PH.D. PROGRAM

IN

SCHOOL PSYCHOLOGY

Manual of Policies and Procedure

College of Education

Department of Education and Human Services

Lehigh University

http://www.lehigh.edu/education/sp/phd_sp.html

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Lehigh University's Commitment to Non-Discriminatory Practices

Lehigh University seeks talented faculty, staff, and students from diverse backgrounds. Lehigh University does not discriminate on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in any area, including: student admissions; scholarship or loan awards; athletic, co-curricular, recreational, or social programs; academic programs, policies, or activities; and employment and employment development. Questions and complaints about this policy should be directed to: The Provost or The Vice President for Finance and Administration, Alumni Memorial Building, Lehigh University, Bethlehem, PA 18015.

Students with Disabilities

Students with an identified learning disability may qualify for accommodations in coursework and program requirements. Students are encouraged to contact the Office of Academic Support Services (610- 758-4152) for assistance in these matters. Students are also encouraged to discuss disability matters with School Psychology faculty.

Policy on Harassment

The School Psychology program strongly supports Lehigh University's policy on harassment based on age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status. This policy applies not only to interactions between faculty and students, but also to interactions among students themselves and between field supervisors and students. A student may request confidential consultation or file a grievance; see the Redress of Grievances Based on Harassment policy in the College of Education Graduate Student Handbook: https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/grievances-procedures

The Principles of Our Equitable Community

The School Psychology program supports Lehigh University's The Principles of Our Equitable Community [http://www.lehigh.edu/~inprv/initiatives/PrinciplesEquity_Sheet_v2_032212.pdf]. We expect each member of our program to acknowledge and practice these Principles. Respect for each other and for differing viewpoints is a vital component of the learning environment inside and outside the classroom.

The Ph.D. program in School Psychology is accredited by the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP). This manual provides relevant information about the Ph.D. program in School Psychology and serves as a guide for your program of study. Students should work closely with their advisor to ensure that all relevant policies and procedures are followed. Although effort has been made to be as specific and comprehensive as possible, there may be details that have not been addressed fully. Please refer questions to your advisor. Also, please consult the College of Education Graduate Student Handbook https://ed.lehigh.edu/insidecoe/handbooks/graduate-student for additional information.

Program Overview

Program Philosophy

The School Psychology program at Lehigh University has pioneered the advancement of school psychology; new directions for practice and research are evident in the two degree programs that are offered: the Educational Specialist (Ed.S.) and Doctoral (Ph.D) Programs. Both degree programs operate from a scientist-practitioner model to prepare highly competent school psychologists who can serve as leaders at many levels (e.g., district, region, national). The faculty of the School Psychology program has designed the curriculum to adhere to a scientist-practitioner model of training within a behavioral, problem-solving, and ecological orientation. We believe strongly that school psychologists must be able to function effectively in a variety of roles. Provision of psychological and educational services must be based on empirical research and conducted within a problem-solving framework. As such, students must demonstrate a solid foundation in understanding human development and behavior as well as

skills in assessment and intervention implementation to support academic, behavioral, and social-emotional growth.

The clinical components of the Ed.S. and Ph.D. programs emphasize psychological and educational foundations, psychoeducational assessment of general and special populations, consultation, and intervention development, implementation and evaluation. Courses and supervised practica are designed to help students view and understand the school as a central component of the multiple systems that affect children's academic, behavioral, and emotional functioning. Training is intended to provide an opportunity for students to develop the expertise and confidence to apply psychological principles and skills towards solving problems occurring in schools, families, and communities. Advanced doctoral training engages students in further developing their clinical knowledge and skills, preparing them as health-service professionals.

No one theoretical orientation can provide a comprehensive, empirically-valid approach to providing school psychological services. However, the research offered from a behavioral orientation provides perhaps the largest single source of research substantiating all aspects of service delivery, assessment, intervention, and consultation. Although students are exposed through coursework to multiple theoretical approaches to conceptualizing academic and social-emotional development of school-age populations, the behavioral orientation is the primary focus emphasized in coursework and clinical training. In addition to approaching service delivery from a behavioral framework, the program emphasizes the ecological influences of family, community, and culture in the problem-solving process. The program focuses on the school as the point of intervention while recognizing that school psychologists must have sufficient understanding of other systems, such as families, communities, and healthcare, that impact children's well-being and academic achievement. Moreover, operating according to ecological

perspectives requires school psychologists to have knowledge and competence to work with children, families, and professional colleagues who represent a range of cultural backgrounds, values, and perspectives. Use of an ecological perspective also assists in preparing school psychologists to work effectively in a range of settings (e.g., pediatric, health care, community-based mental health) as health service professionals.

The program's behavioral, problem-solving, and ecological orientation is evident in the training objectives, course sequence, and practicum/internship experiences. Students receive extensive and rigorous training in assessment for academic and social/emotional problems, prevention and intervention strategies for a range of child concerns, and the use of behavioral and systems consultation as the method for delivering service. In addition, students receive rigorous training in traditional assessment techniques (intellectual and educational assessment), and are exposed to knowledge, techniques, and theoretical orientations evident in Counseling Psychology, Special Education, and core psychology areas such as developmental, cognitive, social, and biological bases of human behavior.

The school psychology program is strongly committed to providing students with a knowledge and experiential basis in multicultural perspectives. Operating from a broad definition of diversity, it is extremely important for students to understand and appreciate multiple contexts that influence children's academic performance, behavior, and development (e.g., ethnic, cultural, racial, gender). Specifically, students in the School Psychology program must demonstrate knowledge of these contextual influences as well as cultural competence in their interactions with children, families, and other professionals. Training of doctoral level school psychologists is increasingly requiring additional focus and specialization.

Individual Specializations

All students receive a strong foundation in training as a school psychologist at the doctoral level. The overall objective of foundational training is to develop school psychologists with skills to serve as effective problem-solving change agents who can identify students at-risk for developing psychological and/or academic skills problems, work with school personnel within a problem-solving model as effective consultants to facilitate empirically supported interventions, and advocate effectively in support of school-wide change processes. At the core of this training is the development of competencies in areas of special education, school-wide organizational change, and effective interventions for students identified with significant academic as well as behavior difficulties.

In addition to this strong foundation, through coursework, practicum, and research experiences, students develop an individual specialization. Beginning with preparation for the third year of study, students work with their advisor to plan an individual course of study, strategically selecting elective courses and practical and research experiences that support the development of an individual area of specialization. The overall objective of individual specialization is to develop school psychologists as leaders in research and practice within the broader field of school psychology. One such individual specialization is in pediatric/health services for students who are interested in research and practice related to the educational and mental health needs of children with physical health concerns as well as youth who may be at-risk for physical health concerns. Additional areas of specialization may be related to several interdisciplinary certificate options available within the College (e.g., Behavior Analysis; Social Emotional and Behavioral Wellness) or may be independently created to align with the student's interests and long-term career goals (e.g., early development; quantitative methodologies). In

developing their individual plan of study students are responsible for developing a semester by semester plan (which classes they will take which semester) that they will undertake to obtain their specialization, discuss the plan with their advisor and receive approval from their advisor. It is the student's responsibility to document deviations from the plan (e.g., a given course not offered that semester) and develop contingencies as to how that coursework/experience will be fulfilled (and approved by the advisor). It is important to note that although faculty attempt to ensure that courses are offered on a regular basis, there are sometimes circumstances that result in course changes. Students should work closely with their advisor when these changes occur to minimize any delays in graduation/accomplishments that may arise through changes to the course offering schedule.

Program Goal & Objectives

The primary goal of the doctoral program is to prepare competent leaders in school psychology who operate from a scientist-practitioner model. Graduates are expected to emerge as capable researchers *and* practitioners. As professional psychologists, they will operate from a strong foundation of basic psychology while being expertly skilled in the application of psychological knowledge to promote children's academic achievement as well as their behavioral, emotional, social, and physical well-being. Moreover, graduates will be knowledgeable and skilled to partner with families and various service providers for the purposes of integrating services across settings (e.g. home, school, hospitals, etc.). A systems-orientation is fundamental to our doctoral training. This emphasis coupled with the opportunity to concentrate training in School-Centered Prevention or Pediatric/Health School Psychology supports the development of professional psychologists who can serve children and youth whether they are employed within or outside of the school setting.

The school psychology doctoral program identifies five objectives of training to ensure that students acquire core psychological knowledge as well as the foundations for school psychology; develop an advanced understanding of cultural and contextual influences; demonstrate skills in contemporary and evidenced-based practices in assessment, intervention, and consultation; possess a strong understanding of various research methods and data analytic approaches; and, lastly, exhibit a keen awareness of ethical, legal, and professional considerations. Below each objective is identified and accompanied with the associated competencies. Please see Appendix A for a comprehensive presentation of the Program's goals and expected knowledge, evaluation tools, and measurement processes.

Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychology areas.

Expected Areas of Competency/Knowledge
➢ Typical and atypical development in major domains, including cognition and learning
➢ Biological and social basis for human behavior
➢ History of psychology and of school psychology

Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health.

Expected Area of Competency/Knowledge
➢ Systems-ecological theory and application to providing services to children in various contexts (e.g., home, school, healthcare settings).

Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis.

Expected Areas of Competency/Knowledge
➢ Research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative.
➢ Standards, procedures, and statistical analyses associated with test development
➢ Conceptualization, implementation, and communication of independent research

Objective 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns.

Expected Areas of Competency/Knowledge
➢ An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns in addition to children from various cultural backgrounds.
➢ Design, implementation, and evaluation of interventions for children with a range of academic, social, behavioral, and developmental concerns as well as for children who represent various cultural backgrounds
➢ Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress.
➢ Effective prevention and intervention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers

Objective 5: To produce school psychologists who are knowledgeable and practice according to professional, ethical, and legal standards.

Expected Areas of Competency/Knowledge
➢ Ethical standards and legal regulations for providing psychological services in schools and healthcare settings
➢ Theories of clinical supervision

Curriculum and Degree

Students who enroll in the doctoral program with a Bachelor's degree will acquire a Master's degree in Human Development. The Master's in Education (M.Ed.) with a major in Human Development is awarded after 30 semester hours, including meeting a competency in research, showing that students have a fundamental, applied understanding of research methods as well as the ability to communicate research findings. The research competency for the Master's Degree is satisfied by successfully proposing the qualifying project under the mentorship of their academic advisor (this corresponds with registering for up to 3 credits of Educ 486 Doctoral Qualifying Research Project). In some instances, students may petition the faculty for approval of the research competency based on their prior experiences with research

and scholarship. Approval of the research competency through petition requires students to present evidence that they achieved the research competency, which would include papers which they have authored/co-authored and that have been published and/or presented at national conferences. To obtain the M.Ed. in Human Development, students must complete the Graduate Curriculum Change Request Form (https://ed.lehigh.edu/insidecoe/forms) to add the Master's Degree to the program of study. As the student nears completion of the 30 credits required for the Master's degree, students should complete the Program for Master's Degree Form (https://ed.lehigh.edu/insidecoe/forms) and apply for graduation according to the published timelines (https://ed.lehigh.edu/insidecoe/forms). It is important that students apply and receive their Master's degree before adding any certificate programs as students can only be enrolled in two programs at one time. Enrolling in a certificate program prior to completion of the Master's degree delays the Master's degree.

The Ph.D. is awarded after the completion of a minimum of 102 semester hours, including the 30 hours for the Master's degree. For students entering the program with previous graduate course work, the courses are reviewed by the student's advisor, and where appropriate, recognition is given for courses directly fulfilling school psychology program requirements. A maximum of 45 hours can be credited for previous graduate work; however, the University requires that students complete a minimum of 48 credit hours post-master's at Lehigh to receive a Ph.D. degree. Coursework taken more than 10 years prior to entering the program is not credited toward the hours needed to complete the degree program. Students must complete their program within 10 years of admission if entering with a bachelor's degree or within 7 years if entering with a Master's degree.

Course Sequence for Ph.D. Program

The doctoral program is designed to provide students a strong foundation and breadth in psychology and school psychology, with options for students to concentrate their later training in their identified area of specialization. For the first two years, all doctoral students follow a similar course sequence, completing most courses in the Psychological Foundations, Research, and Professional School Psychology core areas. In the third and fourth years, all students complete advanced courses in the Research Core (e.g., Educ 413 HLM; Educ 414 SEM; SchP408: Dissertation Proposal Seminar) and Doctoral Core. Additionally, during these final two years of coursework and practicum, students will complete the requirements associated with their selected individual specialization

The Program's course sequence is designed to be completed in approximately four to five years (including summer courses). Typically, students advance their dissertation research, in some cases complete their dissertation, and apply for internships during their fifth year. Internships are typically completed in the sixth year, with a seventh year being dedicated to the completion of their dissertation if needed. Thus, the expected time to complete the doctoral program is six years. Appendix B lists all course requirements and Appendix C provides a recommended sequence for course completion over the six years of training. Individual sequences may vary depending on the student's area of specialization.

Student Body

The student population of the School Psychology program consists of individuals who have entered the program immediately after completion of an undergraduate degree and those students who have earned a Master's degree. Most students have entered the Ph.D. program with undergraduate degrees in Psychology or Education. **The program is designed for full-time**

students, and thus, all students are full-time. The School Psychology program is dedicated to the recruitment of individuals from diverse ethnic and cultural backgrounds. Collectively, the program faculty and current student body are active in school psychology practice and research that is applicable to variety of settings (e.g. public school, early childhood centers, hospital settings, and early intervention programs like home visiting), and serves family and children representing a range of socioeconomic, ethnic, and linguistic backgrounds. Our aim is that the rich educational, professional, and research opportunities provided by our faculty and students will foster the recruitment and retain culturally and linguistically diverse students in the program.

Clinical Experiences

In addition to successful completion of the coursework, students in the Ph.D. program are expected to meet several other program requirements, including active participation in clinical experiences. The heart of any program to prepare professional psychologists lies in the practical and supervised experiences they receive. Across the first four years of full-time doctoral studies, students attain a minimum of 1,200 clock hours of practicum experience; at least 600 of these hours must be in an educational setting. Consistent with the NASP definition of a "school setting," these 600 hours must be in an educational setting "in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades pre-K–12 and has both general education and special education services..." For students who are specializing in Pediatric/Health, the remaining hours must be completed in pediatric settings. Following successful completion of practica and coursework, a full-time, full-year (academic or calendar) pre-doctoral internship is completed by students. Across the six years of training, students participate in practical experiences that are designed to developmentally support professional

growth and development. Over the course of their training, students are expected to gain skills and knowledge and become more independent in practice. Practical experiences are constructed to align with students' developmental stages as professionals and to support students in acquiring the skills and knowledge needed to work effectively in a range of settings. Practicum and internship experiences are described below.

Practicum

Pre-practicum. In the first year of the program, all students participate in practical experiences through SchP 402 Applied Behavior Analysis in the Fall and SchP 422 Assessment of Cognition and Achievement in the Spring. Practical experiences are explicitly connected to didactic course-work and provide a structured and supervised opportunity for students to gain first-hand experience in school psychology practice. Over the course of the first year, students typically spend 50 hours in these practical experiences. In addition, students enroll in a 1-credit pre-practicum seminar associated with Assessment of Cognition and Achievement in the Spring semester; the purpose of this seminar is to provide supervised practice in this course.

School-based Practicum (SCHP 435). During the second year of the program, students enroll in an integrated practicum (1 credit each semester) in conjunction with three courses (Consultation Procedures, Social Emotional and Behavioral Assessment and Intervention, and Academic Assessment & Intervention). Throughout the year, students spend a minimum of 200 clock hours in supervised school-based experiences, or the equivalent of approximately one day per week. Students are directly supervised by a district school psychologist and also participate in weekly group supervision with the Director of Clinical Training (DCT). Trainees are expected to apply their course-based knowledge in the practicum site by conducting academic and behavioral assessments, developing interventions to address academic and behavioral difficulties

for referred children, consulting with a family and teacher to address concerns regarding a referred student, and observing the routine activities of school psychologists, taking on a more active role as the year progresses (see Appendix D for Guidelines and Goals). Field site supervisors complete an evaluation of students at mid-year and end-year (see Appendix E); mid-year evaluations are reviewed to set goals for the remainder of the practicum experience. All practicum hours should be logged using Time2Track. At the end of the practicum experience, students complete an evaluation of the site and supervisor (see Appendix F) to ensure the quality of the sites in which students are placed.

Advanced Doctoral Practicum (SchP 442 & SchP436). During the third and fourth (and optional fifth) years of the program, doctoral students register for 1 credit of practicum each semester. Third-year doctoral students register for SCHP 442-10 Doctoral Practicum in School Psychology, while fourth-year students register for SCHP 436 Specialized Practicum in School Psychology: Supervision. During the optional fifth year, students register for SCHP 442-11 Doctoral Practicum. The overall sequence of practicum courses increasingly emphasizes the development of student competencies in clinical supervision. The general framework for the practicum experience requires students in the third and fourth years to spend two full days per week (approximately 16 hours per week), from September to June, in different types of educational/clinical settings. Within these practica, students are required to engage in activities such as conducting assessments, providing consultation and counseling services, and acquiring knowledge about working with students with academic or behavior concerns (see Appendix G Guidelines and Goals).

