-Completion OPT, you must FIRST submit an application to the International Student Services. Processing time takes approximately 1 month. Then you must apply to the USCIS (U.S. Citizenship and Immigration Services). Processing time takes between 3-5 months (as of 8/31/21). **Apply for Post-Completion OPT as early as possible (around March of your internship year). You DO NOT need employment yet to apply so because of the processing times, it's best to apply as soon as you can so that you can start working in a school district by the end of August/early September.** Follow the Guidelines [here](#).

The School Psychology Program is eligible for OPT-Stem. The program CIP code is 30.1701 Behavioral Sciences

4th Year Requirements and Recommendations

Once you have completed your Ed.S. degree and you are ready to transition into your Ph.D. degree program, you will contact the international student service for a new I-20 due to [change of level](#). It is recommended that you submit your request for a change of level as soon as you complete your third year internship.

5th-6th Year Requirements and Recommendations

The University offers an international student tuition waiver for graduate students. School psychology doctoral students are eligible to apply for this waiver during their 5th or 6th year while they complete their pre-doctoral internship. During the pre-doctoral internship year, students apply for "on leave" status with the Graduate School; however, this is not an option for international students. As a result, we suggest that all international students in the program apply for this waiver for the year of their pre-doctoral internship. For information on how to apply, follow this link: . Note: We have had several students receive this award during their pre-doctoral internship year; please ask your advisor for a letter of support.

Sixth year is your pre-doctoral internship year. During this year, you will apply to CPT to ensure you are eligible to work legally in the US. You only need to apply full-time CPT for the full internship year rather than quarterly. You will need to be cautious when negotiating your internship start and end dates with your internship site since you do not want your full-time CPT to be 365 days which will impact your OPT after graduation.

SPEAK Test for International TAs

The SPEAK Test given by the UW Testing Center Office of Educational Assessment is for students who have applied for the UW Graduate School only. The test is FREE the first time it is taken. Pre-registration is required.

ENGL 102 Advanced ESL for International Teaching Assistants

This class is designed to prepare international teaching assistants for speaking and teaching skills related to lecturing, classroom management, and teacher-student interaction. SPEAK Test is REQUIRED. To get an entry code, please call the International Educational Outreach and English Language program at 206-543-2310.

Other Campus Resources

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION (OSPI)

The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing K-12 education in Washington State. You can download and search information related to the Washington K-12 curricula and standards: <https://www.k12.wa.us/>.

U.S. DEPARTMENT OF EDUCATION

The official website of the U.S. Department of Education features current U.S. educational policies and lists demographic data about K-12 student population and staff distribution. <http://www.ed.gov/nclb/landing.jhtml?src=pb>

CAMPUS BOOKSTORES

The University Bookstore is an independent bookstore serving the University of Washington. In addition to textbooks, the Bookstore carries general books, gifts, supplies, and UW paraphernalia. The main store is located at 4326 University Way (43rd St. and University Ave.). Two smaller, satellite stores are located in the Odegaard Library and in the South Campus Center (Health Sciences complex). Students may visit the University Bookstore website (<https://www.ubookstore.com/>) for more information. Students should note that many textbooks can be purchased on-line.

COMPUTING RESOURCES

There are a number of computing resources available on the University campus. Below are the most common ones available to students.

ODEGAARD LEARNING COMMONS

This general access lab offers a variety of hardware and software, including laser printing. The lab is located in the Odegaard Library. Students should see their website for hours of operation: <https://itconnect.uw.edu/guides-by-topic/technology-facilities/odegaard-learning-commons/>.

CENTER FOR SOCIAL SCIENCE COMPUTATION AND RESEARCH (CSSCR)

Students should familiarize themselves with this upper campus computing center. It is located on the first floor of Savery Hall in rooms 110-116 and rooms 117-121 (check the [map](#) to find Savery Hall) and exists to help students in the social sciences use computers in their research. The Center has many terminals and printers connected to mainframes as well as microcomputer teaching classrooms. The Center offers basic courses free of charge in computing, e.g., SPSS X, MS Windows, etc. Consultants are available to assist you. Students should see their web site for more specific information and for hours of operation: <https://depts.washington.edu/csscr/>.

ACCESS TECHNOLOGY CENTER

The Access Technology Center (ATC) provides resources to improve access to computing resources for UW students, faculty, and staff. The computers, software and special equipment in the lab provide technology that is accessible to users who are blind, have low vision, have certain physical limitations, or for any other reason need computing resources available to them in alternative formats. The Access Technology Center is located inside the Mary Gates Hall Computing Resources Center and is open for users during the same hours. The staff members assigned specifically for the ATC are available from 9:00 a.m. to 5:00 p.m. Monday through Friday. Students should see the ATC website for more information: <https://itconnect.uw.edu/learn/accessable/atc/>.

OTHER DEPARTMENTAL CAMPUS LABS

Several departmental labs on campus are open for general student use. Students should see this web site for specific locations and hours: <https://itconnect.uw.edu/learn/technology-spaces/>.

COUNSELING CENTER

The Student Counseling Center offers career, academic skills, and personal counseling to currently enrolled University of Washington students. It provides career testing and interpretation workshops, as well as academic skills workshops on a variety of topics including stress management, test anxiety and time management. Personal and couple counseling issues are also addressed through individual or group therapy, which is provided by professional staff who possess either Doctoral or Educational Specialist degrees. For further information regarding Counseling Center services, students should visit the center at 401 Schmitz Hall or call 206-543-1240. Students can visit the Center's web site at <https://www.washington.edu/counseling/>.

SAFE CAMPUS

You are not alone. Call SafeCampus — no matter where you work or study — to anonymously discuss safety and well-being concerns for yourself or others. Contact via phone at 206-685-7233. With SafeCampus, you have support. We'll listen to your concerns and provide guidance and safety plans tailored to your situation. Our caring, trained professionals will talk you through options and connect you with additional resources if you want them. For more information, give us a call or visit our [What to Expect](#) page. SafeCampus provides in-person [training](#) to staff, faculty, and students to support violence prevention and response at the UW.

DISABILITY RESOURCES FOR STUDENTS

The Disability Resources for Students Office (DRS) coordinates academic accommodations for enrolled students with documented disabilities. Accommodations are determined on a case-by-case

basis and may include classroom relocation, sign language interpreters, recorded course materials, note taking, and priority registration. DRS also provides needs assessment, mediation, referrals, and advocacy as necessary and appropriate. Requests for accommodations or services must be arranged in advance and require documentation of the disability, verifying the need for the accommodation or service. Detailed information is available on the DRS website: <http://www.washington.edu/students/drs/>.

Technical and adaptive equipment is available through both DRS and Computing & Communications. Information about adaptive-technology computer software and equipment and their locations on campus may be obtained from DRS. Publications include the *Access Guide for Persons with Disabilities* (<https://www.washington.edu/accessibility/getting-around/>) showing classroom access, elevator locations, ramps, parking, and restrooms; the *Campus Mobility Route Map*, a quarterly newsletter, and other publications. Additional information is available from the Disability Resources for Students Office: 448 Schmitz, Box 355839, (206) 543-8924, (TTY) 543-8925, uwdss@washington.edu.

HEALTH CENTER

Hall Health is a member of the University of Washington Physicians Primary Care Network and is a preferred provider for many health insurance plans. As an outpatient clinic, Hall Health offers care to University of Washington students, faculty, and staff, and to the general public. Highly trained and experienced professionals provide the services, and all care is confidential. The physicians and nurse practitioners hold clinical faculty appointments at the UW School of Medicine and are board certified. Some of the services provided by Hall Health include primary care, women's health, pediatric health, mental health, sports medicine, pre-travel counseling and immunizations, and physical therapy.

Hall Health Primary Care Center is open Monday through Friday from 8:00 am to 5:00 pm, except Tuesdays when it is open from 9:00 am to 5:00 pm. Students should call 206-685-1011 or visit the web site for more information: <https://wellbeing.uw.edu/unit/hall-health/>.

HUMAN SUBJECTS DIVISION

The University of Washington requires that all research undertaken by faculty, students, or staff involving human participants must be reviewed and approved by the UW Human Subjects' Division (HSD) *prior to* contacting potential study participants or beginning secondary data analysis. Depending on the risk to participants, this review will be completed either by the College human subjects review committee or by committees within the UW Human Subjects Division (HSD). This may include class projects. Students should also consult the website of the UW's Human Subjects Division, found at <http://www.washington.edu/research/hsd/>.

LIBRARIES

The main libraries on the Seattle Campus are the Suzzallo/Allen Libraries, located on the east side of Red Square near Mary Gates Hall, and the Odegaard Undergraduate Library, located on the west side of Red Square, near the statue of George Washington. In addition, many satellite libraries spread throughout the campus. For more information about the libraries, and information about how to set up a library account, students should visit the Libraries website: <http://www.lib.washington.edu/>. The Libraries maintain a subject-specific web page for education-related topics at <https://guides.lib.uw.edu/research/education>.

OFFICE OF MINORITY AFFAIRS AND DIVERSITY (OMAD)

The Office of Minority Affairs and Diversity, guided by the core principle of educational equity, works to ensure a welcoming climate in which all students will realize their full potential. OMAD provides a number of outreach activities and academic support services that are available to students at the University of Washington. The mission of OMAD includes the following areas of focus: (a) providing comprehensive academic support, (b) ensuring academic and personal growth, (c) building community, (d) providing leadership on diversity, and (e) offering educational programs. For more information about OMAD and its programs, students should view their website (<https://www.washington.edu/omad/>) or visit their office in 394 Schmitz Hall.

PARKING SERVICES/TRANSPORTATION OFFICE

Commuter Services provides parking services to the UW community and its visitors and is responsible for the construction, maintenance, and operation of parking facilities on the UW Seattle campus. A range of parking options are available to faculty, staff, students, departments, visitors, and guests.

Transportation Services (<http://www.washington.edu/facilities/transportation/commuterservices/>) is the gateway for students' transportation needs, including maps and directions to various campus locations, special events parking, and alternative transportation options like U-PASS.

RECREATIONAL SPORTS

The Department of Recreational Sports Programs includes the Intramural Activities Building (IMA), the Waterfront Activities Center, the Golf Range, the Intramural Sports program, Club Sports, and the Sports and Fitness Instruction Program. Most activities are open to registered matriculated UW students who pay the Services and Activities fees, upon presentation of their current Husky ID Card. Other fees may apply for certain activities. Students should visit the Recreational Sports website for further information: <http://depts.washington.edu/ima/index.php>.

UNIVERSITY AND COLLEGE POLICIES

Students are encouraged to carefully read the University of Washington Graduate Degree Policies. For clarification of policies within the College of Education, students can consult with the Office of Admissions and Student Services in 206 Miller. The staff on hand to assist all students includes Director Marty Howell, Assistant Dean of Graduate Studies, as well as staff members Paula Wetterhahn, 206-543-7834 or edinfo@uw.edu.

GRADING AND GRADUATE CREDIT

Most courses in the Program are graded because graduation from the university requires a minimum cumulative GPA of 3.0. Grades are assigned along a continuum in increments of 0.1 from 4.0 to 0.0. To receive graduate credit, a grade of at least 2.7 is required; however, this Graduate School expectation is often superseded by Program rules. If courses are also offered for credit/no credit, 80% of the material must be mastered to receive course credit or other criteria set by the instructor must be met.

Graduate credit is given for courses numbered 500 and above. Some courses at the 400 level may be used toward advanced degree requirements if approved by the Program; these courses are

graduate courses that are also open to advanced undergraduates. No credit is given for undergraduate study (300 and below), study that is remedial, or study that is designed to remove deficiencies in meeting requirements for Program admission.

COURSE WAIVERS

Given the cohort design of the UW School Psychology Program and the linear, sequenced, required classes taught specifically from a school psychology perspective, students are expected to complete all the courses in the EdS degree sequence as designed. Under the circumstances that a student may have already taken a graduate level class that aligns almost identically to one of the courses offered in the sequence, they may wish to see if that course could be waived. Waiving classes is the exception and not the rule and requires multiple steps to obtain such a waiver. To waive a class, the student needs to obtain permission from their advisor, and then proceed to discuss the potential waiver with the instructor of the course and the Assistant Dean of Graduate Studies to gain approval for the waiver. The waiver process cannot be initiated until completion of one quarter of registration. Students who receive course waivers are still responsible for the content of the course or courses being waived. In addition, the credits for the waived course are not transferable and will not count toward Graduate School minimum credits for the degree; therefore, another course will have to be taken "in residence" to fulfill the requirement. In the case of EDPSY 490, we recommend that those who obtain the waiver will take EDPSY 491 in its place.

The College's course waiver petition form can be found at the bottom of the student forms page: <https://education.uw.edu/foryou/students/forms/graduate-forms>.

A Comprehensive Reference for UW Students

UW Student Guide

Academics: Advising, Classes and Registration, Grades, Transferring Credit, Majors and Minors, Graduation Requirements, Other Resources

Finances: Tuition and Fees, Financial Aid, Scholarships, Residency, Taxes, Student Employment

Student Life: Housing, Food Service, U-PASS and Commuting, Health Care, Childcare, Student Government, Enrichment, Sports and Leisure

University Policies: Student Conduct Code, Computer Usage, Privacy, Diversity

Of Particular Interest To: Graduate students, international students, students with children, veterans, women, gay/bisexual/lesbian/transgender, student athletes, disabled students, and minority students

Moving On: Career Center, Commencement, Graduation, Official Transcripts

We're Here To Help: Student Service Offices.

Other resources for students are available from the [UW Home Page](#), including [Computing and Networking](#) and [Libraries](#).

For this comprehensive resource list for UW students, visit:

<http://www.washington.edu/students/>



E-Cert, Pre-Residency Certificate Clearance and Fingerprints

E-Cert is the Office of the Superintendent of Public Instruction's (OSPI) system that allows educators to take care of certification tasks online. Since all certification applications are processed through E-Cert candidates are required to create an account, and Washington educators will continue to use E-Cert as they enter the profession to complete a number of tasks that include checking application status, renewing their certificate and maintaining personal data.

In addition to setting up an E-Cert account you must also apply for pre-residency certificate clearance and submit fingerprints to OSPI in order to have Washington State Patrol and FBI clearance on file all of which are required for the background check for teacher candidates.

Clearance must be verified in order to participate in practicum/student teaching and maintained throughout your time in your certificate program. If you reside outside of Washington you can get fingerprinted locally and then follow the attached instructions to send your fingerprint card to OSPI.

Should you answer "yes" to any of the background questions in the pre-residency application you will need to provide supporting documents to the Office of Professional Practices (OPP) who will review your file and determine if you qualify clearance.