During the third and fourth years of the program, students focused on specializations most relevant to the school setting spend two days per week in school settings, typically a public

school district, intermediate unit, or early childhood education program in PA or surrounding states. These practicum experiences follow the public school calendar, beginning approximately around September 1 and ending approximately around June 15. Students focused on specializations aligned with pediatric health settings complete about 480 hours within sites that link pediatric and educational service delivery. These students, however, must complete the remaining hours (at least 600) in educational settings, including school districts. Students should work with their advisor and the Director of Clinical Training to secure other practicum sites

Students who enter the program already certified may be required to take one practicum beyond those linked to specific courses to allow faculty to determine the student's level of clinical skills. Assuming no deficiencies, all other practica are waived for these students. Decisions on the amount of practica needed for these students are made in conjunction with the student's adviser and program faculty. A full-time, doctoral internship, however, is still required.

Throughout all advanced doctoral practicum experiences, students are jointly supervised by University and field supervisors. Field supervisors must be permanently school certified and/or licensed psychologists, preferably at a doctoral level, with at least three years of experience in the field. Under certain circumstances students may complete practicum in sites where field-based supervision is provided by an appropriately-credentialed professional, in connection with the University-based supervision. Goals for the practicum are based on the student's personal plan for meeting program competencies. Evaluation of the student's skills is provided through a competency-based evaluation form. Students must accrue satisfactory ratings on all items on the evaluation form by the end of the practicum sequence in both school settings and pediatric/health settings (see Appendix H). All practicum hours are recorded using

Time2Track. After completing each practicum experience, doctoral students must complete the Doctoral Practicum Site and Supervision Rating form (see Appendix I).

Certification

Upon completion of 1,200 hours of practicum experience, successful passing of the comprehensive exam, and successful completion of SCHP 408 Dissertation Proposal Seminar, students may apply for School Psychology certification in Pennsylvania. To apply for certification, students must take and pass the required Praxis test found on the ETS page. Please check with the School Psychology Program Coordinator for instructions on the review process that must be undertaken before the Office of Professional Certification can review your application for certification. Appendix J includes a form to guide the certification process.

Effective Fall 2020, hours worked in settings that are not official Lehigh practicum placements will not count toward the 1,200 hours of supervised practicum experience required for school psychology certification. This includes hours worked in a Graduate Assistant or Research Assistant position. When appropriate, however, students may choose to log and count these external hours toward their APPIC applications. Students should review the APPIC guidelines to ensure suitability.

Students who enter the program with significant and documented previous clinical experiences (e.g., Master's degree in clinical psychology or counseling and 5 years as a child therapist in a mental health agency or certified school psychologist) may have some of the required clock hours toward certification waived. However, these students must still accumulate a total of 1,200 clock hours (including those given for previous experience and graduate work), of which 600 must be in a school setting to achieve certification. An additional option for such students with previous clinical experience is to enter their doctoral internship pre-certification

and achieve certification during the course of the academic year they serve as interns. If students elect this option, they MUST do their doctoral internship in a school setting.

Doctoral Internship (SchP 444)

The doctoral internship is an organized, planned sequence of training experiences that develop the intern's professional competencies in health service psychology and the specialty of school psychology. The internship is the culminating supervised training experience of the doctoral program, designed as an opportunity for students to merge scientific and educational concepts into an operational practice for the welfare of children and the development of their competencies as professional psychologists. During the internship year, all students must register for an internship credit and pay an internship fee. This fee contributes to clinical administrative costs for the program, including subscriptions for documenting hours throughout students' clinical training. The internship includes a minimum of 1,500 clock hours. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. Because students are already certified as school psychologists, the doctoral internship may be in either an educational setting or a clinical setting such as a hospital, mental health clinic, research institute, or other setting appropriate for advanced doctoral training. To individualize the internship experience, students complete the Doctoral Internship Goals form (Appendix K) with their field supervisor at the start of the internship.

A student may apply for a doctoral internship in School Psychology when the following criteria are met:

1. Successful completion of all required courses;
2. Successful completion of the Comprehensive Exam; and

3. ***Substantial evidence*** toward the completion of an approved dissertation, as determined by the student's advisor. With few exceptions, students should have a complete and approved draft of their dissertation proposal prior to beginning their internship.

It is strongly recommended that students obtain internships through the Association of Psychology Postdoctoral and Internship Centers (APPIC). When a student obtains an internship outside of APPIC, they are responsible for completing the Independent Internship Proposal form (see Appendix L). Internship sites must meet the standards set forth in the most recent Council for Directors of School Psychology Programs (CDSPP) Doctoral Internship Guidelines (see Appendix M). Program Director and Training Director approval of the internship will be based upon whether the site meets the CDSPP standards described. Further, the site must view the student as an intern, not as an employee, and provide training experiences that reinforce and extend those experiences that the student obtained during their graduate training. Students who are employed by a school district at the time of their internship may NOT fulfill part or all of the internship requirements by working for the school district in which they are presently employed. Past experiences suggest the learning experiences of the internship are compromised when former school district employees attempt to function as interns. Previous job roles and responsibilities inhibit the educational freedoms needed by the intern to explore the new niches filled by school psychologists. Appendix N provides a list of past doctoral intern sites.

There are several important administrative requirements of the internship. Students are required to register for 1 credit of SCHP 444 Doctoral Internship each semester, pay a $100 internship fee, and log all internship hours using Time2Track. Supervisor evaluations of the intern's performance are obtained at the end of each semester using the form located in Appendix O or using the site's evaluation form. At the end of the year, students also provide an

evaluation of the internship site and experience using the Internship Site and Supervision Rating Form (Appendix P).

After students complete their internship, they will continue to register for credits each semester until all program requirements are completed and they are able to graduate. Post-internship, the number of credits required each semester depends on whether they have advanced to candidacy (i.e., obtained an approved dissertation proposal). Lehigh University regulations require that if a student has completed all course requirements as well as having met a minimum credit registration of either 48 hours post-master's or 72 hours post-bachelor's, the student must register for a minimum of 3 semester hours every semester until they have advanced to candidacy. Once the student advances to candidacy, students register for 1 credit every semester (not including summers) to maintain their candidacy until they complete their dissertation. Students who fail to meet this registration requirement will be required to register for all previous semesters at the time they complete their degree.

Research Requirements

Doctoral students are expected to understand University and College-wide regulations regarding the completion of the Ph.D. degree; please see the College of Education Graduate Student Handbook for more details on the college-wide procedures for doctoral study https://ed.lehigh.edu/insidecoe/students/doctoral-procedures-guidelines. Doctoral students are expected to complete two primary research projects during their training - the doctoral qualifying project and the dissertation.

Protection of Human Subjects in Research

Lehigh University's basic policy places the primary responsibility for the protection of the welfare and the right of privacy of the individual subject participating in research on the

principal investigator. The responsibility is shared by the university as an institution and, where outside support is provided, by the sponsoring agency. All research and experimental activities in which people participate as subjects must be approved by Lehigh University's Institutional Review Board (IRB) before the involvement of the subjects. This applies to sponsored and unsponsored research, continuing education courses, and instructional projects and activities conducted by university students, staff, and faculty.

School psychology students who are involved in research with human subjects will need to complete the appropriate training (https://research.cc.lehigh.edu/RCR) before they begin any activity. For projects in which the student is a researcher, the student will need to obtain IRB approval. Students should apply for approval under the supervision of the faculty member with whom they are working. All reviews of research projects involve use of IRBNet.org. Graduate students must submit their proposed projects for IRB review online. Visit http://research.cc.lehigh.edu/irb to learn how to use this system.

Doctoral Qualifying Project

The doctoral qualifying project is an independent research project that is conducted under the close mentorship of the faculty advisor. In an ideal situation, the qualifying project is the beginning of an evolving line of inquiry that will enable students to develop their personal research interests as they advance through the doctoral program. The qualifying project enables students to explore their initial research interests within established areas of school psychology faculty expertise, perhaps setting the stage for later dissertation study. The qualifying project also provides the students with initial experiences and opportunities to acquire competencies in conducting independent research.

There are two major sources of support to assist students in completing the qualifying research project in a timely manner. Mentoring from the student's advisor is a critical component of the process. Students should schedule regular, ongoing meetings with their advisors throughout the completion of their qualifying projects. Second, doctoral students complete the Research Methods and Design (SchP406) course, which provides an introduction to research design and analysis and structured guidance and assistance for students in conceptualizing their qualifying project research objectives and writing a complete proposal draft.

Students form a qualifying project committee consisting of the faculty advisor and two faculty members from the College of Education. In some circumstances, students may include a committee member who is a doctoral-level researcher but not a faculty member at the College of Education, to fulfill a particular area of expertise related to the qualifying project. This is permitted with the approval of the student's advisor.