Instructions for setting up your account and applying for pre-residency clearance are on pages 4-12 of [the E-Cert user guide](#). Please note it can take upwards of 24 hours for the system to update with your account information before you can apply for pre-residency clearance

FINGERPRINTING FAQ

When should fingerprinting be done?

Fingerprint clearance should be on file before you begin your program. Clearance is valid for two years from the date of FBI clearance; should it lapse while you are in your program, you will need to be fingerprinted again.

Where can I get fingerprinted?

Please refer to the attached list of agencies that provide fingerprinting services. Most agencies will be able to provide you with a fingerprint card, but if you need one please contact [Michael Nielsen](#).

What happens if I answer yes to questions on the pre-residency application?

Should you answer “yes” to any of the background questions on the Character and Fitness supplement the Office of Professional Practices (OPP) is required to conduct an investigation to determine if you qualify for clearance and certification. You may need to provide additional documentation regarding your answers, so please respond to OPP in a timely manner to ensure there are no delays in the investigation. Should OPP conclude that the applicant does not qualify for the certificate we will need to contact your program director immediately.

Will I know if I've received WSP/FBI clearance?

You won't be notified of your clearance status unless there is an issue with your prints. Results are entered into the OPP database from which designated staff at the UW check for clearance dates.

Can I use clearance done for a school district or another state or employer?

If you were fingerprinted for a WA school district, we may be able to access that information; be sure to contact [Michael Nielsen](#) in order to determine if your clearance information is accessible and still valid. If you were printed for work through the Department of Children, Youth & Families (DCYF) and that clearance is still valid you can request a copy of your background check to share with OSPI. Instructions are available [here](#). Prints cleared for other purposes (i.e. private schools, government agencies, other states) cannot be accessed so you will need to be fingerprinted for your certificate program.

What if I'm notified that my prints are unreadable ("resubmit")?

You should contact the agency that took your prints in case they can be redone without charge. Otherwise, you will need to have the reprints done by an authorized agent such as a police department. Be sure to follow up with OPP directly and promptly should they require further information from you.

FINGERPRINTING SERVICES

EDUCATIONAL SERVICE DISTRICTS

Washington's Educational Service Districts (ESDs) can conduct live scan fingerprinting where they digitally print you and then send your fingerprints directly to OSPI for processing.

ESD LOCATIONS

Bremerton (ESD 114)

By appointment Mon-Fri 8:30-3:00

Schedule an appointment online

<https://www.oesd114.org/educator-services/fingerprinting-services/>

Pasco (ESD 123)

By appointment Mon/Wed/Fri 8-12pm;

T & Th 1-4

Schedule an appointment online or call

509-547-8441

http://www.esd123.org/programs_services/fingerprinting

Puget Sound ESD

By appointment, Mon-Fr

Schedule an appointment online

<https://www.psesd.org/programs-services/administrative-management-services/certification-and-fingerprinting>

Spokane (ESD 101)

By appointment Wed & Thurs

Schedule appointment: 509-789-3800

<https://www.esd101.net/services/fingerprinting>

Tumwater (ESD 113)

By appointment Mon-Thurs

Schedule an appointment online

<https://www.esd113.org/district-support/hr/fingerprinting/>

Vancouver (ESD 112)

By appointment Mon-Fri

Schedule appointment online or call 360-952-3390

<https://www.esd112.org/hr/fingerprinting/>

Wenatchee (ESD 171)

By appointment, Mon-Fri

Schedule an appointment online

<http://www.ncesd.org/service/fingerprinting-services/>

Yakima (ESD 105)

By appointment Tues & Wed

Schedule an appointment online or call

509-454-5317

<https://www.esd105.org/district-support/fingerprinting>

INK AND ROLL OR DIGITAL FINGERPRINTS

Ink and roll or digital fingerprinting is different than live scan printing at one of the nine ESDs. At an ESD they take one fee (taking your fingerprints and for card processing) and send your fingerprints to OSPI for you.

At any of the locations below, you will be charged a fee to take your fingerprints and will be given a copy (or two) of your fingerprint card. You will then need to mail your fingerprint card to OSPI with the exact fee for processing.

Before mailing your fingerprint card:

- Make sure all of your information is filled out correctly or the card will be rejected and returned
- Make sure you send the EXACT fee with your card or it will be rejected and returned
- Make sure the card is not bent or your card may be rejected

UW-Seattle Police

By appointment Mon, Tues, Thurs

Schedule by calling: 206.543.0507

<http://police.uw.edu/faqs/fingerprinting/>

Alliance 2020; Renton

Appointments for digital fingerprints, walk-ins for ink and roll fingerprints

Schedule an appointment online

<https://www.alliance2020.com/services/fingerprinting/>

Bellevue Fingerprinting Services: Bellevue, Bothell, and Tacoma

Schedule an appointment online

<https://bellevuefingerprintingservice.as.me/schedule.php>

Puyallup PD

City of Puyallup residents only

Schedule an appointment online

<http://www.cityofpuyallup.org/fag.aspx?qid=259>

Marysville Police Department

Open for appointment M-F, 2pm-3pm

Schedule by calling: 360-363-8300

<https://marysvillewa.gov/Facilities/Facility/Details/-42#>

Washington State Patrol; Olympia

Open for appointments M-F, 8am-5pm

To schedule: call (360) 534-2000 Option #2

<https://www.wsp.wa.gov/crime/criminal-history/>

APPENDICES

- Appendix A: Quarterly Student Evaluation
- Appendix B: School Psychology 2nd Year Practicum Evaluation Form
- Appendix C: 2nd Year Field Study Quarterly Student Evaluation
- Appendix D: e-Portfolio Evaluation Form
- Appendix E: 3rd Year School Psychology Pre-Certification Internship Evaluation
- Appendix F: UW SP Program Profession-Wide Competencies (PhD Degree Program)
- Appendix G: Advanced Practicum Evaluation Form
- Appendix H: Research and Inquiry Evaluation
- Appendix I: General Exam Evaluation
- Appendix J: Dissertation Proposal Evaluation
- Appendix K: Dissertation Defense Evaluation
- Appendix L: Pre-doctoral Internship Evaluation
- Appendix M: School Psychology Program Annual Alumni Survey
- Appendix N: School Psychology Clinic Client Evaluation Survey

Appendix A: Quarterly Student Evaluation

Quarterly Student Evaluations Rubric (Final 2015)

| Criteria | Ratings | | | | Pts |
|--|--|--|---|---|-------|
| Written Communication: Demonstrates effective written communication skills and writes in an organized, clear manner. | EXCEEDS EXPECTATIONS • Able to integrate and synthesize information from multiple sources to convey the essence of a topic across media types (e.g., email, coursework, client reports, and others) • Able to compare and contrast opposing nuanced perspectives • Able to share and provide feedback to others regarding written communication 4 pts | MEETS EXPECTATIONS • Conveys information in a clear, organized manner across media types (e.g., email, coursework, client reports, and others) • Applies appropriate formatting styles (e.g., APA writing style) • Seeks and appropriately utilize feedback regarding written communication • Adjusts writing style and language for different audiences. 3 pts | APPROACHING EXPECTATIONS • Demonstrates appropriate grammatical style for professional writing • Shows beginning understanding for integrating different data sources • Seeks constructive feedback for writing 2 pts | DOES NOT MEET EXPECTATIONS • Does not express self coherently by failing to use logical sequencing or organized structure across media types (e.g., email, coursework, client reports, and others) • Fails to utilize grammatical structure • Does not integrate constructive feedback • Lack of professional language 1 pts | 4 pts |
| Ethical Responsibility: Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | EXCEEDS EXPECTATIONS • Provides peer consultation or is sought for ethical consultation • Proactively considers application of ethical standards to guide their practice 4 pts | MEETS EXPECTATIONS • Exhibits professional behavior is consistent with APA and NASP codes of ethics and consistent with OSPI code of professional conduct • Regularly seeks consultation with other professionals when questions of ethical behavior arise 3 pts | APPROACHING EXPECTATIONS Shows knowledge of and uses professional model to address/resolve questions regarding ethical behavior. • Has working familiarity with APA and NASP codes of ethics and OSPI code of professional conduct • infrequently seeks consultation with other professionals when questions of ethical behavior arise 2 pts | DOES NOT MEET EXPECTATIONS Does not seek appropriate consultation regarding ethical questions • Demonstrates ethically questionable professional behavior • Demonstrates insufficient knowledge of codes of conduct and professional standards 1 pts | 4 pts |
| Time Management: Demonstrates time management and organization | EXCEEDS EXPECTATIONS • Never late • All work on time or early • Well prepared and organized that maximizes learning effectively • Often participates and allows for other to contribute as well 4 pts | MEETS EXPECTATIONS • Rarely late • Work completed on time • On task during class, participates during discussion • Organized and prepared to learn 3 pts | APPROACHING EXPECTATIONS • Inconsistent ability to meet time obligation for class, practicum, internship • Occasionally off task in class that impacts others • Inconsistent return of on-time work completed • Inconsistent organization and preparation 2 pts | DOES NOT MEET EXPECTATIONS • Chronic pattern late to class, field study, and practicum responsiveness • Misuse of class time or clinic, or social media • Off task in class that impacts others • Disorganized and unprepared, with detrimental impact to learning 1 pts | 4 pts |

| Criteria | Ratings | | | | Pts |
|---|---|--|--|---|-------|
| Interpersonal Relations: Demonstrates effective interpersonal relations by relating effectively with colleagues, faculty, supervisor, and clients. | EXCEEDS EXPECTATIONS • Has proactive problem solving skills and seeks consultation when needed • Shows leadership skills with cohort, peer relationships, faculty staff relationships. • Provides/seeks opportunities for interpersonal enhancement and opinions. Pattern of self reflection 4 pts | MEETS EXPECTATIONS • Shows Independent self monitoring and self regulation • Able to resolve conflicts with peers, faculty, clients, staff • Demonstrate respect and tolerance for others including in person and through social media 3 pts | APPROACHING EXPECTATIONS • Shows Inconsistent self monitoring/ skills and guidelines on techniques • Shows an Inconsistent ability to self regulate with faculty, peers, staff, and/or clients • Has occasional conflicts requiring outside intervention and support • Has an emerging ability to demonstrate respect and tolerance for others, including in person, social media, written, and other electronic devices 2 pts | DOES NOT MEET EXPECTATIONS • Has difficulty self monitoring • Shows self regulation that is inconsistent with learning goals • Has difficulty managing interactions with peers, faculty, staff and/or clients including repeated pattern of conflict with others • shows an Inability to demonstrate respect and tolerance for others (client, written, person, and social media). 1 pts | 4 pts |
| Supervision/Feedback: Responsiveness to supervision/feedback including being open to and responding to such feedback appropriately | EXCEEDS EXPECTATIONS • Shows evidence of self-awareness, reflective thinking in behavior changes and approach to feedback • Engages fully in breadth of training • Demonstrates professional and maturity receiving feedback • Accountable for behaviors (takes ownership and responsibility) 4 pts | MEETS EXPECTATIONS • Shows mutual respect for other giving feedback • Some behavioral improvement evident in response to feedback 3 pts | APPROACHING EXPECTATIONS • Some willingness to consider feedback; can describe necessary action but can't demonstrate • Limited growth in response to feedback 2 pts | DOES NOT MEET EXPECTATIONS • Requires excessive reminders for behavior change • Lacks willingness to engage in learning new info • Demonstrates defensive, blaming behavior in response to feedback 1 pts | 4 pts |
| Total Points: 20 | | | | | |

Appendix B: 2nd Year School Psychology Practicum Evaluation Form (NASP/APA Standards)

All evaluations are now completed online using Qualtrics.

The content below is a reference for students and faculty to complete the evaluations

Practicum Student: _____

Instructor/Supervisor: _____

Quarter/ year: _____ Date of evaluation: _____

The practicum experience in the School Psychology Program is clinic-based with school-linked components. Students are to complete a full psychological assessment with two clinical cases that were referred to the clinical training laboratory at the University of Washington. As part of this experience, students conduct clinical interviews with parents and referred children, interviews with the child's teachers, observations in the school, and administer a full battery of assessment instruments. The following evaluation is based on student performance on all these tasks within the context of the practicum experience. By the end of the EDPSY 546 and EDPSY 564 practicum, an average of 3.0 is expected of all practicum students. The rating scale is as follows:

- 4 **Advanced Competency**– above average independence /needing minimal level of supervision
- 3 **Competency Met**– average and needing appropriate supervision; demonstrates pre-internship competence
- 2 **Below Competency** – below average and needing considerable assistance; demonstrates minimal competence
- 1 **Unsatisfactory Progress** – needs additional training; does not meet competency level required to proceed to internship
- N/O Not observed this quarter or no opportunity to demonstrate level of mastery

| NASP Domain 1: Data-Based Decision Making APA Competency IV: Assessment Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. | Evaluation | |
|---|-----------------|-----------------------|
| | Self-Evaluation | Supervisor Evaluation |
| | | |

| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> |
|---|---------------|------------------------------|
| Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery | | |
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | | |
| Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice | | |
| Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics | | |
| Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services to promote improvement and effectiveness | | |
| Access information and technology resources to enhance data collection and decision making | | |
| Measure and document effectiveness of their own services for children, families, and schools | | |

| NASP Domain 2: Consultation and Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services | | Evaluation | |
|--|---------------|------------------------------|-----------------------|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> | |
| Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery | | | |
| Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics | | | |
| Consult and collaborate at the individual, family, group, and systems level | | | |
| Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others | | | |
| Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others | | | |

| | | | |
|---|---------------|------------------------------|-----------------------|
| Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services | | | |
| NASP Domain 3: Academic Interventions and Instructional Supports APA Competency VII: Intervention Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies. | | Evaluation | |
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> | |
| Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs | | | |
| Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices | | | |
| Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills | | | |

| | | |
|--|-----------------|------------------------------|
| Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services | | |
| NASP Domain 4: Mental and Behavioral Health Services and Interventions APA Competency VII: Intervention Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health | Evaluation | |
| | Self-Evaluation | Supervisor Evaluation |
| | | |
| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> |
| Use assessment and data collection methods to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs | | |
| Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home-school collaboration, and other evidence-based practices | | |
| Integrate behavioral supports and mental health services with academic and learning goals for children | | |

| | | |
|--|-----------------|------------------------------|
| Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning | | |
| Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services | | |
| NASP Domain 5: School-Wide Practices to Promote Learning APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. | Evaluation | |
| | Self-Evaluation | Supervisor Evaluation |
| | | |
| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> |
| Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, etc. | | |
| Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities | | |

| | | |
|--|-----------------|------------------------------|
| Create and maintain effective and supportive learning environments for children and others within a multitiered continuum of school-based services. | | |
| Develop school policies, regulations, services, and accountability systems to ensure effective services for all children | | |
| NASP Domain 6: Services to Promote Safe and Supportive Schools Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. | Evaluation | |
| | Self-Evaluation | Supervisor Evaluation |
| | | |
| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> |
| Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks | | |
| Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services | | |
| Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families | | |

| | | |
|--|-----------------|------------------------------|
| Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics | | |
| Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services | | |
| NASP Domain 7: Family, School, and Community Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. | Evaluation | |
| | Self-Evaluation | Supervisor Evaluation |
| | | |
| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> |
| Design and implement evidence-based practices and policies that facilitate family-school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children | | |

| | | |
|--|-----------------|------------------------------|
| Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and address these factors when developing and providing services for families | | |
| Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family-school-community effectiveness in addressing the needs of children | | |
| Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social-behavioral success of their children and addressing issues and concerns | | |
| NASP Domain 8: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds. | Evaluation | |
| | Self-Evaluation | Supervisor Evaluation |
| | | |
| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> |

| | | |
|--|--|--|
| Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery | | |
| In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts | | |
| Advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed | | |
| Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics | | |

| NASP Domain 9: Research and Evidence-Based Practice APA Competency I: Research Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. | | Evaluation | |
|--|---------------|------------------------------|-----------------------|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> | |
| Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery | | | |
| Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels | | | |
| Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels | | | |
| Design, conduct analyses, and/or interpret research and/or program evaluation in applied settings | | | |
| NASP Domain 10: Legal, Ethical, and Professional Practice APA Competency II: Ethical and Legal Standards Knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. | | Evaluation | |
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |

| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> |
|---|---------------|------------------------------|
| Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals | | |
| Engage in effective, collaborative professional relationships and interdisciplinary partnerships | | |
| Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills | | |
| Utilize supervision and mentoring for effective school psychology practice | | |
| Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth | | |
| Engage in career-long self-evaluation and continuing professional development | | |

| APA Competency IV: Professional Values and Attitudes APA Competency V: Communication and Interpersonal Skills NASP Standard: Professional Work Characteristics (The ultimate goal of the practicum experience is to (a) prepare the student for the realities of practice in school psychology, and (b) prepare the student for the internship experience. The following are characteristics that the UW school psychology program aspires to instill in students prior to internship.) | | Evaluation | |
|---|---------------|------------------------------|-----------------------|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| <u>Activity</u> | <u>Rating</u> | <u>Supervisor's Comments</u> | |
| Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations. | | | |
| Demonstrates effective oral communication skills –speaks orally in an organized and clear manner | | | |
| Demonstrates effective written communication skills –writes in an organized, clear manner. | | | |
| Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | | | |
| Demonstrates attending/listening skills – attends to important communications and listens effectively. | | | |
| Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change. | | | |

| | | |
|--|--|--|
| Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner. | | |
| Demonstrates time management and organization –organizes work and manages time effectively. | | |
| Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients. | | |
| Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately | | |
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | | |
| Demonstrates systems orientation – understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of the system. | | |
| Demonstrates problem-solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions. | | |

Appendix C: 2nd Year Field Study Quarterly Student Developmental Evaluation

Field Study Student: _____

Doc Supervisor: _____

Site: _____

Quarter/ year: _____

Date: _____

The field study experience in the School Psychology Program is a year-long school-based practicum experience in which students have opportunities to apply and advance their knowledge and skills in assessment, intervention, consultation, problem solving, and professional standards of behavior within an MTSS framework of practice under the supervision of doctoral supervisors and UW faculty. The purpose of the following evaluation is for students to 1) reflect on and self-assess development of critical knowledge and key skills, and 2) receive feedback on development to focus training goals and experiences.

Trainees and supervisors will use the following key to rate progress and development:

1—Observer- (*Beginner*) this constitutes an area of *new learning or development*; trainee is appropriately acting in the observer role by 1) shadowing and observing a skilled model, 2) asking questions and engaging in reading/literature review, and 3) seeking opportunities to assist and collaborate with a skilled/experienced team member. In supervision, trainee requires a high level of directive supervision & opportunities for observation.

2—Novice- (*Developing knowledge/experience*) trainee shows basic knowledge of topic and/or foundational skills for practice; trainee has adequate experience observing and/or collaborating with a more skilled team member on this area of practice and is now a strong collaborator who can take the lead on a case with support. In supervision, trainee requires a moderate level of supervision, including planning, monitoring, and reviewing work; mentors and supervisors should assess strengths & needs to teach to trainee's "zone of proximal development."

3—Advanced Novice- (*Gaining independence/fluency*) trainee shows increased fluency in applying learning/knowledge and performing activity/role with increased independence, still in consultation/collaboration with supervisor/advanced peer; trainee may mentor peers in this area. In supervision, trainees benefit from opportunities for independent practice but still require guidance, monitoring, and consultation.

4—Emerging Practitioner- (*Knowledgeable, skillful, independent*) trainee appears knowledgeable, skillful, and competent in topic, role and/or activity; trainee serves as 'expert' model/teacher on team. In supervision, trainee requires lots of varied opportunities to apply, reflect on, & extend skills; supervision is primarily consultative.

Data-Based Decision Making. Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

1—Observer

2—Novice

3—Advanced Novice

4—Emerging Practitioner

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|---|-----------------|-------------|---------------|---------------|
| I have practical knowledge of and experience with varied tools for behavioral screening and assessment (observation, direct behavior ratings, standardized measures). | | | | |
| I can effectively develop and implement interventions that are based on data gathered from assessment and team problem solving processes. | | | | |
| I can effectively monitor and evaluate the success of individual, group, and systems interventions. | | | | |

Supervisor Comments:

Training goals and plan:

Consultation and Collaboration. Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

1—Observer

2—Novice

3—Advanced Novice

4—Emerging Practitioner

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|---|-----------------|-------------|---------------|---------------|
| I have knowledge of and applied skills in behavioral, mental health, collaborative, and/or other consultation models and methods. | | | | |
| I can effectively consult and collaborate on behavioral assessment and intervention at the individual, group and systems levels. | | | | |
| I can effectively facilitate collaboration and communication among diverse school personnel, families, community professionals, and others. | | | | |
| I can effectively implement the consultative problem solving process in consultation and collaboration with others. | | | | |

Supervisor Comments:

Training goals and plan:

Complete only if engaging in academic assessment/intervention activities

Academic Interventions and Instructional Supports. Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.

| 1—Observer | 2—Novice | 3—Advanced Novice | 4—Emerging Practitioner | | |
|---|----------|-------------------|-------------------------|--------|--------|
| Knowledge/skill: | | Baseline | Fall | Winter | Spring |
| I have skills to properly administer, analyze, & interpret screening and curriculum based measures to assess and monitor development of foundational academic skills (reading, writing, math). | | | | | |
| I can link assessment data to development of evidence-based academic interventions. | | | | | |
| I am knowledgeable about and can effectively implement evidence-based, targeted (Tier 2) academic interventions for at-risk students. | | | | | |
| I am knowledgeable about and can effectively implement evidence-based individualized, intensive (Tier 3) academic interventions for students who are high-risk or have a diagnosed learning disability. | | | | | |
| I understand how learning difficulties impact social-emotional and behavioral functioning (and vice versa) and have the skills to effectively improve emotional and behavioral functioning via improved academic achievement. | | | | | |

Supervisor Comments:

Training goals and plan: (use back of page as needed)

Mental and Behavioral Health Services and Interventions. Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

| 1—Observer | 2—Novice | 3—Advanced Novice | 4—Emerging Practitioner | | | |
|--|----------|-------------------|-------------------------|------|--------|--------|
| Knowledge/skill: | | | Baseline | Fall | Winter | Spring |
| I have skills to properly administer, analyze, & interpret screening, observation, and direct behavior rating data to measure and monitor behavioral, affective, and social skill development. | | | | | | |
| I can link assessment data to development of behavioral interventions (FBA/BIP). | | | | | | |
| I utilize ecological and behavioral approaches when developing behavior change programs and other evidence-based interventions. | | | | | | |
| I am knowledgeable about and can effectively implement evidence-based Tier 2 social-behavioral interventions. | | | | | | |
| I am skilled in facilitating Tier 2 small group interventions to improve social, emotional, and behavioral skills. | | | | | | |
| I understand the behavioral and emotional impacts on learning and have the skills to effectively improve educational experience via social-emotional intervention. | | | | | | |

Supervisor Comments:

Training goals and plan: (use back of page as needed)

School-Wide Practices to Promote Learning. Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

1—Observer 2—Novice 3—Advanced Novice 4—Emerging Practitioner

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|--|-----------------|-------------|---------------|---------------|
| I am knowledgeable about evidence-based school-wide practices that promote positive social-emotional, behavioral, and academic development for all students. | | | | |
| I can consult and collaborate with school staff on creating and maintaining effective and supportive learning environments for children and others within a multi-tiered continuum of school services. | | | | |
| I can utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level initiatives. | | | | |
| I have knowledge and skills to effectively monitor and evaluate the success of systems interventions. | | | | |

Supervisor Comments:

Training goals and plan:

Services to Promote Safe and Supportive Schools. Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

1—Observer

2—Novice

3—Advanced Novice

4—Emerging Practitioner

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|--|-----------------|-------------|---------------|---------------|
| I can apply knowledge of resilience and risk factors to assess and design learning environments to better promote resiliency and prevent the development/escalation of academic and behavioral problems. | | | | |
| I can contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety. | | | | |

| | | | | |
|--|--|--|--|--|
| I can apply knowledge of resilience and risk factors to assess and design learning environments to better promote resiliency and prevent the development/escalation of academic and behavioral problems. | | | | |
|--|--|--|--|--|

Supervisor Comments:

Training goals and plan:

Family, School, and Community Collaboration. Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

| 1—Observer | 2—Novice | 3—Advanced Novice | 4—Emerging Practitioner | | |
|--|----------|-------------------|-------------------------|--------|--------|
| Knowledge/skill: | | Baseline | Fall | Winter | Spring |
| I can design and implement evidence-based practices and policies across tier levels to facilitate family–school collaboration to enhance academic and behavioral outcomes for students. | | | | | |
| I have knowledge and skills to effectively consult and assist parents with home practices that promote the academic and behavioral success of their child & address issues and concerns. | | | | | |
| I can identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families. | | | | | |

Supervisor Comments:

Training goals and plan:

Equitable Practices for Diverse Student Populations. Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related and linguistic backgrounds, striving toward educational equity and social justice.

1—Observer

2—Novice

3—Advanced Novice

4—Emerging Practitioner

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|--|----------|------|--------|--------|
| I demonstrate a commitment to becoming a culturally competent practitioner when I 1) promote respect for individual differences, 2) ask questions instead of making assumptions, and 2) seek consultation when working with students and families from diverse cultures. | | | | |
| In consultation and collaboration with others, I am mindful of and take into account individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services for students, staff and families. I recognize <u>complex interactions</u> between individuals with diverse characteristics and with this in mind, implement effective methods for all children, families, and schools to succeed. | | | | |
| I advocate for social justice and recognize that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs. | | | | |

Supervisor Comments:

Training goals and plan:

Research and Evidence-Based Practice. Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques to understand research and interpret data in applied settings with a focus on evidence-based practices.

1—Observer

2—Novice

3—Advanced Novice

4—Emerging Practitioner

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|--|----------|------|--------|--------|
| I have developed a 'toolkit' of various techniques, tools, and technology resources for effective data collection, measurement, analysis, and accountability for data based decision-making and evaluation of services across tiers. | | | | |

| | | | | |
|--|--|--|--|--|
| I can review (search, interpret, and evaluate) research literature and apply that knowledge to select, develop, modify, and inform interventions to provide effective service delivery for students, families, and staff at the individual, group, and/or systems levels. (I have skills to translate research into effective practice.) | | | | |
|--|--|--|--|--|

Supervisor Comments:

Training goals and plan:

Legal, Ethical, and Professional Practice. Students have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists..

| | 1—Observer | 2—Novice | 3—Advanced Novice | 4—Emerging Practitioner |
|---|------------|----------|-------------------|-------------------------|
| Knowledge/skill: | Baseline | Fall | Winter | Spring |
| I demonstrate effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals. | | | | |
| I engage in self-reflection and self-evaluation and seek opportunities for continuous learning and professional development. | | | | |
| I seek professional/peer consultation for effective decision-making when appropriate; I utilize supervision and mentoring for effective school psychology practice. | | | | |
| I engage in effective, collaborative professional relationships and interdisciplinary partnerships. | | | | |

Supervisor Comments:

Training goals and plan:

Professional Work Characteristics. *The following are characteristics that the UW school psychology program aspires to instill in graduate trainees prior to internship and professional practice. Professional work characteristic are 1) self-assessed and 2) formally assessed by supervisors using the scale below. Performance in this domain is taken into consideration for field study grades and shared with advisors for quarterly evaluation of graduate student performance and progress in the program.*

| 1—Unsatisfactory | 2—Developing | 3—Satisfactory | 4—Mastery |
|---|--------------|----------------|-----------|
| Professional Work Characteristic: | Fall | Winter | Spring |
| Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations. | | | |
| Demonstrates effective oral and written communication skills –speaks and writes in an organized and clear manner. | | | |
| Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | | | |
| Demonstrates attending/listening skills – attends to important communications and listens effectively. | | | |
| Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change. | | | |
| Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner. | | | |
| Demonstrates time management and organization –organizes work and manages time effectively. | | | |
| Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients. | | | |
| Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately | | | |

| | | | |
|---|--|--|--|
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | | | |
| Demonstrates systems orientation – understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of the system. | | | |
| Demonstrates problem-solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions. | | | |

Supervisor Comments:

Training goals and plan:

Appendix D: e-Portfolio Evaluation Form

The e-portfolio evaluations are now completed online using the Canvas Student Evaluation System page.