The steps for completing the proposal are as follows. Following the process of finalizing the qualifying project proposal, the advisor distributes the proposal to the committee for their review. Committee members decide if the proposal is ready for formal presentation to the committee or if significant revisions are necessary. When the advisor and committee members deem the proposal ready for formal presentation, a proposal meeting is held in which the student provides a brief (10 to 15 min) presentation of the proposed study and the committee shares feedback regarding the conceptualization and methods of the proposed research. The committee meeting equally serves as a learning opportunity for the student to acquire leadership as well as collaboration skills with regard to conducting research. The meeting concludes with the student, advisor, and committee members arriving at a mutually acceptable plan for conducting the

research. Following approval of the proposal by the committee, the student and advisor obtain approval from the University's Institutional Review Board (IRB). Once IRB approval is obtained, the student completes the research project and prepares a final written document, under the advisor's supervision. Note that the proposal and final document are prepared according to the current Publication Guidelines of the American Psychological Association.

Similar to proposal preparation, once the student and faculty finalize the complete document, it is distributed to the committee for their final determination of the student's success in completing the qualifying project. Committee members independently review the final document and convey their evaluations to the advisor (See Appendix Q); a formal meeting or defense is not required. The committee members review the written project and evaluate it as a **High Pass, Pass, No Decision/Revise**, or **Fail**. To pass the project, two out of three committee recommendations must be a minimum of **Pass**. Should a student fail the qualifying project, the student's qualifying project committee decides the appropriate action. For example, the student may be required to significantly revise the written document or research methods if they were not followed as delineated in the approved proposal.

The qualifying project is expected to be conducted and written in a manner that it is publishable in a peer-reviewed journal. Therefore, the school psychology program faculty expects that students, along with their faculty advisors, will submit the project for publication. However, acceptance of the study for publication is not required for the student to pass the project. Additionally, the student is required to present the approved project as a poster at a School Psychology Program Student Research Colloquium, typically offered at the end of each semester. Students are strongly encouraged to present their work at relevant local, regional, or national conferences.

Research theses that were completed in a Master's degree program prior to beginning the doctoral program may be considered as meeting the qualifying project requirement. The decision to consider the thesis as meeting the qualifying project will be made in conjunction with the student's faculty advisor and a committee of two other faculty members. In general, an appropriate thesis is a research project that was led by the student, under the supervision of their previous faculty mentor. It should be focused on a topic that is relevant for school psychology. If the advisor feels that the thesis should be considered, they will formulate a review committee which consists of two additional school psychology program faculty. The thesis will be independently reviewed by the advisor and two faculty committee members to determine if it meets the program's requirements for a qualifying project. The thesis will be determined to meet the qualifying project if two of these three independent reviews concur.

Successful completion of the qualifying project serves as the formal admission of the student into the doctoral program. Students admitted to doctoral study with a Master's degree are expected to complete the qualifying project within two years of admission to graduate study in the program. Those students whose highest degree at admission is a Bachelor's degree are expected to complete the qualifying project by the end of their third year of graduate study. Students who do not complete the qualifying project in a timely manner may not be allowed to continue to register for classes or serve as graduate or research assistants until the project is complete. These actions are not intended to be punitive, but rather to ensure students are better positioned to manage the demands of the qualifying project.

The qualifying project research and document preparation serve as an opportunity for faculty to evaluate students' initial competencies for conducting independent research, and to gauge their needs for future support as well as their potential for successful completion of the

advanced research and writing demands that are associated with dissertation research. In their roles as advisors of the qualifying project research, faculty members expect to provide close mentoring and guidance to students. At the same time, faculty members are expecting students to seek guidance from their advisors, demonstrate independence in their writing (e.g., satisfactorily respond to faculty guidance and editing), complete research in an effective and ethical manner, and meet the timelines that are collaboratively identified with their advisors. Students are expected and supported to complete their qualifying project by the conclusion of their third year of graduate study. In addition to mentoring from their advisors, students will receive feedback on their progress from all faculty members during the annual reviews. Successful completion of the qualifying research project is necessary for the student to progress and complete the doctoral program. Students who are delayed in conducting their qualifying project research beyond the third year of the program are at risk of failing to successfully complete the program. Any such situation will be discussed by the program faculty, who will determine a course of action.

Dissertation

Dissertation research is the hallmark of doctoral training. The dissertation is the culminating product of the student's personal concentration of their doctoral training. In ideal circumstances, the dissertation can define the student's emerging expertise and affirm their competence to independently conceptualize, conduct, and communicate research. Although the dissertation is one of the final milestones in obtaining a Ph.D., its conceptualization and the plan for completing it should begin early in the student's training. The qualifying project can be viewed as the first step in the sense that it provides an initial opportunity for students to lead a research project (with faculty mentoring) and it also enables students to concentrate in a potential

line of inquiry. As doctoral students will profit from close research mentoring and the resources afforded through existing research, students' research interests should align with at least one of the program faculty member's research interests and projects. Close association with faculty research nourishes students' personal research interests and competencies.

Dissertation Proposal Formats. Students have two possible doctoral dissertation proposal formats at Lehigh, a three-chapter format and a two-chapter format. The primary difference is the nature of the presentation of the detailed literature review.

Three-chapter dissertation proposal. With this format, the first chapter provides an introduction to the topic and the rationale for the study. This chapter typically includes general background information and identification of the problem, a brief review of relevant literature, identification of limitations and gaps in the literature (the rationale), a statement of purpose, and the research questions and associated hypotheses. With this format, the longer second chapter provides an in-depth, critical, and integrative review of the literature. The third chapter presents the methodology of the study.

According to Cone and Foster (1993), the challenge of the three-chapter format is to present sufficient information in the first chapter for the reader to understand why the research question is important without being redundant with the longer second chapter. The primary advantages of the three-chapter format include: (a) the in-depth work required for a complete review provides a student with assurance that the area has not yet explored; (b) a thorough review of the literature acquaints the student with all the procedural and design details of research in the area, helping to avoid the mistakes others have made; and (c) the precision required to write a comprehensive literature review chapter will force a student to think through

the study details in much more depth than will merely reading the literature and providing a brief overview in the proposal (Cone & Foster, 1993).

Two-chapter dissertation proposal. With this format, the first chapter combines the introduction to the topic and the review of relevant literature (i.e., this more streamlined chapter combines the material of the previously-described two chapters into one). With this format, the first chapter begins with an introduction to the topic, then launches into a concise, but focused and integrated, literature review that concludes with a statement of purpose, and the research questions and associated hypotheses. The second chapter presents the methodology of the study (equivalent to the third chapter in the two-chapter proposal).

According to Cone and Foster (1993), the challenge of the two-chapter format is to present sufficient information in a very succinct manner to convince the reader that the student has a thorough understanding of the background literature. The expected depth and detail of the literature review is similar for both the two- and three-chapter models. To accomplish this in the two-chapter model, students may add a table, listing studies and relevant information to be included as an appendix. The primary advantage of the two-chapter format is that it is similar to the format required by professional journals so, when the dissertation process is completed, a student is one step closer to submitting a paper for possible publication.

Selecting a proposal format. Dissertation chairs will guide students in selecting the dissertation proposal format that will best meet each student's needs and best reflect the proposed research. For instance, the three-chapter model may provide needed support for the student to organize and integrate the literature to formulate a strong rationale for the dissertation study. The three-chapter format may also be preferable to the two-chapter format if the chair and student anticipate that a written account of the literature review (i.e., chapter two) may be a

scholarship opportunity (i.e., published literature review, conference presentation). The primary advantage of the two-chapter proposal is that students' final dissertations will likely need minimal revision in preparation of a manuscript for publication. If the priority is to readily publish the manuscript, dissertation chairs may direct students to the two-chapter proposal.

The College of Education Graduate Student Handbook details the University's guidelines and requirements for the dissertation https://ed.lehigh.edu/insidecoe/students/doctoral-procedures-guidelines. Although these are highlighted below, students should become thoroughly familiar with the guidelines as they approach their dissertation work. According to the university's guidelines, the dissertation must: (1) be directed (e.g., chaired) by a voting member of the program's faculty at Lehigh in School Psychology; (2) be approved by the dissertation chair, committee, and the graduate committee at least six weeks prior to graduation; (3) consist of original research; (4) provide evidence of scholarship that is publishable in a peer-reviewed journal; and (5) contribute knowledge to the respective field of study. For the Ph.D. in School Psychology, the following guidelines also apply: (1) the research must be an empirical study (n.b. surveys and historical research can be appropriate pilots to empirical research and may be included as such); (2) employ analyses well-suited for the type of design and data collected (i.e., single-subject, group, correlational, or qualitative research designs are acceptable); (3) the style and quality of writing must meet the standards of the American Psychological Association; and (4) University approval of research with human subjects must be obtained to conduct and publish the study.

The primary impetus for successful completion of the dissertation is the dissertation chair-student mentoring relationship. In collaboration with the dissertation chair, the student will initially conceptualize and plan for the dissertation. Additionally, students complete a

Dissertation Proposal Seminar (typically in the spring of their fourth year), which provides a supportive context for preparing a complete draft of the dissertation proposal. Another source of support for students' dissertation research is the special committee. Early in the dissertation process, students formulate a special committee. Regulations of the University stipulate that the special committee must consist of a minimum of four members (at least one outside the program). The Chair will assist the student in assembling a special committee with collective expertise that aligns with the proposed research (e.g. committee members represent various areas of content and methods expertise). The student is responsible for inviting the committee members. The Chair and the student will work with the program coordinator to complete necessary paperwork to obtain approval of the committee from the Dean of the College; approval is a prerequisite for the students' formal proposal of the dissertation research.

With the support of the proposal seminar and the dissertation committee, the student works with the Chair to prepare a dissertation proposal. The Chair will distribute the proposal to the committee for their evaluation and recommendation as to the student's readiness to formally present their proposed research. Once each committee member approves the student's readiness, a proposal meeting is held. During this proposal meeting, the student presents a brief (15-20 min) overview of the project and the committee poses questions and feedback. The student is excused while the committee considers the feedback, identifies necessary revisions, and determines if the student is ready to begin the research activity. The student returns and the committee reviews the final feedback and next steps with the student. Following approval of the proposed dissertation research, the student is responsible for completing the project with routine mentoring from the Chair. Students are encouraged to keep the committee informed and to rely on their unique expertise as needed. Any changes to the research questions or methods during

the course of the study should be discussed with and approved by the committee. Presenting to the dissertation committee a final project that was conducted differently than proposed is not advisable. As the study is completed, the student should collaborate with the Chair to prepare the final written product.

The Chair will determine when the written product is ready to be reviewed by the committee and the Chair will distribute it to the members. The process at this point is similar to the committee's response to the dissertation proposal: each member will inform the Chair if the student is ready to defend and the 2-hour defense is scheduled. During the defense the student presents an overview of the study, the committee provides feedback and questions, the student is excused while the committee deliberates. The committee discerns if the student passed the dissertation defense and if the dissertation is approved. Feedback, as well as required the revisions, are presented to the student when they rejoin the committee. At this point, the student is responsible for completing the next steps that were delineated by the committee and following University procedures for submitting the dissertation and graduate.

Students who have completed all course and internship requirements but have failed to present an acceptable proposal for their dissertation are required to register for 3 credits every fall and spring semester until a proposal is accepted. Students who have completed all requirements for the degree and have been advanced to candidacy (have an accepted proposal), are required to register for 1 credit every fall and spring semester until such time as they complete and defend their dissertation. Students who have completed all requirements except internship and dissertation proposal must register for 1 credit of Dissertation every fall and spring semester until they begin their internship.

Additional Requirements

General Exam/ Comprehensive Exam

There are guidelines set by the University for completing the General Examination (see https://ed.lehigh.edu/insidecoe/students/doctoral-procedures-guidelines); the format and content of the general exam is determined by individual programs. The purpose of the comprehensive exam in the School Psychology program is to evaluate the degree to which a student has met program training objectives, and therefore, acquired the discipline-specific knowledge (DSK) and achieved the profession-wide competencies (PWC) as required by APA (see Appendix R). At the time of the comprehensive exam, students are expected to have synthesized and integrated their clinical and academic experiences obtained throughout their doctoral training. Approval of the qualifying project and formal admittance into the doctoral program are required before students can take the comprehensive exam. Further, successful completion of the comprehensive exam is a necessary step before students can propose their dissertation and apply for internship. Thus, timely completion of these requirements is imperative for students to complete the program in the allowed time period. Typically, the comprehensive exam is completed during the fourth year in the program and consists of two components: a written portfolio and an oral interview.

Successful preparation of the written portfolio begins with the student's very first experiences upon entering the program and continues through the final program requirements. A detailed description of the required portfolio contents and the procedures is below. Subsequent to the faculty's judgment that students have passed the written portfolio component, they complete an oral interview to further demonstrate competencies and to present themselves as doctoral candidates; these procedures are detailed below.

For students matriculating into the program beginning in September 2013, the training objectives are: (1) Core psychological knowledge as well as the foundations for school psychology; (2) Contextual and cultural influences relevant to children's development, academic achievement, and behavioral health; (3) Contemporary and evidenced-based practices in assessment, intervention, and consultation,; (4) Understanding of various research methods, designs, and data analytic approaches; and (5) Awareness of ethical, legal, and professional considerations. Corresponding competencies for each domain are described further under Program Goals[1]. Each component of the portfolio components is further detailed in the text that follows.

Personal Specialization Paper. The personal specialization paper is a detailed, insightful account of the area of competence in which the student sought to acquire advanced knowledge and experience during their doctoral studies. Students will have completed course work, clinical work, original research, attended workshops, have done excessive reading, presented in classes and at conferences, and done other activities documenting their work in this area of specialization. Typically, the area identified as the specialization is also the student's dissertation focus. In the specialization paper, students are required to: (1) define their specialization, (2) trace their personal development toward the specialization, (3) discuss the application of their specialization to the practice of school psychology, (4) discuss needed research that would advance the specialization area, and (5) conclude by discussing their intentions for extending their specialization into early career. In this final element, students

[1] For students who matriculated into the program prior to September 2013, the training domains were: (1) Core Psychological Knowledge, (2) Research Design & Application, (3) Psychological Application, (4) Professional Issues/Multicultural Perspectives and (5) one of the two sub-specializations -School-Centered Prevention or Health/Pediatric School Psychology.

should discuss a potential early career trajectory that illustrates the type of position they would like to obtain, along with the distinct steps that they will need to take towards this position while they complete their doctoral degree. The paper must be written according to APA style and should not exceed 25, double-spaced pages. The personal specialization paper is rated separate from the other written portfolio components as indicated in Appendix S.

Curriculum Vitae. Students will include a curriculum vitae (CV) in the portfolio. Doing so enables the faculty to provide feedback regarding the structure and content of the CV to the student. There is no rubric for evaluating the CV.

Evidence for School Psychology Doctoral Program Objectives. For each of the five school psychology training objectives, students will provide an ***integrative reflection paper***, ***select permanent products that represent achievement of program objectives*** (i.e., evidence), and an annotated bibliography to demonstrate attainment of each competency within the training objective. Faculty rate student performance on each element of the written component of the comprehensive exam separately according to a 4-point rating system (i.e., 4 = criteria exceeded; 3 = criteria met; 2 = criteria minimally met; 1 = criteria not met) using the criteria detailed in Appendix S.

Integrative reflection paper. The integrative reflection paper is the student's account of the extent to which they meet each competency associated with the specific objective. Each integrative paper should be 5-8 pages, not to exceed 8 pages. The paper should be double-spaced and follow APA Publication Guidelines. The paper should discuss the following:

(1) The collection of training experiences that fostered acquisition of the objective. This aspect of the paper can discuss a host of relevant experiences; yet it should provide a clear rationale of how the achievements selected for the portfolio are comprehensive (e.g.

represents relevant course, research, and field experiences) and strong evidence that demonstrates that the competency was mastered.

(2) Specific strengths associated with the distinct competencies that have been acquired. This discussion should reference the evidence that is presented in the portfolio.

(3) Acknowledgement of competencies within the objective that have not been fully achieved, along with a plan as to how they will be achieved.

(4) Appraisal of their relative strengths and competencies for future development to their personal specializations and early career aspirations.

Complementing the integrative reflection paper, students should select representative achievements from their works in courses, practica, and research to provide as evidence of mastery for each competency in the objective. The student's integrative paper should provide a clear justification for selected evidence. Evidence should be varied, representing the range of training experiences. For example, students may blend course assignments with reports prepared for practica or research presentations at national conferences. The same work can be applied to multiple objectives and competencies when appropriate. However, its distinct association to specific competencies should be made clear in the integrative paper. The table below provides the number of works (evidence) permitted for each objective. These limitations are strategically applied to encourage students to exert discernment in selecting evidence.

Evidence allowed per objective:

Objective	Number of Competencies	Maximum Number of Evidence (works) per Objective
1	3	9
2	1	3
3	3	9
4	4	12

5	2	6

Annotated Bibliography. For each objective, students will prepare an annotated bibliography of key works that the student identifies as having a substantial impact on their training relative to the objective. The annotated bibliography should include 5-10 publications. The work will be cited according to APA style, and followed by a brief (3-5 sentences) description of its relevance to the objective.

Major Steps in the Portfolio Evaluation

1. Students must be approved to take their comprehensive exam by submitting a petition to the school psychology program director. There are three exam periods offered each year: late August, late January, and late June. The first two exam periods may be used for the initial portfolio review, while the **June exam period can only be used for students who were not successful in their first comprehensive exam and are re-submitting their portfolios a second time**. Students must petition the faculty by the according to the following schedule:

Last Petition Date	Portfolio Conference	Oral Interview
April 30	Late August	Late September
September 30	Early January	Early February
February 28	Early June	Early July

2. Students meet with their advisor throughout the period between petition and portfolio conference to review materials and ensure progress.