The content below is a reference for students and faculty to complete the evaluations

| Rating Scale descriptors | |
|---------------------------------|---|
| Excellent: | Strong evidence of pre-internship competence; ready for internship |
| Very good: | Above average evidence of pre-internship competence; ready for internship |
| Good: | Average evidence of pre-internship competence; demonstrates average competence in the standard; ready for internship |
| Adequate: | Adequate evidence of pre-internship competence; demonstrates minimal competence in the standard |
| Not adequate: | Inadequate evidence of pre-internship competence. Additional evidence and/or experiences are needed prior to internship |

| <u>Criteria</u> | <u>Ratings</u> | | | | | <u>Pts</u> |
|---|-----------------------|-----------------------|------------------|----------------------|-------------------------|------------------|
| Domain 1: Data-Based Decision Making | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| Domain 2: Consultation and Collaboration | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| Domain 3: Academic Interventions and Instructional Supports | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| Domain 4: Mental and Behavioral Health Services and Interventions | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| Domain 5: School-Wide Practices to Promote Learning | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| Domain 6: Services to Promote Safe and Supportive Schools | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| Domain 7: Family, School, and Community Collaboration | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| Domain 8: Equitable Practices for Diverse Student Populations | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| Domain 9: Research and Evidence-Based Practice | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| Domain 10: Legal, Ethical, and Professional Practice | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| | | | | | | Total: 50 pts |

Appendix E: 3rd-Year School Psychology Pre-Certification Internship Quarterly Evaluation

All evaluations are now completed online using Qualtrics.

The content below is a reference for students and internship supervisors to complete the evaluations

Intern Name: _____ Supervisor: _____

Quarter/ year: _____ Date of evaluation: _____

The internship experience in the School Psychology Program is a full-time experience. Site supervisors are to complete the online evaluation of the intern on a quarterly basis. The following evaluation is based on intern performance on all these tasks within the context of the internship experience. Interns are expected to demonstrate a minimum level of competency at a 3.0 or higher on all domains by the Spring quarter of the internship.

The following evaluation is based on student performance on all these tasks within the context of the individual internship experience. By completing these ratings electronically, the supervisor certifies that this internship evaluation is based in part on direct observation of the intern and their developing skills.

The rating scale is as follows:

- 5 **Area of Emerging Expertise** - intern has built additional expertise in this area above and beyond what is typically seen at the introductory residency level and requires minimal supervision to operate in this area
- 4 **Independent Level Competence** – performing at the expected competency level for an independent residency level school psychologist
- 3 **Internship Level Competence** – performing at the level expected of an internship level school psychologist, requiring frequent and appropriate supervision
- 2 **Unsatisfactory Progress** – needs additional training; does not meet level of competency required to work at an internship level of competence
- N/O Not yet demonstrated; No opportunity to practice

| | | | |
|---|------------------------------|--------|--------|
| NASP Domain 1: Data-Based Decision Making APA Competency IV: Assessment Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. | Supervisor Evaluation | | |
| | Fall | Winter | Spring |
| | | | |
| <u>Activity</u> | <u>Supervisor's Comments</u> | | |
| Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery | | | |
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | | | |
| Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice | | | |
| Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for situations, contexts, and diverse characteristics | | | |
| Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services to promote improvement and effectiveness | | | |
| Access information and technology resources to enhance data collection and decision making | | | |
| Measure and document effectiveness of their own services for children, families, and schools | | | |

| | | | |
|--|------------------------------|------|------|
| NASP Domain 2: Consultation and Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services | Supervisor Evaluation | | |
| | Fall | Fall | Fall |
| | | | |
| <u>Activity</u> | <u>Supervisor's Comments</u> | | |
| Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery | | | |
| Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across situations, contexts, and diverse characteristics | | | |
| Consult and collaborate at the individual, family, group, and systems level. | | | |
| Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others | | | |
| Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others | | | |
| Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services | | | |

| | | | |
|--|-----------------------|--------|--------|
| NASP Domain 3: Academic Interventions and Instructional Supports APA Competency VII: Intervention Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies | Supervisor Evaluation | | |
| | Fall | Winter | Spring |
| | | | |

| Activity | Supervisor's Comments | | |
|--|-----------------------|--------|--------|
| Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs | | | |
| Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices | | | |
| Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills | | | |
| Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision-making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services | | | |
| NASP Domain 4: Mental and Behavioral Health Services and Interventions APA Competency VII: Intervention Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health | Supervisor Evaluation | | |
| | Fall | Winter | Spring |
| | | | |
| Activity | Supervisor's Comments | | |
| Use assessment and data collection methods to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs | | | |
| Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home-school collaboration, and other evidence-based practices | | | |
| Integrate behavioral supports and mental health services with academic and learning goals for children | | | |
| Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning | | | |

| | | | |
|--|------------------------------|--------|--------|
| Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision-making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services | | | |
| NASP Domain 5: School-wide Practices to Promote Learning APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. | Supervisor Evaluation | | |
| | Fall | Winter | Spring |
| | | | |
| <u>Activity</u> | <u>Supervisor's Comments</u> | | |
| Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, etc. | | | |
| Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities | | | |
| Create and maintain effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services. | | | |
| Develop school policies, regulations, services, and accountability systems to ensure effective services for all children | | | |
| NASP Domain 6: Services to Promote Safe and Supportive Schools Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. | Supervisor Evaluation | | |
| | Fall | Winter | Spring |
| | | | |

| <u>Activity</u> | <u>Supervisor's Comments</u> |
|---|------------------------------|
| Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks | |
| Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services | |
| Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families | |
| Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics | |
| Utilize data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services | |

| NASP Domain 7: Family, School, and Community Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. | Supervisor Evaluation | | |
|--|------------------------------|--------|--------|
| | Fall | Winter | Spring |
| | | | |
| <u>Activity</u> | <u>Supervisor's Comments</u> | | |
| Design and implement evidence-based practices and policies that facilitate family-school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children | | | |
| Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and address these factors when developing and providing services for families | | | |

| | | | |
|--|------------------------------|--------|--------|
| Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family-school-community effectiveness in addressing the needs of children | | | |
| Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social-behavioral success of their children and addressing issues and concerns | | | |
| NASP Domain 8: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds. | Supervisor Evaluation | | |
| | Fall | Winter | Spring |
| | | | |
| <u>Activity</u> | <u>Supervisor's Comments</u> | | |
| Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery | | | |
| In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts | | | |
| Advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed | | | |
| Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics | | | |

| | | | |
|--|------------------------------|--------|--------|
| NASP Domain 9: Research and Evidence-Based Practice APA Competency I: Research Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. | Supervisor Evaluation | | |
| | Fall | Winter | Spring |
| | | | |
| <u>Activity</u> | <u>Supervisor's Comments</u> | | |
| Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery | | | |
| Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels | | | |
| Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels | | | |
| Design, conduct analyses, and/or interpret research and/or program evaluation in applied settings | | | |
| NASP Domain 10: Legal, Ethical, and Professional Practice APA Competency II: Ethical and Legal Standards Knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. | Supervisor Evaluation | | |
| | Fall | Winter | Spring |
| | | | |
| <u>Activity</u> | <u>Supervisor's Comments</u> | | |
| Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals | | | |
| Engage in effective, collaborative professional relationships and interdisciplinary partnerships | | | |

| | |
|---|--|
| Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills | |
| Utilize supervision and mentoring for effective school psychology practice | |
| Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth | |
| Engage in career-long self-evaluation and continuing professional development | |

| APA Competency IV: Professional Values and Attitudes APA Competency V: Communication and Interpersonal Skills NASP Standard: Professional Work Characteristics The ultimate goal of the practicum experience is to (a) prepare the student for the realities of practice in school psychology, and (b) prepare the student for the internship experience. The following are characteristics that the UW school psychology program aspires to instill in students prior to internship. | Supervisor Evaluation | | |
|--|------------------------------|--------|--------|
| | Fall | Winter | Spring |
| | | | |
| <u>Activity</u> | <u>Supervisor's Comments</u> | | |
| Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations. | | | |
| Demonstrates effective oral communication skills –speaks orally in an organized and clear manner | | | |
| Demonstrates effective written communication skills –writes in an organized, clear manner. | | | |
| Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | | | |

| | |
|--|--|
| Demonstrates attending/listening skills – attends to important communications and listens effectively. | |
| Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change. | |
| Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner. | |
| Demonstrates time management and organization –organizes work and manages time effectively. | |
| Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients. | |
| Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately | |
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | |
| Demonstrates systems orientation – understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of the system. | |
| Demonstrates problem-solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions. | |

| Evaluation of Involvement with Various Populations | Supervisor Evaluation | | |
|--|-----------------------|--------|--------|
| | Fall | Winter | Spring |
| Primary (K-3) | | | |
| Intermediate (Grade 4-6) | | | |
| Junior High (Grade 7-9) | | | |
| Secondary (Grade 10-12) | | | |
| By population: Regular (general) education | | | |

| | | | |
|---|--|--|--|
| Diverse Populations (Racial and Ethnic diversity) | | | |
| Diverse Populations (Socioeconomic diversity) | | | |
| Developmentally delayed | | | |
| Emotional and behavioral disabilities | | | |
| Learning disabilities | | | |
| Multiple disabilities | | | |
| Sensory impaired (vision, hearing) | | | |
| Orthopedic/health impaired | | | |
| Gifted/talented | | | |
| Low incidence (autism, TBI, etc.) | | | |

Initial Recommendations for the Internship Experience (Fall evaluation)

Results of this initial evaluation suggest that the following competencies/skills/activities should be emphasized during the remaining months of the internship:

Midterm Recommendations for the Internship Experience (to be completed in March at the end of Winter quarter)

Results of this midterm evaluation suggest that the following competencies/skills/activities should be emphasized during the remaining months of the internship:

Final Evaluation (to be completed in June and at the end of Spring Quarter)

☐ It is my professional judgment that this intern has completed the activities and experiences planned for the School Psychology precertification internship, and that s/he has achieved the minimum level of competency in each of the domains specified herein.

Direct Observation Certification

☐ I certify that this internship evaluation is based in part on direct observation of the intern and their developing skills. Direct observation was conducted live (at least once) during each evaluation period (Fall, Winter, Spring)

Appendix F: UW School Psychology Profession-Wide Competencies

| | |
|---|--|
| Competency: | <i>(i) Research</i> |
| APA defined Elements from IR C-8 D | <ul style="list-style-type: none"> a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. b. Conduct research or other scholarly activities. c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. |
| SP Program-defined elements | <ul style="list-style-type: none"> d. Applies scientific methods of evaluating practice, interventions, and programs. e. Independently applies knowledge of evidence based practice including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences |
| Competency: | <i>(ii) Ethical and legal standards</i> |
| APA defined Elements from IR C-8 D | <ul style="list-style-type: none"> a. Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> • The current version of the APA Ethical Principles of Psychologists and Code of Conduct; • Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and • Relevant professional standards and guidelines. b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. c. Conduct self in an ethical manner in all professional activities. |
| SP Program-defined elements | <ul style="list-style-type: none"> d. Independently monitors the interaction of knowledge, skills, and attitudes regarding cultural and linguistic diversity in the context of ethical dilemmas. |
| Competency: | <i>(iii) Individual and cultural diversity</i> |
| APA defined Elements from IR C-8 D | <ul style="list-style-type: none"> a. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. |

| | |
|---|---|
| | <ul style="list-style-type: none"> c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work. |
| SP Program-defined elements | e. Implements evidence based interventions with fidelity to empirical models and flexibility to adapt to the cultural and linguistic needs of the client |
| Program-defined elements associated with this competency (if applicable) | N/A |
| Competency: | <i>(iv) Professional values, attitudes, and behaviors</i> |
| APA defined Elements from IR C-8 D | <ul style="list-style-type: none"> a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. c. Actively seek and demonstrate openness and responsiveness to feedback and supervision. d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. |
| SP Program-defined elements | e. Demonstrates effective interpersonal relationships with colleagues, faculty, supervisors, and clients |

| | |
|---|--|
| Competency: | <i>(v) Communications and interpersonal skills</i> |
| APA defined Elements from IR C-8 D | <ul style="list-style-type: none"> a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well. |
| SP Program-defined elements | d. Verbal, nonverbal, and written communications are informative, articulate, succinct, and well integrated. Demonstrates a thorough grasp of professional language and concepts. |
| Competency: | <i>(vi) Assessment</i> |
| APA defined Elements from IR C-8 D | <ul style="list-style-type: none"> a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. c. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. |
| Competency: | <i>(vii) Intervention</i> |
| APA defined Elements from IR C-8 D | <ul style="list-style-type: none"> a. Establish and maintain effective relationships with the recipients of psychological services. b. Develop evidence-based intervention plans specific to the service delivery goals. c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. d. Demonstrate the ability to apply the relevant research literature to clinical decision making. e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is |

| | |
|---|---|
| | <p>lacking.</p> <p>f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</p> |
| SP Program-defined elements | <p>g. Displays strong clinical skills with a variety of clients from diverse backgrounds</p> <p>h. Implements interventions with fidelity to empirical models and flexibility to adapt to the cultural and linguistic context of the client (when appropriate)</p> |
| Competency: | <i>(viii) Supervision</i> |
| APA defined Elements from IR C-8 D | <p>a. Demonstrate knowledge of supervision models and practices.</p> |
| SP Program-defined elements | <p>b. Understand the ethical, legal, and contextual issues of the supervisor role</p> <p>c. Effectively addresses limits of competency to supervise and seeks additional supervision when necessary</p> <p>d. Engages in personal reflection about ones clinical relationship with supervisees as well as the supervisees relationships with their clients</p> <p>e. Provides effective supervised supervision to less advanced students and peers appropriate to the service setting</p> |
| Competency: | <i>(ix) Consultation and interprofessional/interdisciplinary skills</i> |
| APA defined Elements from IR C-8 D | <p>a. Demonstrate knowledge and respect for the roles and perspectives of other professions.</p> <p>b. Demonstrates knowledge of consultation models and practices.</p> |
| SP Program-defined elements | <p>c. Demonstrates knowledge of and ability to select appropriate and contextually and culturally appropriate means of assessment data gathering that answers consultation referral questions.</p> <p>d. Determines situations that require different role functions and shifts roles accordingly to meet referral needs.</p> |

Appendix G: Advanced Practicum Evaluation Form

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY ADVANCED PRACTICUM LEVEL

| <u>Post-Assessment Supervisor Evaluation</u> | |
|---|------------------------------------|
| Doctoral Trainee Name: | Year in PhD degree program: |
| Course: | Date Evaluation Completed: |
| Supervisor: | Credentials: |
| Dates of Training Experience this Review Covers: | |

Rate each item by responding to the following statements using the scale below:

| Not at All | Sometimes | Often | Most of the time | Always |
|------------|-----------|-------|------------------|--------|
| 0 | 1 | 2 | 3 | 4 |

FOUNDATIONAL COMPETENCIES

PROFESSIONALISM

| | | | | | | |
|--|---|---|---|---|---|-------|
| 1. Professionalism: as evidenced in behavior and comportsment that reflect the values and attitudes of psychology. | | | | | | |
| 1A. Integrity - Honesty, personal responsibility and adherence to professional values | | | | | | |
| Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1B. Deportment | | | | | | |
| Communication and physical conduct (including attire) is professionally appropriate, across different settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1C. Accountability | | | | | | |
| Accepts responsibility for own actions | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1D. Concern for the welfare of others | | | | | | |
| Acts to understand and safeguard the welfare of others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1E. Professional Identity | | | | | | |
| Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|--|---|---|---|---|---|-------|
| 2. Individual and Cultural Diversity: 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. | | | | | | |
| 2A. Self as Shaped by Individual and Cultural Diversity (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) and Context | | | | | | |
| Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2B. Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Applies knowledge of others as cultural beings in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2D. Applications based on Individual and Cultural Context | | | | | | |
| Applies knowledge, sensitivity, and understanding regarding DSM-5 issues to work effectively with diverse others in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | | | | | | |
| 3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines | | | | | | |
| 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 | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3B. Awareness and Application of Ethical Decision Making | | | | | | |
| Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3C. Ethical Conduct | | | | | | |
| Integrates own moral principles/ethical values in professional conduct | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | | | | | | |
| 4A. Reflective Practice | | | | | | |
| Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4B. Self-Assessment | | | | | | |
| Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|--|---|---|---|---|---|-------|
| activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills | | | | | | |
| 4C. Self-Care (attention to personal health and well-being to assure effective professional functioning) | | | | | | |
| Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4D. Participation in Supervision Process | | | | | | |
| Effectively participates in supervision | 0 | 1 | 2 | 3 | 4 | [N/O] |

FUNCTIONAL COMPETENCIES

APPLICATION

| | | | | | | |
|---|---|---|---|---|---|-------|
| 8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors. | | | | | | |
| 8A. Knowledge and Application of Evidence-Based Practice | | | | | | |
| Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | | | | | | |
| 9A. Knowledge of Measurement and Psychometrics | | | | | | |
| Selects assessment measures with attention to issues of reliability and validity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9B. Knowledge of Assessment Methods | | | | | | |
| Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9C. Application of Assessment Methods | | | | | | |
| Selects appropriate assessment measures to answer diagnostic question | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9D. Diagnosis | | | | | | |
| Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9E. Conceptualization and Recommendations | | | | | | |
| Utilizes systematic approaches of gathering data to inform clinical decision-making | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9F. Communication of Assessment Findings | | | | | | |
| Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|---|---|---|---|---|---|-------|
| 10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | | | | | | |
| 10A. Intervention planning | | | | | | |
| Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10B. Skills | | | | | | |
| Displays clinical skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10C. Intervention Implementation | | | | | | |
| Implements evidence-based interventions | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10D. Progress Evaluation | | | | | | |
| Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals. | | | | | | |
| 11A. Role of Consultant | | | | | | |
| Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11B. Addressing Referral Question | | | | | | |
| Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11C. Communication of Consultation Findings | | | | | | |
| Identifies literature and knowledge about process of informing consultee of assessment findings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11D. Application of Consultation Methods | | | | | | |
| Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings | 0 | 1 | 2 | 3 | 4 | [N/O] |

V. EDUCATION

| | | | | | | |
|---|---|---|---|---|---|-------|
| 12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology. | | | | | | |
| 12A. Knowledge | | | | | | |
| Demonstrates awareness of theories of learning and how they impact teaching | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 12B. Skills | | | | | | |
| Demonstrates knowledge of application of teaching methods | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|-------|
| 13A. Expectations and Roles | | | | | | |
| Demonstrates knowledge of, purpose for, and roles in supervision | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13B. Processes and Procedures | | | | | | |
| Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13C. Skills Development | | | | | | |
| Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13D. Supervisory Practices | | | | | | |
| Provides helpful supervisory input in peer and group supervision | 0 | 1 | 2 | 3 | 4 | [N/O] |

VI. SYSTEMS

| | | | | | | |
|--|---|---|---|---|---|-------|
| 14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | | | | | | |
| 14A. Knowledge of the Shared and Distinctive Contributions of Other Professions | | | | | | |
| Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14B. Functioning in Multidisciplinary and Interdisciplinary Contexts | | | | | | |
| Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes | | | | | | |
| Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14D. Respectful and Productive Relationships with Individuals from Other Professions | | | | | | |
| Develops and maintains collaborative relationships and respect for other professionals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). | | | | | | |
| 15A. Appraisal of Management and Leadership | | | | | | |
| Forms autonomous judgment of organization's management and leadership | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15B. Management | | | | | | |
| Demonstrates awareness of roles of management in organizations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15C. Administration | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures | 0 | 1 | 2 | 3 | 4 |
| [N/O] | | | | | |
| 16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | | | | | |
| 16A. Empowerment | | | | | |
| Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision | 0 | 1 | 2 | 3 | 4 |
| [N/O] | | | | | |
| 16B. Systems Change | | | | | |
| Promotes change to enhance the functioning of individuals | 0 | 1 | 2 | 3 | 4 |
| [N/O] | | | | | |

Overall Assessment of Trainee's Current Level of Competence

Strengths:

Growth Areas:

Readiness for Internship:

☐ I certify that this practicum evaluation is based in part on direct observation of the practicum student and her/his developing skills. Direct observation was conducted in the form of live, one-way mirror observation and video recording.

Faculty/Instructor Signature
Licensed Psychologist #
Health Service Psychologist #

Practicum Student signature

Date evaluation received

Appendix H: Research And Inquiry Evaluation

*All evaluations are now completed online using the Student Evaluation System Canvas site.
The content below is a reference for students and faculty to complete the evaluations*

Student: _____ Evaluator: _____

Date of evaluation: _____

The Research and Inquiry paper and presentation is the first formal step in obtaining the Ph.D. in school psychology. This step is evaluated at two levels: the written scientific paper and the formal presentation conducted in front of the College of Education faculty, staff, and students. The following represents a scoring rubric that the faculty will use to evaluate each student's Research and Inquiry paper and presentation. The minimum level of competency is a 3.0 overall rating. The rating scale is as follows:

- 5 **Excellent**– exceedingly well above average/needing little or no assistance
- 4 **Very Good** – above average and needing occasional assistance; demonstrating knowledge and breadth in criteria area.
- 3 **Good** – showed average knowledge and breadth in criteria area; student needed regular assistance to complete procedure/project
- 2 **Adequate** – below average and needing considerable assistance; student demonstrates minimal competence in knowledge and breadth in criteria area
- 1 **Not Adequate** – needs additional training; does not meet satisfactory completion of criteria area
- NO Not Observed for this procedure/project

Evaluation Criteria

1. Identify the content area(s) of the Research and Inquiry paper and presentation (see list below). _____

| Content Areas | |
|--|---|
| a. Biological bases | h. Individual differences in behavior |
| b. Cognitive and Affective aspects of behavior | j. Human development |
| c. Social-emotional aspects of behavior | k. Psychopathology and behavioral difficulties |
| d. History and systems of psychology | l. Professional standards and ethics |
| e. Psychological measurement | m. Theories and assessment methodologies and diagnosing |
| f. Research methodology | n. Understanding and implementing empirically based interventions |
| g. Statistical analyses to examine data | o. Consultation and supervision |
| | p. Efficacy and program evaluation of interventions |

2. Evaluate how well the student covered this specific content area

5
 1 2 3 4
Not Adequate Adequate Good Above Average Excellent

Comments: _____

3. Evaluate the student's comprehensiveness of the literature in the content area of focus.

1 2 3 4 5
Not Adequate Adequate Good Above Average Excellent

Comments: _____

4. Evaluate the student's rationale for conducting this study or analysis?

1 2 3 4 5
Not Adequate Adequate Good Above Average Excellent

Comments: _____

Identify the type of research design employed for this Research and Inquiry paper and presentation (see list below). _____

| Quantitative Designs | Qualitative Designs |
|--|---------------------|
| a. t-tests | |
| b. ANOVA | |
| c. Regression (i.e., hierarchical, logistic) | |
| d. Structural Equation Modeling | |
| e. Growth Modeling | |
| f. Survival analyses | |
| g. other _____ | |

6. Evaluate how well the student implemented this design and analyzed the data (If student is using a mix-methods approach, evaluate the integration as well as the implementation of the mixed-method designs).

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

7. Evaluate the student's awareness of ethical issues and how well their R & I paper and presentation addressed the ethical issues.

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

8. Evaluate the student's process and/or procedures for selecting the assessment instrument used in study.⁷ If student is conducting secondary analyses, evaluate the student's empirical support for using such assessment measures. Were the assessment instruments norm-referenced or criterion-based (circle one)?

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

⁷ Evaluation of these criteria may be limited to Research and Inquiry paper

9. Evaluate the student's implementation of empirically based interventions⁸. If not empirically based, evaluate the student's procedural structure to determine efficacy of the intervention/treatment.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

10. Evaluate the student's awareness and recognition of cultural and individual differences as represented in the Research and Inquiry paper and presentation.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

11. Evaluate the student's ability to integrate the findings of the Research and Inquiry project to the field of school psychology.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

12. Evaluate the student's ability to understand the limitations of his/her study and problem-solve how they may be addressed in future research studies.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

Overall Evaluation: How would you rate this student's overall Research and Inquiry paper and presentation?

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

⁸ Evaluation of these criteria may be limited to Research and Inquiry paper

To pass Research and Inquiry, the overall score must equal or exceed a 3.0

Appendix I: General Exam Evaluation

*All evaluations are now completed online using the Student Evaluation System Canvas site.
The content below is a reference for students and faculty to complete the evaluations*

Student: _____ Evaluator: _____

Date of evaluation: _____

The General Exam is the second formal step in obtaining the Ph.D. degree in school psychology. This step is usually evaluated at two levels: the written answers (step 1) and the oral defense of those answers (step 2) in front of your supervisory committee. The minimum level of competency is a 3.0 overall rating. The scoring rubric that faculty will use to evaluate each student's General Exam is as follows:

- 5 **Excellent**– exceedingly well above average/needing little or no assistance
 - 4 **Very Good** – above average and needing occasional assistance; demonstrating knowledge, breadth, and good command in criteria area
 - 3 **Good** – showed average knowledge, breadth, and command in criteria area; student needed regular assistance to complete answer appropriately
 - 2 **Adequate** – below average and needing considerable assistance; student demonstrates minimal competence in knowledge, breadth, and command in criteria area
 - 1 **Not Adequate** – needs to gain additional knowledge, breadth, and command of content area(s); does not meet satisfactory basic expectations in criteria area
- N/O Not Observed during the General Exam

Evaluation Criteria

1. Identify the content area(s) of the General Exam (see list below).

| Content Areas | |
|--|---------------------------------------|
| a. Biological bases | h. Individual differences in behavior |
| b. Cognitive and Affective aspects of behavior | j. Human development |

| | |
|---|---|
| c. Social-emotional aspects of behavior | k. Psychopathology and behavioral difficulties |
| d. History and systems of psychology | l. Professional standards and ethics |
| e. Psychological measurement | m. Theories and assessment methodologies and diagnosing |
| f. Research methodology | n. Understanding and implementing empirically based interventions |
| g. Statistical analyses to examine data | o. Consultation and supervision |
| | p. Efficacy and program evaluation of interventions |

2. Evaluate how well the student covered this specific content area

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

3. Evaluate the student's comprehensiveness of the literature in the content area of focus.

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

4. Evaluate the student's written answers and his/her thoroughness in addressing the question?

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

5. Evaluate the student's oral presentation style?

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

6. Evaluate the student's awareness of ethical issues and how well their General Exam answers (written and oral) address ethical issues.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

7. Evaluate the student's familiarity and command of the literature to address questions that were asked during the oral part of the General Exam.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

8. Evaluate the student's awareness and/or coverage of empirically based interventions in answering the General Exam questions. If not empirically based intervention do not exist for the specific content area of focus, evaluate the student's procedural structure to determine how to measure the efficacy of a new intervention/treatment.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

9. Evaluate the student's awareness and recognition of cultural and individual differences as represented in the written and oral defense of the General Exam.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

10. Evaluate the student's ability to apply his/her General Exam answers to the field of school psychology.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

11. Evaluate the student's ability to identify the current gaps in the literature/field and to problem-solve how they may be addressed in future research studies.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

Overall Evaluation: How would you rate this student's overall General Exam?

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

To pass the General Exam, the overall score must equal or exceed 3.0

Appendix J: Dissertation Proposal Evaluation

*All evaluations are now completed online using the Student Evaluation System Canvas site.
The content below is a reference for students and faculty to complete the evaluations*

Student: _____ Evaluator: _____

Date of evaluation: _____

The Dissertation Proposal is the third step in obtaining the Ph.D. degree in school psychology. This step is usually formal and conducted in front of the supervisory committee (ideal), however this step can be also achieved via a phone-conference call as well (acceptable). There are two steps to completing the Dissertation Proposal: a written proposal (step 1) and an oral defense of the proposal (step 2). The minimum level of competency is a 3.0 overall rating. The following scoring rubric that the faculty will use to evaluate each student's Dissertation Proposal is as follows:

- 5 **Excellent**– exceedingly well above average/needing little or no assistance
- 4 **Very Good** – above average and needing occasional assistance; demonstrating knowledge and breadth in criteria area.
- 3 **Good** – showed average knowledge and breadth in criteria area; student needed regular assistance to complete procedure/project
- 2 **Adequate** – below average and needing considerable assistance; student demonstrates minimal competence in knowledge and breadth in criteria area
- 1 **Not Adequate** – needs additional training; does not meet satisfactory completion of criteria area
- N/O Not Observed for this procedure/project

Evaluation Criteria

1. Identify the content area(s) of the Dissertation Proposal paper and presentation (see list below).

| Content Areas | |
|--|---|
| a. Biological bases | h. Individual differences in behavior |
| b. Cognitive and Affective aspects of behavior | j. Human development |
| c. Social-emotional aspects of behavior | k. Psychopathology and behavioral difficulties |
| d. History and systems of psychology | l. Professional standards and ethics |
| e. Psychological measurement | m. Theories and assessment methodologies and diagnosing |
| f. Research methodology | n. Understanding and implementing empirically based interventions |
| g. Statistical analyses to examine data | o. Consultation and supervision |

| | |
|--|---|
| | p. Efficacy and program evaluation of interventions |
|--|---|

2. Evaluate how well the student covered this specific content area(s).

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

3. Evaluate the student's comprehensiveness of the literature in the content area of focus.

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

4. Evaluate the student's rationale for conducting this study or analysis.

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

5. Identify the type of research design employed for this Dissertation Proposal paper and presentation (see list below). _____

| Quantitative Designs | Qualitative Designs |
|--|---------------------|
| a. t-tests | |
| b. ANOVA | |
| c. Regression (i.e., hierarchical, logistic) | |
| d. Structural Equation Modeling | |
| e. Growth Modeling | |
| f. Survival analyses | |
| g. other _____ | |

6. Evaluate how well the student implemented this design and analyzed the data (If student is using a mix-methods approach, evaluate the integration as well as the implementation of the mixed-method designs).