3. There will be three faculty members (advisor, who serves as chair, plus two School Psychology faculty) on each student's portfolio committee. Faculty are assigned to committees by the Program Director.
4. Students must identify, prioritize, and include a best piece of evidence for each competency. Additional evidence should be included at the student's discretion. Students should exercise discernment in selecting the collection of evidence; quality, not quantity, is critical for the student to demonstrate their ability to link evidence to competencies.
5. Students must submit their portfolio materials during the first week of classes in the semester in which they are taking the exam (i.e., Fall or Spring), and notify the members of their committee by email indicating that the materials are ready for review and providing a link to the electronic portfolio.
6. Once materials have been submitted, each committee member independently reviews the student's portfolio according to the rubric in Appendix S. Student attainment of each of the five program objectives is evaluated by rating the integrative paper, each individual competency within the objective, and the annotated bibliography. To pass the objective, students must obtain a median rating of 3 or greater on the integrative paper and a median rating of 3 or greater for each of the individual competencies. To progress to the oral interview, students must obtain a median rating of 3 or greater for each of the 5 objectives and for the Personal Specialization paper. If the student earns a median rating of less than 3 for any one of the objectives or on the Personal Specialization paper, the committee will ask the student to provide ask for additional evidence in those areas that did not meet the pass criterion. If review of the additional evidence results in a median rating of 3, the student moves to the oral interview. If the student earns a median rating of less than 3 on 2

or more objectives or one objective and the Personal Specialization paper, the student will be required to resubmit the portfolio during the next exam period.

The ***oral interview component*** of the comprehensive exam follows successful evaluation of the portfolio, and consists of the following:

1. Oral interviews are conducted with only the comprehensive examination committee and student present.
2. Ten days prior to the interview, the student will receive a list of ten possible questions from the committee chair (e.g., advisor) that address each of the five program objectives. This list of questions does not restrict the entire content of the interview; it is intended to guide student preparation for the oral interview. Students are permitted to prepare materials (e.g., outlines) related to their responses for each question and to use these materials during the oral exam. Students are expected to maintain all of their other responsibilities (i.e., attend classes, practicum, complete other assignments) during the preparation period for the oral interview. Students are expected to be fluent in their oral responses and use their prepared materials to only guide their presentation. Students may bring their prepared materials electronically (e.g., on a laptop computer) only if approved in advance by the committee. If approved, the student may not connect to the internet at any time during the oral interview and must only make use of the files and folders they prepared in advance for the purposes of the interview.
3. The oral interview is scheduled for 75 minutes. During this time, faculty will ask students questions from the list they were given prior to the interview. However, the faculty committee is not limited to this list when asking questions. They may ask additional questions related to the initial question or ask questions that were not specified

on the list. In order to cover each of the five questions during the oral interview, students will be asked to limit their responses to a question to 10 minutes with five minutes for follow-up questions.

4. Immediately following the 75-minute exam, the student leaves the room briefly so the faculty committee can discuss their impressions of the student's performance. Upon the student's return, the chair provides initial feedback regarding the committee's impressions of the student's performance during the oral exam. Typically, feedback concerns the manner in which the student prepared for the exam, responded to questions, and utilized their materials. The student may receive some initial feedback on the content of responses to questions. This feedback provided is pertinent only to the oral interview.
5. Faculty rate student performance on the oral interview component for each competency and each objective addressed according to a 4-point rating system (i.e., 4 = criteria exceeded; 3 = criteria met; 2 = criteria minimally met; 1 = criteria not met) and using the criteria detailed in Appendix T. To pass the objective, students must obtain a median rating of 3 or greater for each of the individual competencies addressed, and to pass the oral interview, students must obtain a median of 3 or greater for each of the objectives. If the student earns a median rating of less than 3 for any one of the objectives, a second oral interview will be scheduled focused only on that objective. If the student earns a median rating of less than 3 on 2 or more objectives, the student will be required to retake the oral interview during the next exam period.

If the student passes all objectives addressed in the oral interview, the committee will provide a final overall evaluation of the comprehensive exam. Within 14 days of the oral interview, the student will receive a formal letter from the chair stating whether they passed the

comprehensive exam. Passing the comprehensive exam involves passing both the written portfolio and the oral interview components. Evaluation and written feedback concerning strengths and weaknesses for each competency and each objective, as evidenced by both the written portfolio and oral interview are provided to the student. The evaluation approach for the portfolio and oral interview components, as well as the overall determination of the comprehensive exam, is completed for each training objective and each competency within the objective. Final communication of the comprehensive exam performance is based on the evaluation of the materials submitted during the portfolio conference and the student's oral interview. Each member of the comprehensive exam committee will provide brief written feedback summarizing the strengths and weaknesses of the student's overall exam performance. Faculty will also provide a rating for each of competency and the objective as a whole. The chair of the committee compiles the ratings and written feedback from the committee members in a summary letter shared with the student.

Concentrated Learning Requirement

All students must complete a concentrated learning requirement. For the Ph.D. in School Psychology, the concentrated learning requirement is registration as a full-time student during a consecutive fall and spring semester of the same academic year. Full-time status is defined as registration of a minimum of 9 semester hours. Students may petition for full-time status if they meet specific criteria (see https://ed.lehigh.edu/insidecoe/forms). In addition, students may only complete their concentrated learning requirement after successful completion of their qualifying project. However, students who maintain full-time status for three consecutive years prior to completing the qualifying project may meet the requirement without additional full-time enrollment. The requirement applies equally for students in full- or part-time status. Students

may request a waiver of the requirement for the school psychology program (by petition) if they meet the University residency requirement which is (either) two semesters of full-time Lehigh graduate study or 18 credit hours of Lehigh graduate study, either on or off campus, within a 15-month period must be completed.

Student Academic Expectations

Minimal Levels of Achievement

Continuation in the program is dependent upon several factors. First, although ***Minimal Academic Standards*** are described in the College of Education's Graduate Student Handbook, the School Psychology program maintains a higher standard for minimal levels of achievement. Students are expected to maintain high quality performance indicative of graduate level training. Students must ***maintain at least a 3.00 GPA*** throughout their enrollment in the program and can receive no less than a B in 12 credits.

A second important factor in continuation within the program is the demonstration of ***effective clinical skills*** in prevention, intervention, and assessment. As school psychologists must possess abilities beyond those evident in academic coursework, students must reach acceptable competency levels in performing clinical responsibilities. Students' emerging clinical skills are reflected in faculty members' observations in course-related field experiences, research activities that involve clinical skills, and in the evaluations that are provided by field-supervisors of students' practica. In the event students are noted to have difficulties in acquiring expected levels of clinical competencies they are provided with additional opportunities and experiences to remediate their skills. The nature of the remedial experiences is devised to meet the individual needs of the student. The faculty makes every effort to advise graduate students who may be in danger of not reaching acceptable levels of competency in clinical skills.

Third, school psychologists must maintain effective use of ***ethical and professional standards*** in their work. As such, graduate students are also evaluated in their ability to (a) demonstrate applications of ethical principles, (b) establish and maintain effective relationships with fellow graduate students and faculty in addition to field-based training supervisors and colleagues, and (c) complete the obligations and responsibilities associated with their funding source.

Ongoing Review

To support all students in demonstrating high quality performance and maintaining minimum levels of achievement, student progress is evaluated formatively through an ongoing review process. Each year students are asked to complete a Student Annual Evaluation Form that is administered electronically using a Qualtrix survey. Student progress is evaluated consistent with the program objectives, including clinical competence, and in three additional areas of **professional values, attitudes and behaviors; communication and interpersonal skills; and diversity, inclusion, and equity.** The Student Annual Evaluation Form first asks students to reflect on their developing competencies within each of the program objectives and to rate their skills and knowledge for each competency using indicators of *limited, emerging, foundational*, and *advanced*. Progress toward program objectives is reflected in the student's self-ratings for each of the competencies, their attained grades in coursework and faculty members' comments regarding the quality and quantity of their in-class contributions. Clinical competence is evident through the reports of faculty and field supervisors regarding the student's performance in various practica and/or internship requirements. As a program designed to train professional psychologists, judgments of clinical competence are crucial in the evaluation process. **Professional values, attitudes and behaviors** includes behaving 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; engaging in self-reflection regarding one's personal and professional functioning; and engaging in activities to maintain and improve performance, well-being, and professional effectiveness. **Communication and interpersonal skills** addresses the ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services; produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; demonstrate effective interpersonal skills and the ability to manage difficult communication well; demonstrate professional skills such as punctuality and attentiveness in both coursework and practica. **Diversity, inclusion, and equity** refers to the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers; the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with our own.