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

7. Evaluate the student's awareness of ethical issues and how well their Dissertation Proposal paper and presentation addressed the ethical issues.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

8. Evaluate the student's process and/or procedures for selecting the assessment instrument used in study⁹. If student is conducting secondary analyses, evaluate the student's empirical support for using such assessment measures. Were the assessment instruments norm-referenced or criterion-based (circle one)?

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

9. Evaluate the student's implementation of empirically based interventions¹⁰. If not empirically based, evaluate the student's procedural structure to determine efficacy of the intervention/treatment.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

10. Evaluate the student's awareness and recognition of cultural and individual differences as represented in the Dissertation Proposal paper and presentation.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

11. Evaluate the student's ability to integrate the content area of the Dissertation Proposal to the field of school psychology.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

12. Evaluate the student's ability to understand the limitations of his/her study and problem-solve how they may be addressed in future research studies.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

⁹ Evaluation of these criteria may be limited to the written Dissertation Proposal

¹⁰ Evaluation of these criteria may be limited to the written Dissertation Proposal

Comments: _____

Overall Evaluation: How would you rate this student's overall Dissertation Proposal paper and presentation?

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

To pass, the Dissertation Proposal overall score must equal or exceed 3.0

Appendix K: Dissertation Defense Evaluation

*All evaluations are now completed online using the Student Evaluation System Canvas site.
The content below is a reference for students and faculty to complete the evaluations*

Student: _____ Evaluator: _____

Date of evaluation: _____

The Dissertation Defense is the last step (provided the internship is complete) in obtaining the Ph.D. degree in school psychology. This step is formal and conducted in front of the supervisory committee. There are two steps to completing the Dissertation Defense: a written dissertation (step 1) and an oral defense of the dissertation (step 2). The minimum level of competency is a 3.0 overall rating. The following scoring rubric that the faculty will use to evaluate each student's Dissertation Defense is as follows:

- 5 **Excellent**– exceedingly well above average/needing little or no assistance
- 4 **Very Good** – above average and needing occasional assistance; demonstrating knowledge and breadth in criteria area.
- 3 **Good** – showed average knowledge and breadth in criteria area; student needed regular assistance to complete procedure/project
- 2 **Adequate** – below average and needing considerable assistance; student demonstrates minimal competence in knowledge and breadth in criteria area
- 1 **Not Adequate** – needs additional training; does not meet satisfactory completion of criteria area

N/O Not Observed for this procedure/project

Evaluation Criteria

1. Identify the content area(s) of the written dissertation and oral defense (see list below).

| Content Areas | |
|--|---|
| a. Biological bases | h. Individual differences in behavior |
| b. Cognitive and Affective aspects of behavior | j. Human development |
| c. Social-emotional aspects of behavior | k. Psychopathology and behavioral difficulties |
| d. History and systems of psychology | l. Professional standards and ethics |
| e. Psychological measurement | m. Theories and assessment methodologies and diagnosing |

| | |
|---|---|
| f. Research methodology | n. Understanding and implementing empirically based interventions |
| g. Statistical analyses to examine data | o. Consultation and supervision |
| | p. Efficacy and program evaluation of interventions |

2. Evaluate how well the student covered this specific content area(s).

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

3. Evaluate the student's comprehensiveness of the literature in the content area of focus.

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

4. Evaluate the student's rationale for conducting this study or analysis.

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

5. Identify the type of research design employed for the dissertation (see list below).

| Quantitative Designs | Qualitative Designs |
|--|---------------------|
| a. t-tests | |
| b. ANOVA | |
| c. Regression (i.e., hierarchical, logistic) | |
| d. Structural Equation Modeling | |
| e. Growth Modeling | |
| f. Survival analyses | |
| g. other _____ | |

6. Evaluate how well the student implemented this design and analyzed the data (If student is using a mix-methods approach, evaluate the integration as well as the implementation of the mixed-method designs).

1 **2** **3** **4** **5**
Not Adequate **Adequate** **Good** **Above Average** **Excellent**

Comments: _____

7. Evaluate the student's awareness of ethical issues and how well their dissertation and oral defense addressed the ethical issues.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

8. Evaluate the student's process and/or procedures for selecting the assessment instrument used in study¹¹. If student is conducting secondary analyses, evaluate the student's empirical support for using such assessment measures. Were the assessment instruments norm-referenced or criterion-based (circle one)?

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

9. Evaluate the student's implementation of empirically based interventions¹². If not empirically based, evaluate the student's procedural structure to determine efficacy of the intervention/treatment.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

10. Evaluate the student's awareness and recognition of cultural and individual differences as represented in the dissertation and oral defense.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

11. Evaluate the student's ability to integrate the content area of the dissertation to the field of school psychology.

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

12. Evaluate the student's ability to understand the limitations of his/her study and problem-solve how they may be addressed in future research studies.

¹¹ Evaluation of these criteria may be limited to the written dissertation

¹² Evaluation of these criteria may be limited to the written dissertation

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

Overall Evaluation: How would you rate this student's overall dissertation and oral defense?

| | | | | |
|---------------------|-----------------|-------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not Adequate | Adequate | Good | Above Average | Excellent |

Comments: _____

To pass the Dissertation Defense, the overall score must equal or exceed 3.0

Appendix L: Pre-Doctoral Internship Evaluation

Competency Benchmarks in Professional Psychology

(Required form for non-APPIC internships; Alternative form for APPIC internships)

Top of Form

| | | | |
|--|---|--|--|
| Intern Name: | | | |
| Name of Placement: | | | |
| Name of Supervisor/ Person Completing Form (please include highest degree earned): | | | |
| Licensed Psychologist: <input checked="checked" type="checkbox"/> yes <input type="checkbox"/> no ¹³ | License Number: | | |
| Was this Intern supervised by other individuals also under your supervision? <input type="checkbox"/> Yes <input type="checkbox"/> No | If yes, name of person and credentials: | | |

| | | | |
|--|---|---|---------------------------------------|
| Type of Review: | <input type="checkbox"/> Initial Review | <input type="checkbox"/> Mid-placement review | <input type="checkbox"/> Final Review |
| Date Evaluation Completed: | | | |
| Dates of Training Experience this Review Covers: | | | |

Bottom of Form

¹³ If unlicensed, please attach a letter of explanation and documentation of qualification to supervise psychology interns

Please rate each item by responding to the following question using the scale below:

How characteristic of the Intern's behavior is this competency description?

| Not at All/Slightly | Somewhat | Moderately | Mostly | Very |
|------------------------|----------|------------|--------|------|
| 0 | 1 | 2 | 3 | 4 |

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the Intern's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

| | | | | | | |
|--|---|---|---|---|---|-------|
| 1. Professionalism: as evidenced in behavior and comportsment that reflects the values and attitudes of psychology. | | | | | | |
| 1A. Integrity - Honesty, personal responsibility and adherence to professional values | | | | | | |
| Monitors and independently resolves situations that challenge professional values and integrity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1B. Deportment | | | | | | |
| Conducts self in a professional manner across settings and situations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1C. Accountability | | | | | | |
| Independently accepts personal responsibility across settings and contexts | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1D. Concern for the welfare of others | | | | | | |
| Independently acts to safeguard the welfare of others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1E. Professional Identity | | | | | | |
| Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2. Individual and Cultural Diversity: 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. | | | | | | |
| 2A. Self as Shaped by Individual and Cultural Diversity (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) and Context | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|-------|
| Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
|---|---|---|---|---|---|-------|

| | | | | | | |
|--|---|---|---|---|---|-------|
| 2B. Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2D. Applications based on Individual and Cultural Context | | | | | | |
| Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | | | | | | |
| 3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines | | | | | | |
| Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3B. Awareness and Application of Ethical Decision Making | | | | | | |
| Independently utilizes an ethical decision-making model in professional work | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3C. Ethical Conduct | | | | | | |
| Independently integrates ethical and legal standards with all competencies | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | | | | | | |
| 4A. Reflective Practice | | | | | | |
| Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4B. Self-Assessment | | | | | | |
| 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 | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4C. Self-Care (attention to personal health and well-being to assure effective professional functioning) | | | | | | |
| Self-monitors issues related to self-care and promptly intervenes when disruptions occur | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4D. Participation in Supervision Process | | | | | | |
| Independently seeks supervision when needed | 0 | 1 | 2 | 3 | 4 | [N/O] |

II. RELATIONAL

| | | | | | | |
|--|---|---|---|---|---|-------|
| 5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities. | | | | | | |
| 5A. Interpersonal Relationships | | | | | | |
| Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5B. Affective Skills | | | | | | |
| Manages difficult communication; possesses advanced interpersonal skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5C. Expressive Skills | | | | | | |
| Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts | 0 | 1 | 2 | 3 | 4 | [N/O] |

III. SCIENCE

| | | | | | | |
|--|---|---|---|---|---|-------|
| 6. Scientific Knowledge and Methods: 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. | | | | | | |
| 6A. Scientific Mindedness | | | | | | |
| Independently applies scientific methods to practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6B. Scientific Foundation of Psychology | | | | | | |
| Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6C. Scientific Foundation of Professional Practice | | | | | | |
| Independently applies knowledge and understanding of scientific foundations to practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. | | | | | | |
| 7A. Scientific Approach to Knowledge Generation | | | | | | |
| Generates knowledge | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 7B. Application of Scientific Method to Practice | | | | | | |
| Applies scientific methods of evaluating practices, interventions, and programs | 0 | 1 | 2 | 3 | 4 | [N/O] |

FUNCTIONAL COMPETENCIES

IV. APPLICATION

| | | | | | | |
|---|---|---|---|---|---|-------|
| 8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors. | | | | | | |
| 8A. Knowledge and Application of Evidence-Based Practice | | | | | | |
| Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | | | | | | |
| 9A. Knowledge of Measurement and Psychometrics | | | | | | |
| 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 | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9B. Knowledge of Assessment Methods | | | | | | |
| Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9C. Application of Assessment Methods | | | | | | |
| 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 | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9D. Diagnosis | | | | | | |
| Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9E. Conceptualization and Recommendations | | | | | | |
| Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9F. Communication of Assessment Findings | | | | | | |
| Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | | | | | | |
| 10A. Intervention planning | | | | | | |
| Independently plans interventions; case conceptualizations and intervention plans are specific to case and context | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|---|---|---|---|---|---|-------|
| 10B. Skills | | | | | | |
| Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10C. Intervention Implementation | | | | | | |
| Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10D. Progress Evaluation | | | | | | |
| Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals. | | | | | | |
| 11A. Role of Consultant | | | | | | |
| Determines situations that require different role functions and shifts roles accordingly to meet referral needs | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11B. Addressing Referral Question | | | | | | |
| Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11C. Communication of Consultation Findings | | | | | | |
| Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11D. Application of Consultation Methods | | | | | | |
| Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases | 0 | 1 | 2 | 3 | 4 | [N/O] |

V. EDUCATION

| | | | | | | |
|---|---|---|---|---|---|-------|
| 12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology. | | | | | | |
| 12A. Knowledge | | | | | | |
| Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 12B. Skills | | | | | | |
| Applies teaching methods in multiple settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. | | | | | | |
| 13A. Expectations and Roles | | | | | | |
| Understands the ethical, legal, and contextual issues of the supervisor role | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13B. Processes and Procedures | | | | | | |
| Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13C. Skills Development | | | | | | |

| | | | | | | |
|--|---|---|---|---|---|-------|
| Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13D. Supervisory Practices | | | | | | |
| Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting | 0 | 1 | 2 | 3 | 4 | [N/O] |

VI. SYSTEMS

| | | | | | | |
|---|---|---|---|---|---|-------|
| 14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | | | | | | |
| 14A. Knowledge of the Shared and Distinctive Contributions of Other Professions | | | | | | |
| 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 | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14B. Functioning in Multidisciplinary and Interdisciplinary Contexts | | | | | | |
| Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes | | | | | | |
| Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14D. Respectful and Productive Relationships with Individuals from Other Professions | | | | | | |
| Develops and maintains collaborative relationships over time despite differences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). | | | | | | |
| 15A. Appraisal of Management and Leadership | | | | | | |
| Develops and offers constructive criticism and suggestions regarding management and leadership of organization | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15B. Management | | | | | | |
| Participates in management of direct delivery of professional services; responds appropriately in management hierarchy | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15C. Administration | | | | | | |
| Demonstrates emerging ability to participate in administration of service delivery program | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15D. Leadership | | | | | | |
| Participates in system change and management structure | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | | | | | | |
| 16A. Empowerment | | | | | | |

| | | | | | |
|---|---|---|-------|---|---|
| Intervenes with client to promote action on factors impacting development and functioning | 0 | 1 | 2 | 3 | 4 |
| | | | [N/O] | | |
| 16B. Systems Change | | | | | |
| Promotes change at the level of institutions, community, or society | 0 | 1 | 2 | 3 | 4 |
| | | | [N/O] | | |

Overall Assessment of Intern's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this Intern's current level of competence. In your narrative, please be sure to address the following questions:

- What are the Intern's particular strengths and weaknesses?
- Do you believe that the Intern has reached the level of competence expected by the program at this point in training?
- If applicable, is the Intern ready to move to the next level of training, or independent practice?

Appendix M: School Psychology Program Annual Alumni Survey

Hello UW School Psychology Alumni,

In order to maintain our APA accreditation, we are required to evaluate how well you were prepared to work in the field. Receiving this feedback from you is a critical set of data for our accreditation portfolio. You may have completed an evaluation similar to this one in recent months or in the past year, but this new evaluation reflects the most recent iteration of the APA Standards of Accreditation. Please take 10 minutes to evaluate the program for us.

The evaluation items are connected to the profession-wide competencies that are defined by APA. There are nine competencies with several items within each competency. At the end of this survey, we also ask for updates on your professional contributions to science and practice. Please answer based on your achievements since graduating from the program and be sure to identify the year that you graduated. All of these data are required for our self-study. Please rate each item on a scale of 1 to 5 indicating how well the program prepared you for working in the field. The scale is as follows: (1) Not at all, (2) Somewhat, (3) Sufficiently, (4) Well, and (5) Extremely well.