Program faculty members meet annually to collaboratively discuss each student's progress in the program. The faculty considers the Student Annual Accomplishment Form and practicum/internship evaluations (where appropriate) as well as the faculty members' experiences with the student during the year. The student's advisor provides a written summary, using the Faculty Feedback on Student Annual Evaluation Form (see Appendix U). This feedback is intended to help the student maintain high quality work, to address challenges the student may be experiencing, and to prevent termination of studies. Satisfactory progress as

indicated in the feedback form is required for continuation in the program. Students are requested to sign and return the form and encouraged to respond in writing as needed.

Faculty-Initiated Review. Review of students' progress is not limited to the annual process. School Psychology Program faculty may initiate a review of student progress if concerned about a student's progress at any point. Events that may trigger such an adequate progress review include:

-A graduate student carrying two or more incompletes in non-research courses,
-A graduate student withdrawing from the same course more than once, .
-A graduate student withdrawing from more than three required courses in a program of study
-A graduate student failing to complete non-course program requirements in a timely fashion

In making decisions about adequate progress, program faculty shall take into consideration a student's personal health and/or life situation. To assist in such consideration, program directors may request that students clarify the reasons behind their failure to make adequate academic progress.

Remediation and Probation

In the event that the annual review or the faculty-initiated review raises concerns about the student's progress in the program, an informal remediation plan will be developed by the student, the student's advisor and the program director. The plan will be documented in a letter that includes the initial concern, the remediation plan and a date for review. The letter is signed by all parties, indicating agreement to the terms of the informal remediation plan. All informal remediation plans will require a review of the student's performance during the following subsequent semester. The student's current level of performance and progress on the terms of the informal remediation plan will be documented in a second letter, again signed by all parties. If the student has successfully met the terms of the remediation plan, the plan will be terminated. If,

however, there are continued concerns, the student will be placed on probation and a formal remediation plan will be put in place.

The School Psychology program follows a more specific procedure for remediation than what is outlined in the Graduate Student Handbook. Students placed on probation must submit a formal remediation plan (see Appendix V) to their advisor for initial approval. The plan must include an explanation of why the student did not sustain the minimal levels of achievement and must offer detailed and specific means to address the cause of inadequate performance. Following approval from the advisor, the plan must be reviewed by the program faculty. Faculty may approve the plan or require revisions to the plan as indicate in Part II of the Remediation Plan form. Once the plan has been approved, the student is expected to implement the plan with follow-up reviews as specified in Part III of the Remediation Plan form. The student's progress will be reviewed by the student's advisor and the program faculty and the next steps in the probation process will be determined. This may include termination of the remediation plan if goals are met, additional review, barring the student from additional coursework until the terms of the remediation plan are met, or dismissal from the program. The outcome of the faculty review will be detailed in a letter to the student. A meeting between the student and the program faculty is held to discuss the letter. Should the student be dissatisfied with the outcomes of this meeting, they have the right to appeal the decision to the Department Chairperson, Dean of the College of Education, and the Office of the Provost, in that order.

Right of Appeal Students have the right of appeal if they feel academic program faculty have erred in (1) barring them from further coursework in the COE until completing some specified indicator(s) of adequate academic progress, (2) dropping them from the program in which they were enrolled, or (3) barring them from taking non-degree coursework in that

academic program. Such students should follow the appeal process laid out in the College of Education Graduate Student Handbook *(https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/grievances-procedures*).

Policy on Academic Integrity

The faculty of the College of Education is committed to upholding the highest standards of personal, professional, and academic integrity. Thus, each graduate student, graduate assistant, and/or research assistant in the College of Education is expected to act in accordance with the university's Student Code of Conduct and the standards set by the university faculty. Further, each student is expected to act in accordance with the professional standards set forth by their field of study (for example, the Pennsylvania Department of Education, APA, and NASP).

The faculty will not tolerate acts of plagiarism, cheating, data falsification and other forms of academic misconduct. Using the appropriate procedure, the faculty will send suspected cases of academic dishonesty to the Office of Student Conduct and Community Expectations to initiate a fair process for resolving alleged misconduct.

Students found responsible under the Student Code of Conduct for specific charges of academic misconduct will not be eligible to receive a university recommendation for professional licensure or certification. While this ineligibility might not prevent such students from completing the coursework for a degree and receiving that degree, it would eliminate their ability to achieve certification or licensure. Students found responsible under the Student Code of Conduct will also be subject to any penalties rendered through the process laid out by the Office of Student Conduct and Community Expectations, which may include termination from the degree program.

Process for Resolving Suspected Student Academic Misconduct under the Policy. The

COE has its own procedures for attempting informal resolution of suspected academic misconduct, procedures that are aligned with the university's process. For those procedures and relevant forms, please see this link: https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/academic-standards-and-expectations

Other Student Expectations

Student Participation in Program Development

Student input and participation of graduate students in program development is actively encouraged by the faculty. Students in the program should become affiliated with SASP (Student Affiliates in School Psychology) through Division 16 (School) of the American Psychological Association as well as the National Association of School Psychologists (NASP) throughout their program. Students in the program may serve as representatives to the American Psychological Association (APA), NASP, the Association of School Psychologists of Pennsylvania (ASPP), and Lehigh University's Graduate Student Senate (GSS). Directly related to program development, from the student membership, two individuals are selected for a one-year term, one from the Ed.S. program and one from the Ph.D. program, as formal representatives to the faculty. These representatives are expected to attend monthly program faculty meetings, and provide a means for students to formally make recommendations and communicate with faculty. Additionally, these representatives serve with the school psychology faculty on admission committees. In addition to formal mechanisms for student participation in program development, students are encouraged to provide feedback on an ongoing basis either through the program representatives, or in communication with faculty members. Student input and participation in program development is critical to ensuring a high quality, safe, and comfortable learning environment. Our program is committed to working with students to ensure

a positive program climate.

Advising

Students should meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Ongoing, active engagement with one's advisor is considered essential to professional development. Failure to maintain regularly scheduled meetings with one's advisor typically results in delayed completion of milestones and insufficient scholarly development. Students should be actively engaged during advising meetings in proactive problem solving, attempting to find answers and solutions. Students should follow through with all identified tasks in a timely manner. Additionally, students should ask questions and request assistance when needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, study skills training). With regard to course planning, students should consult their advisors before deviating from the recommended course sequence for the Ph.D. Students are ultimately responsible for their own decisions and meeting all degree and program requirements, and advisors assist them in understanding alternatives. Finally, except in the event of unforeseen extenuating circumstances (e.g., personal or family illness, accidents, transportation issues), students should notify their advisor regarding cancelations well in advance of the scheduled meeting time and should follow-up with their advisor to resume meeting when reasonable.

Student Conduct

Students are expected to familiarize themselves with University, College, and Program policies and requirements and to follow all policies and procedures. Students are also expected to conduct themselves in a manner consistent with the standards and principles articulated in the ethics codes of the American Psychological Association and the National Association of School

Psychologists. Professional and ethical conduct is expected in all coursework, practicum, research, and other professional interactions, both within and outside of the Program. Students must also adhere to the University Student Code of Conduct https://studentaffairs.lehigh.edu/content/code-conduct. Student conduct is considered an important component of the annual review process; students failing to demonstrate appropriate student conduct will need to meet with their advisor and the program director, if necessary, to develop a remediation plan. In cases of severe or unremitting misconduct or lack of professionalism, the faculty may dismiss a student from the program following the College of Education procedures.

Professional Attitudes and Approaches

Consistent with the program philosophy, students are expected to follow a scientist-practitioner approach to research and service delivery. We expect students to be open-minded, inquisitive, critical, and skeptical. Students should immerse themselves in developing knowledge of theory, research methods, and statistics as well as the integration of this knowledge with practical knowledge and skills to prepare themselves for their future roles in consuming, applying, producing, and disseminating research. Moreover, students are prepared to apply critical thinking and self-reflection as they engage with children, families, and fellow professionals who represent backgrounds that are diverse from their own.

Enrollment in the program is a full-time commitment and should be treated as such. Consistent active engagement in program requirements related to courses and research requirements should take priority over scheduling practicum and extracurricular activities. Timely completion of required activities will require work outside of business hours and consistently throughout the calendar year. Students should expect to maintain ongoing effort to

complete the program in the recommended time frame. With regard to effort, students are expected to engage in effective strategies to facilitate learning (e.g., completing required readings, taking notes on readings and in class sessions, contributing to discussion). Students are also expected to engage with the broader school psychology literature and the profession (e.g., reading journals, membership in professional associations, participation in professional conferences). Although students have access to laptops and other learning technologies, these should be used only for class-related purposes during class sessions. The use of technology for personal purposes during class sessions is unprofessional and detracts from the learning experience for all students. Students are expected to proactively seek assistance from University Resources as needed to improve functioning and performance.