Thank you,

Kristen Missall and UW School Psychology Program Faculty

Research

Please rate how well the program prepared you to:

Required.

| | Not at all | Somewhat | Sufficiently | Well | Extremely Well |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Demonstrate an independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Conduct research or other scholarly activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Apply scientific methods of evaluating practice, interventions, and programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Independently apply knowledge of evidence based practice including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Ethical & Legal Standards

Please rate how well the program prepared you to:

Required.

| | Not at all | Somewhat | Sufficiently | Well | Extremely Well |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. Act in accordance with the APA Ethical Principles of Psychologists & Code of Conduct as well as the laws and regulations governing the practice of psychology in Washington State | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Conduct self in an ethical manner in all professional activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Independently monitor the interaction of knowledge, skills, and attitudes regarding cultural and linguistic diversity in the context of ethical dilemmas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Individual and Cultural Diversity

Please rate how well the program prepared you to:

Required.

| | Not at all | Somewhat | Sufficiently | Well | Extremely Well |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 10. Understand how your own personal/cultural history, attitudes, and biases may affect how you understand and interact with people different from yourself. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Know the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in your professional work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Implement evidence based interventions with fidelity to empirical models and flexibility to adapt to the cultural and linguistic needs of the client. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Professional Values, Attitudes, and Behaviors

Please rate how well the program prepared you to:

Required.

| | Not at all | Somewhat | Sufficiently | Well | Extremely well |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. Behave in ways that reflect the values and attitudes of psychology, including integrity, professional identity, accountability, lifelong learning, and concern for the welfare of others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Actively seek and demonstrate openness and responsiveness to feedback and supervision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Respond professionally in complex situations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Engage in effective interpersonal relationships with colleagues, faculty, supervisors, and clients. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Communication and Interpersonal Skills

Please rate how well the program ensured you were able to:

Required.

| | Not at all | Somewhat | Sufficiently | Well | Extremely well |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 20. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Demonstrate a thorough grasp of professional language and concepts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Manage conflict and difficult communication well. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Assessment

Please rate how well the program prepared you to:

Required.

| | Not at all | Somewhat | Sufficiently | Well | Extremely Well |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 24. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics, including multisource, multimethod assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Intervention

Please rate how well the program prepared you to:

Required.

| | Not at all | Somewhat | Sufficiently | Well | Extremely Well |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 27. Develop evidence-based intervention plans specific to the service delivery goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Apply relevant research literature to clinical decision making. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Display strong clinical skills with a variety of clients from diverse backgrounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Implement interventions with fidelity to empirical models and flexibility to adapt to the cultural and linguistic context of the client (when appropriate). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Supervision

Please rate how well the program prepared you to:

| Required. | Not at all | Somewhat | Sufficiently | Well | Extremely well |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 34. Demonstrate knowledge of supervision models and practices. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Understand the ethical, legal, and contextual issues of the supervisor role. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Effectively address limits of competency to supervise and seek additional supervision when necessary. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Engage in personal reflection about one's clinical relationship with supervisees as well as the supervisees' relationships with their clients. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Provide effective supervised supervision to less advanced students and peers appropriate to the service setting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Consultation and Interprofessional/Interdisciplinary skills

Please rate how well the program prepared you to:

| Required. | Not at all | Somewhat | Sufficiently | Well | Extremely Well |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 39. Recognize and respect for the roles and perspectives of other professions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. Utilize consultation models in practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. Select appropriate and contextually and culturally appropriate means of assessment data gathering that answers consultation referral questions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. Determine situations that require different role functions and shift roles accordingly to meet referral needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What year did you graduate from the PhD Program?

Select one... 

Member Professional/Research Society:

Required.
☐ Yes

☐ No

Scientific Publications:

Number of books, book chapters, or articles in peer-reviewed professional/scientific journals of which you are an author or co-author. (*Publications "in press", "under review", or "submitted" should not be counted here*)

Required. Enter a number (without commas).

Scientific Presentations:

(Number of workshops, oral presentations, and/or poster presentations at professional meetings of which you are an author or co-author)

Required. Enter a number (without commas).

Involved in leadership roles/activities professional organizations:
(*e.g., Roles in local, state/provincial, regional, or national organizations*)

Required.

☐ Yes
☐ No

Presented a psychological topic to lay or community audience:

Required.

☐ Yes
☐ No

Comments:

Please provide us with any further thoughts you have regarding the strengths, weaknesses, course offerings, practica, faculty mentoring, etc. This feedback will help us in conducting a thorough, objective evaluation of our School Psychology Program.

We want to stay connected with you!

We really enjoy receiving updates on all of our alumni. This includes personal updates (marriages, children, moves) and professional updates (job changes, promotions, new ventures). APA gives us the excuse to reach out to you for professional updates, but we don't want that to be the only time we hear from you! Please connect with us at any time. Send updates to Janine Jones (jjones2@uw.edu), Jim Mazza (mazza@uw.edu) and/or Kristen Missall (kmissall@uw.edu). We enjoy hearing from you!

and THANK YOU for completing this evaluation.

Appendix N: School Psychology Clinic Client Welcome Packet and Consent Forms

Informed Consent and Disclosure Statement for Clinic Services

The UW School Psychology Clinic (SPC) is a graduate level training clinic supporting the clinical skill development of school psychology trainees. Please read this document in its entirety and bring any questions you have to your assigned graduate trainee or supervising faculty member/teaching assistant.

Explanation of Services Provided (Initial _____)

Our clinic provides two core services and you have the right to be informed of and participate in the selection of services available in the SPC clinic. All services are voluntary and you have the right to request a change in service provider or withdraw this consent at any time.

1. **Psychoeducational or developmental evaluations:** Comprehensive psychoeducational evaluations for children ages 3 through 17 years, are provided through our clinic annually during the Winter and Spring Quarters of the University academic year. These evaluations *may* include: cognitive, academic, executive functioning, social, emotional and behavioral, and adaptive assessment measures to evaluate a youths' function across all areas. The evaluations our clinic provides **DO NOT** result in providing diagnoses for your child.

a. Faculty supervisors and graduate trainees will collect information about your child through completion of structured forms/interviews and rating scales.

b. All data and information collected is stored in a double locked cabinet to ensure maximum confidentiality.

c. Any records of services provided for your child will be stored securely for up to 7 years and/or 3 years past when your child turns 18 years of age.

2. **Individual psychotherapy/counseling services:** Individual counseling sessions are provided for children and youth ages 7 through 21 years through our clinic annually during the Winter and Spring Quarters of the University academic year.

Explanation of Supervision Provided throughout Receipt of Service (Initial _____)

All graduate trainees providing services through this clinic are supervised by a faculty member and licensed professional through the WA State Dept of Health (DOH) and/or the WA State Dept of Education. You will be provided with the names of your graduate trainee's supervisor(s) and teaching assistant(s) should you have additional questions regarding services or treatment.

Supervisor Observation (Initial _____)

To provide the highest quality supervision, the graduate trainee assigned to your child will be observed live during an assessment/therapy/counseling session and will be video recorded. Video Recordings are utilized for supervision purposes only and to aid in the training and instructions of graduate trainees. This additional observation and supervision of the provision of services for your child allows our clinic to provide the highest quality care possible.

Risks and Benefits of Services (Initial _____)

- **Evaluations:** Benefits can range from mildly to immensely helpful. Testing can uncover developmental, emotional, behavioral, or cognitive issues that are impacting your child. It can also uncover important strengths to understand. Data from evaluations can sometimes lead to positive intervention changes. Evaluation risks may include receiving unexpected results from the data, the process is time intensive and can be tiring, especially for the child.
- **Therapy/Counseling:** Benefits may include a reduction of symptoms, improved relationships, and improved coping skills. There are no guarantees about what will happen or if therapy/counseling will help. Risks may include intensification of difficult emotions. Some clients feel worse before they feel better.

Telepsychology Services (Initial _____)

Telepsychology, or Telehealth/Teletherapy, refers to providing psychotherapy services remotely using telecommunications technologies, such as video conferencing or telephone. Telepsychology requires technical competence on both our parts to be helpful. Although there are benefits of telepsychology, there are some differences between in-person psychotherapy and telepsychology, as well as some risks. For example:

- **Risks to confidentiality.** Because telepsychology sessions take place outside of the clinic, there is potential for other people to overhear sessions if you are not in a private place during the session. We will take reasonable steps to ensure your privacy, but it is important for you to make sure you find a private place for sessions where you will not be interrupted. It is also important for you to protect the privacy of our session on your cell phone or other device. You should participate in therapy only while in a room or area where other people are not present and cannot overhear the conversation.
- **Issues related to technology.** There are many ways that technology issues might impact telepsychology. For example, technology may stop working during a session, other people might be able to get access to our private conversation, or stored data could be accessed by unauthorized people or companies.
- **Crisis management and intervention.** Usually, I will not engage in telepsychology, as it is not appropriate for crisis situations requiring high levels of support and intervention. If there is a crisis, please attend an in-person session.

By initialing this section, you agree to the following:

- There are potential benefits and risks of video-conferencing (e.g. limits to client confidentiality) that differ from in-person sessions.
- Confidentiality applies for telepsychology services, and no one will record sessions without the permission from the other person(s).
- You agree to use the video-conferencing platform selected for our virtual sessions, and the school psychology trainee will explain how to use it.

- It is important to be in a quiet, private space that is free of distractions (including cell phone or other devices) during the session.
- It is important to use a secure internet connection rather than public/free Wi-Fi.
- It is important to be on time. If you need to cancel or change your tele-appointment, you must notify the School Psychology Clinic 24 hours in advance by phone or email.
- You agree to the creation of a back-up plan (e.g., phone number where you can be reached) to restart the session or to reschedule it, in the event of technical problems.
- You agree to the creation of a safety plan that includes at least one emergency contact and the closest ER to your location, in the event of a crisis situation.
- Your clinician may determine that due to certain circumstances, telepsychology is no longer appropriate and that we should resume our sessions in-person.

Fees (Initial _____)

This clinic provides the aforementioned services to the community for free. We do not bill insurance, nor do we collect any form of payment. On days you are attending appointments at our clinic, you may need to pay for parking on UW campus for the duration of your appointment.

Scheduling and Cancellation/No Show Policies (Initial _____)

The services we provide in this clinic are tied to academic courses through UW. Therefore, the dates and times of appointments provided are fixed and inflexible. You will have the opportunity to note your preference for appointment days/time and we will do our best to accommodate your preferences. If you are unable to attend the appointment (s) that have been assigned to you, we will provide you with a robust list of local referrals to support you in finding services elsewhere.

- **Evaluations:** if you are unable to attend every scheduled appointment on the assigned day and time due to pre-planned travel over spring break or other school holiday, our clinic will be unable to provide you with evaluation services and you will receive a community referral list. This policy is in place due to the inflexible timeline that we have following the UW academic quarter schedule.
- **Therapy/counseling:** Therapy services are provided weekly Winter through Spring Quarter. It is important that you attend every scheduled session due to the finite number of sessions we can provide and to receive the most benefit from treatment. **Please give your graduate trainee at least 24 hours' notice if you need to cancel an appointment. Contact the front desk at 206-543-4970, via email at spclinic@uw.edu , or via contact information your graduate trainee provides.**

Following two no-show appointments, services through our clinic will be terminated and you will be contacted with a referral list. This policy is in place to protect the training experience of our graduate trainees to ensure skill development over a consistent period.

Policies regarding Electronic Written Communication (Initial _____)

It is important to note that email and text messaging communications are not considered HIPAA

compliant. The clinic discourages the use of electronic written communications for any content that is sensitive in nature or that would be best addressed in a therapy appointment.

Please expect a wait time of 48 hours for responses from your assigned graduate clinician. Please understand that your graduate clinician may respond and acknowledge receipt while requesting to discuss the issue in the next therapy/counseling appointment.

Requests for Letters (Initial _____)

Our clinic does not offer or provide letters for emotional support or service animals. Additionally, our clinic does not provide letters to attorneys regarding parental fitness or custody recommendations/arrangements.

Outside Providers (Initial _____)

- **Collaboration and coordination of care:** Please let your graduate clinician know of any other providers (mental health or other) involved in your child's care. It is common for collaboration to occur between health care professionals such as primary care providers, occupational therapists, speech language pathologists, school staff/personnel, psychiatrists, and others.
- **Conflict or duplicate services:** There are a broad range of therapeutic approaches and interventions. It is generally not recommended that a client receive services from more than one mental health provider at any given time. If you receive therapeutic or counseling care from another provider, please let your assigned graduate clinician know right away.

Consent and Confidentiality (Initial _____)

Parents/caregivers and legal guardians of children under the age of 13 have access to your child's Protected Health Information (PHI). Adolescents ages 13 years or older may request and receive outpatient treatment without a parent's consent, and may control their record. Under most conditions, adolescents have the right to decide when PHI will be released, including to a parent.

Divorced or separated parents: Regardless of marital status, it may be necessary for both parents to consent to evaluation or treatment for your child.

The law acknowledges the right to confidentiality of communications between a client and a mental health provider. In most situations, a Release of Information (ROI) is required to authorize any disclosure of information. There are limits to confidentiality. Those limits may include but are not limited to:

- If a provider has reasonable cause to believe that a child (minor) has suffered abuse or neglect, it is mandatory that the provider file a report with the appropriate government agency.
- If a provider has reasonable cause to believe that abandonment, abuse, financial exploitation, or neglect of an elderly, disabled, dependent, or vulnerable adult has occurred, it is mandatory that the provider file a report with the appropriate government agency.
- If a provider reasonably believes that harm to you/your child, another person, or the public is foreseeable, they will need to take protective action consistent with our professional ethics.

For divorced or separated caregivers, including legal guardians:

I confirm that I have full health care decision rights for my child

I have shared healthcare decision rights for my child with _____ and they have agreed/consented for my child to receive services. *

*If healthcare decision rights are shared, the other caregiver must sign a separate consent for stating they give permission for the child to receive services.

I authorize use of non-identifiable demographic information in my or my child's file for Program accreditation purposes. (Initial _____)

Services to be received under this consent agreement:

Evaluation

Psychotherapy/Counseling

Name of Client

Signature of Client (if 13 years or older)

Date

Name of Responsible Adult

Signature of Responsible Adult

Date

Relationship to Client

Notice of Psychologists' Policies and Practices to Protect the Privacy of Your Health Information

THIS NOTICE DESCRIBES HOW PSYCHOLOGICAL AND MEDICAL INFORMATION ABOUT YOU MAY BE USED AND DISCLOSED AND HOW YOU CAN GET ACCESS TO THIS INFORMATION. PLEASE REVIEW IT CAREFULLY.

I. Uses and Disclosures for Treatment, Payment, and Health Care Operations

The School Psychology Clinic (SPC) may use or disclose your protected health information (PHI), for treatment and health care operations purposes with your consent. To help clarify these terms, here are some definitions:

- "PHI" refers to information in your health record that could identify you.
- "Treatment and Health Care Operations"
 - Treatment is when the SPC and its faculty and graduate student clinicians provide, coordinate or manage your health care and other services related to your health care. An example of treatment would be when they consult with another health care provider, such as your family physician or another psychologist.
- Health Care Operations are activities that relate to the performance and operation of the SPC practice. Examples of health care operations are quality assessment and improvement activities, business-related matters such as audits and administrative services, and case management and care coordination.
- "Use" applies only to activities within the SPC such as sharing, employing, applying, utilizing, examining, and analyzing information that identifies you.
- "Disclosure" applies to activities outside of the SPC such as releasing, transferring, or providing access to information about you to other parties.

II. Uses and Disclosures Requiring Authorization

The School Psychology Clinic (SPC) may use or disclose PHI for purposes outside of treatment and health care operations when your appropriate authorization is obtained. An "authorization" is written permission above and beyond the general consent that permits only specific disclosures. In those instances when the SPC is asked for information for purposes outside of treatment and health care operations, it will obtain an authorization from you before releasing this information. The SPC will also need to obtain an authorization before releasing your psychotherapy notes. "Psychotherapy notes" are notes made about during a private or group session, which are kept separate from the rest of your medical record. These notes are given a greater degree of protection than PHI. You may revoke all such authorizations (of PHI or psychotherapy notes) at any time, provided each revocation is in writing. You may not revoke an authorization to the extent that the SPC has relied on that authorization.

III. Uses and Disclosures with Neither Consent nor Authorization

The School Psychology Clinic (SPC) may use or disclose PHI without your consent or authorization in the following circumstances:

- Child Abuse: If the SPC has reasonable cause to believe that a child has suffered abuse or neglect, it is required by law to report it to the proper law enforcement agency or the Washington Department of Social and Health Services.
- Adult and Domestic Abuse: If the SPC has reasonable cause to believe that abandonment, abuse, financial exploitation, or neglect of a vulnerable adult has occurred, it must immediately report the abuse to the Washington Department of Social and Health Services. If the School Psychology Program has reason to suspect that sexual or physical assault has occurred, it must immediately report to the appropriate law enforcement agency and to the Department of Social and Health Services.
- Judicial or Administrative Proceedings: If you are involved in a court proceeding and a request is made for information about the professional services that the SPC has provided to you and the records thereof, such information is privileged under state law, and the SPC will not release information without the written authorization of you or your legal representative, or a subpoena of which you have been properly notified and you have failed to inform me that you are opposing the subpoena, or a court order. The privilege does not apply when you are being evaluated for a third party or where the evaluation is court ordered. You will be informed in advance if this is the case.
- Serious Threat to Health or Safety: The SPC may disclose your confidential mental health information to any person without authorization if it reasonably believes that disclosure will avoid or minimize imminent danger to your health or safety, or the health or safety of any other individual.

IV. Patient's Rights and Psychologist's Duties

Patient's Rights:

- Right to Request Restrictions –You have the right to request restrictions on certain uses and disclosures of protected health information about you. However, the SPC is not required to agree to a restriction you request.
- Right to Receive Confidential Communications by Alternative Means and at Alternative Locations You have the right to request and receive confidential communications of PHI by alternative means and at alternative locations.
- Right to Inspect and Copy – You have the right to inspect or obtain a copy of PHI in the SPC's mental health and billing records used to make decisions about you for as long as the PHI is maintained in the record.
- Right to Amend – You have the right to request an amendment of PHI for as long as the PHI is maintained in the record.
- Right to an Accounting – You generally have the right to receive an accounting of disclosures of PHI for which you have neither provided consent nor authorization (as described in Section III of this Notice).
- Right to a Paper Copy – You have the right to obtain a paper copy of the notice from the SPC upon request.

Clinic's Duties:

- The SPC is required by law to maintain the privacy of PHI and to provide you with a notice of its legal duties and privacy practices with respect to PHI.

- The SPC reserves the right to change the privacy policies and practices described in this notice. Unless the SPC notifies you of such changes, however, it is required to abide by the terms currently in effect.

V.Complaints

If you are concerned that we have violated your privacy rights, or you disagree with a decision we made about access to your records, you may contact The Health Professions Quality Assurances Division of the State of Washington Department of Health. You may file a complaint with the Psychology Licensing Division at 1300 SE Quince St. Olympia, WA 98504 (360) 236-4928.

Your signature below indicates that you have carefully read this notice and agree to its terms.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

Patient/Child Name



UNIVERSITY OF WASHINGTON
College of Education
School Psychology Clinic



Authorization for Release of Information

As part of our clinic services, we may observe your child in their classroom, interview your child's teacher(s), school counselor, and/or medical care provider (if appropriate). We also may review records from the school or medical settings.

This form authorizes the clinical trainee to contact and request documentation from:

☒ UW School Psychology Clinic **and** ☐ School: _____
(Name of School)

(Address of School)

(School Phone Number and Fax Number)

(Name of Teacher(s) or school staff and Email Address(es))

☐ Medical Facility: _____
(Name of Medical Facility) (Address of Medical Facility)

(Name of Medical Care Provider)

(Medical Care Provider Phone and Fax Number)

To confirm authorization, please initial the lines below and sign:

____ Yes, I give the clinical trainee from the University of Washington's School Psychology Clinic permission to contact my child's teacher at school and, if necessary, conduct a classroom observation.

____ Yes, I give the clinical trainee from the University of Washington's School Psychology Clinic permission to review and request school or medical records, including but not limited to:

- Group IQ and achievement test scores
- Attendance record
- Health records compiled by school nurse/school physician
- Summaries of parent-school conferences
- Grades
- Most recent psychological report
- Individual Education Plans
- Intake and discharge summaries
- Medical history and evaluation(s)
- Mental health evaluations
- Developmental and/or social history
- Educational Records
- Progress notes, and treatment or closing summary

Client Name

Signature (if 13 years old or older)

Date of Birth

Parent/Legal Guardian

Signature

Date

School Psychology Clinic | 3903 Brooklyn Ave NE, Seattle, WA 98105 | Tel 206-543-4970 | Fax 206-543-9536

Appendix N: School Psychology Client Evaluation Survey

Thank you for participating in services at the School Psychology Clinic (SPC). We strive to improve our services, so we would greatly appreciate it if you would provide us. Please take a moment to answer the following questions on this anonymous form. Thank you for your time.

A. Client Information

1. Who referred you to the School Psychology Clinic for services? (e.g. school, medical professional, friend, colleague) _____
2. Why did you seek services from the School Psychology Clinic? (e.g. my child was experiencing anxiety, attention difficulties, learning concerns, behavior etc.) _____

B. Accessibility of Services

| How satisfied were you with: | Not at all | Somewhat | Satisfied | Very |
|---|------------|----------|-----------|------|
| 1. The wait for services after contacting the SPC | 1 | 2 | 3 | 4 |
| 2. The cost of services | 1 | 2 | 3 | 4 |
| 3. The accessibility of parking near the SPC | 1 | 2 | 3 | 4 |

Please add any comments you have about accessibility of services:

C. Setting

| How satisfied were you with: | Not at all | Somewhat | Satisfied | Very |
|---|------------|----------|-----------|------|
| 1. The Covid19 sanitation and safety protocol of the SPC. | 1 | 2 | 3 | 4 |
| 2. The help provided by the clinic coordinator | 1 | 2 | 3 | 4 |
| 3. Answers to your questions about services | 1 | 2 | 3 | 4 |

Please add any comments you have about the SPC setting:

D. Evaluation of Clinician and Supervision

| How satisfied were you with: | Not at all | Somewhat | Satisfied | Very |
|---|------------|----------|-----------|------|
| 1. The explanation of SPC confidentiality policies and procedures | 1 | 2 | 3 | 4 |
| 2. The explanation of the SPC client records policies | 1 | 2 | 3 | 4 |
| 3. The knowledge of the student clinician(s) about your child's needs | 1 | 2 | 3 | 4 |
| 4. The degree to which you and your child were treated respectfully by the student clinician(s) and supervisor(s) | 1 | 2 | 3 | 4 |
| 5. The interest and concern the student clinician(s) showed about your child | 1 | 2 | 3 | 4 |
| 6. The relationship the student clinician(s) established with your child | 1 | 2 | 3 | 4 |
| 7. The relationship the student clinician(s) established with you | 1 | 2 | 3 | 4 |
| 8. The organization and preparation of the student clinician(s) for client sessions | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| 9. The supervision of the student clinician(s)'s work | 1 | 2 | 3 | 4 |
| 10. The availability of the student clinician(s)'s supervisor | 1 | 2 | 3 | 4 |
| 11. The degree to which the student clinician(s) and supervisor listened to your concerns | 1 | 2 | 3 | 4 |
| 12. The time the student clinician(s) spent with you and your child | 1 | 2 | 3 | 4 |

Please add any comments you have about the clinician and supervision:

E. Evaluation of Clinical Services

| How satisfied were you with: | Not at all | Somewhat | Satisfied | Very |
|---|-------------------|-----------------|------------------|-------------|
| 1. The degree to which the student clinician(s) identified your primary concerns | 1 | 2 | 3 | 4 |
| 2. The degree to which the clinical services helped your child improve in your areas of concern | 1 | 2 | 3 | 4 |
| 3. The explanation of the assessment findings | 1 | 2 | 3 | 4 |
| 4. The usefulness of the assessment findings in addressing your concerns | 1 | 2 | 3 | 4 |
| 5. The explanation of recommended strategies to help your child | 1 | 2 | 3 | 4 |
| 6. The likelihood of recommended strategies being implemented to address your concerns | 1 | 2 | 3 | 4 |
| 7. The usefulness of the summary report | 1 | 2 | 3 | 4 |
| 8. The overall usefulness of services | 1 | 2 | 3 | 4 |

Please add any comments you have about clinical services:

Would you recommend our services to others?

What recommendations do you have for improving our services?

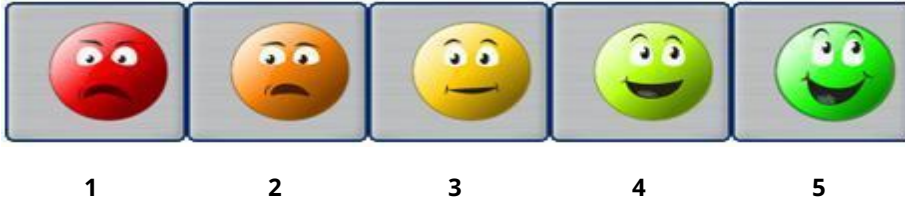
Please add any additional comments you have about services you received:

EVALUATION BY THE CHILD

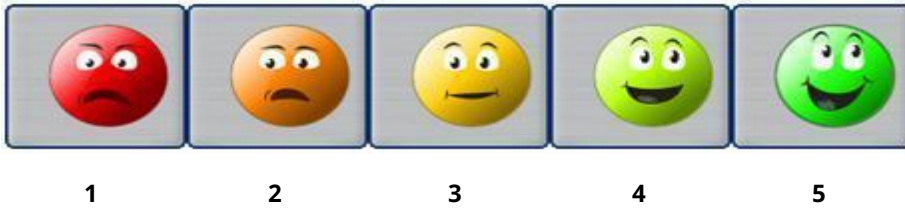
Directions for parent: Following are a few questions for your child to answer about his/her experience working with us at the SPC. Please note that the "student clinician" refers to the graduate student with whom your child worked. It might be helpful for you to explain that to your child using the name(s) of the student clinician(s). Thank you!

Circle the face that shows how you feel about the question:

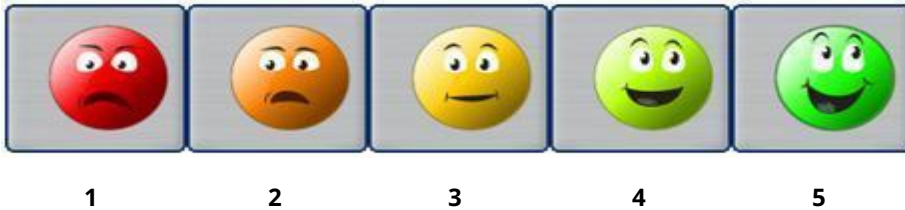
1. **How much did you enjoy working with the student clinician?**



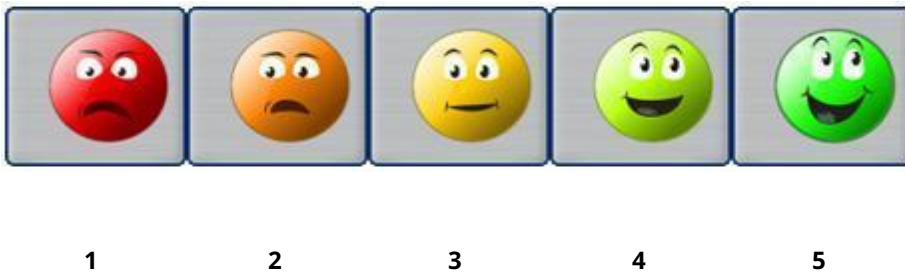
2. **How comfortable did you feel working with the student clinician?**



3. **Did you think working with the student clinician was helpful?**



4. **How much did you like the activities that you did with the student clinician?**



5. **Please tell us what you liked best about working with the student clinician.**

6. **Please tell us what you liked least about working with the student clinician.**

- 7 Do you have any ideas about how to make the clinic/our services better for other kids who visit us?**

Thanks for your help! We really enjoyed working with you 😊

EVALUATION BY THE CHILD OR ADOLESCENT

1. How much did you enjoy coming to the Clinic? (Circle one)

| | | | | |
|------|----------|----|---------------|------------|
| Very | A little | OK | Not very much | Not at all |
| 4 | 3 | 2 | 1 | 0 |

2. How comfortable did you feel at the Clinic? (Circle one)

| | | | | |
|------|----------|----|---------------|------------|
| Very | A little | OK | Not very much | Not at all |
| 4 | 3 | 2 | 1 | 0 |

3. Do you think coming to the Clinic was helpful? (Circle one)

| | | | | |
|------|----------|----|---------------|------------|
| Very | A little | OK | Not very much | Not at all |
| 4 | 3 | 2 | 1 | 0 |

4. Please tell us what you liked the least about coming to the Clinic.

5. Now, please tell us what you liked the best about coming to the Clinic.