Social Networking Statement

Students who use social networking sites (e.g., Facebook, MySpace, Instagram, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by colleagues, faculty, and educators and health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional school psychologist. To this end, students should set all security settings to "private" and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include students, families, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of health service professionals in

training. Engaging in these types of actions could result in the student being dismissed from the program.

Program and College Procedures

Admission Standards

The School Psychology program adheres to the minimum admission standards for the College of Education (http://coe.lehigh.edu/admissions/apply/deadlines-requirements). These include the following:

1. Completed online application along with application fee.
2. Final undergraduate GPA minimum of 3.00 out of 4.0 for undergraduate or average GPA of at least 3.00 for the last two semesters of undergraduate study
3. GPA minimum: 3.00 for undergraduate psychology classes
4. If the student has completed 12 credits or more of graduate courses, a minimum graduate GPA of 3.00 out of 4.0 for graduate OR successfully satisfied probationary conditions as an associate graduate student.
5. At least two letters of recommendation (of which at least one must be from a university/college faculty member who is familiar with the student's academic abilities)
6. Completion of specific statements for the school psychology program of research interests, professional experience, and diversity perspective.
7. GRE test scores; evaluation of GRE scores is combined with the GPA such that, in some circumstances, an applicant can be admitted if they meet the GPA requirement but report lower GRE scores.

8. Acknowledgement of College of Education Policy on Clearance: https://ed.lehigh.edu/deadlines-and-requirements/acknowledgement-college-education-policy-clearances
9. Curriculum Vitae

Having a Bachelor's and/or Master's degree in some area related to human services (e.g., Psychology, Education, Social Work, Nursing, Human Development, Family Studies) is advantageous. For students who do not have degrees in these areas, they should have had at least one course in general or educational psychology, one course in atypical development (e.g., abnormal psychology, exceptional children), one course in typical development of children and/or adolescence (e.g., developmental psychology), and one course in experimental psychology/statistics/research methodology.

Before a student can be considered for admission, they must submit transcripts from all previous undergraduate and graduate work, scores on the Graduate Record Examination (Advanced GRE are optional), and letters of recommendation. International students whose native language is not English are required to submit scores on the Test of English as a Foreign Language. All students must provide written statements regarding research interests, professional experience, and diversity perspectives. These written statements are considered critical by faculty in making admission decisions. Personal interviews are scheduled with select applicants based on the written materials submitted. Typically, the program sponsors two interview days when select students are invited to campus for interviews as well as informational sessions. Attendance at the interview days is strongly encouraged. In some circumstances (e.g., serious illness or weather-related delay), the faculty may offer an alternative means for students to visit campus and personally interview as part of the admissions process.

Because the doctoral program includes completion of graduate work that allows students to be eligible for certification as a School Psychologist in the Commonwealth of Pennsylvania, all students must complete certification requirements stipulated by the Pennsylvania Department of Education (PDE) by the time they apply for certification (http://www.education.state.pa.us/portal/server.pt/community/pa_certification/8635.) PDE requirements for certification can be independent of the program's admission or degree completion requirements. Should PDE requirements change during students' training, they may need to make alterations in order to remain in compliance with Pennsylvania's standards for certification. Any changes that may occur during the students' training will be communicated by faculty, who will also work with the students to efficiently satisfy requirements.

The College of Education Office of Professional Certification https://ed.lehigh.edu/insidecoe/otc/overview serves as an important resource for certification related issues. All students who are offered admission to the School Psychology program must also obtain and present to the appropriate faculty or staff member in the College (e.g. Coordinator of Professional Certification) current (not more than 1 year old) clearance documents. Clearance information can be found at https://ed.lehigh.edu/insidecoe/otc/college-education-clearances-policy. These clearances must be updated and presented each year in order for students to complete practicum and internship training in school or healthcare settings.

Transition of New Students into the Program

Upon each student's acceptance into the school psychology program, they are connected to current students, who serve as "mentors." The purpose of these student mentors is to help the new student become familiar with the Lehigh Valley and get acquainted with other students in the program. The program provides opportunities (e.g., program meetings, luncheon) for the

new students to connect with their student mentors as well as all students in the program. New students also are provided with an orientation to the program. At this orientation, students are directed to the Lehigh University Course Catalog, the College's Student Handbook, and the School Psychology Doctoral Program Manual.

Student Records

The program documents and maintains accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes. Student files are created when students enter the program and documentation is stored separately in two files: one file is for advising, annual evaluations, and other administrative documents (e.g., scholarship information, memorandum on forming the dissertation committee); and the second file is for practicum and internship related documents (e.g., practicum evaluations, site evaluations). These files are kept in a locked file cabinet in the program coordinator's office. The program is also in the process of creating electronic files for all students to facilitate data analysis and reporting. Electronic files will be password-protected with limited access to program coordinator and program faculty. The program informs students of record retention policies through the program manual and during new student orientation. Records are kept active for a period of 10-years for reporting purposes.

Student Leave of Absence Policy

Any student requesting a medical leave of absence or an academic leave of absence should complete the Leave of Absence Request Form, detailing the reason for the requested

leave of absence (see the College of Education Graduate Student Handbook https://ed.lehigh.edu/insidecoe/forms). The academic advisor, program director, department chair and associate dean, in that order, will review the request and each will make a recommendation on action. The petition then moves on to the Committee on the Standing of Graduate Students for consideration and the Registrar's Office will inform the student of the decision on the petition. A student may request up to a total of two years of leave and time spent on leave is not counted against the maximum time allowed to earn the degree.

Student Grievance Procedures

Students enrolled in the School Psychology program are governed by the rules and regulations of Lehigh University and the policies, procedures, and guidelines approved by the Department of Education and Human Services. The Department and the College of Education, in conjunction with the University, handles student problems and complaints with due process. All faculty in the School Psychology program are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the *APA Ethical Principles of Psychologists and Code of Conduct* (http://www.apa.org/ethics/code/index.aspx) and the *NASP Principles for Professional Ethics* (http://www.nasponline.org/standards/ProfessionalCond.pdf), the faculty strives for the highest ethical conduct in interactions with students and colleagues. However, if a student believes faculty has treated them in a manner that is unfair or disrespectful, or the student encounters some other type of problem with a fellow student or faculty member, the student should follow the procedures in the College of Education Graduate Student Handbook (https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/grievances-procedures).

If a student feels their grievance is not addressed by one of the procedures outlined in the College of Education Graduate Student Handbook, or if the student is unsure how to proceed and would like advice on available options for recourse, that student may meet with the Associate Dean of Graduate Studies for the College of Education, the Dean of Students Office (UC 210; 610-758-4156; http://www.lehigh.edu/~indost/) or one of the university ombudspersons (http://www.lehigh.edu/~inombuds/contact.html).

Lehigh University Graduate Petitions

If students encounter specific issues or concerns during their course of study that require administrative action (e.g., extension of time, waiver of late registration fee), students may submit a graduate student petition (see the College of Education Graduate Student Handbook https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/graduate-petitions). In completing the petition form, students should work with their advisor and the program coordinator to ensure that the form is completed correctly and all required documentation is submitted with the form to the SOGS committee. The SOGS committee will review the student petition and respond in writing indicating approval or denial of the student's request.

Termination of Student Status

Students may be terminated from the program consistent with the policies outlined in the College of Education Graduate Student Handbook (https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/academic-standards-and-expectations).

Tuition and Financial Support

Students may consult the College of Education's website for up-to-date information on tuition costs (http://coe.lehigh.edu/admissions/financial-aid/tuition-costs). The School Psychology program typically has resources available to provide some level of support for many students admitted for full-time study. It is important to note that priority is given to current students (rather than incoming students) and to doctoral students in the distribution of support. Support is provided through student employment at Centennial School, federal grants obtained by faculty, University and Departmental graduate assistantships, and Departmental tuition scholarships. Financial assistance for graduate studies in the school psychology program comes in two forms: (1) tuition scholarship credits, which are applied to the cost of coursework and (2) stipends, which provide a small amount of funding for living expenses. Both tuition scholarship credits and stipends may be awarded as Graduate Assistant positions from the College of Education or as part of faculty grant funding. Full-time positions involve 20 hours per week, and are associated with a monthly stipend and tuition support. Part-time positions are also available at times; these can include stipends only or stipends coupled with tuition support. Positions may be offered for the academic year only or for a full calendar year.

To be considered for support, in the Winter prior to the upcoming academic year, current graduate students are asked to complete a scholarship request form that is available online at (https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/financial-aid). Incoming students are automatically considered for funding without completion of the form. However, priority is given to current students (based on seniority) at this time.

The College of Education provides the school psychology program with tuition scholarship credits and graduate assistant stipends based on the number of full-time students enrolled in the program; thus, this number fluctuates somewhat from year to year.

Recommendations for the distribution of these resources are made to the department Chairperson based on faculty discussion of student need and progress in the program. Faculty who have received grant funding typically identify students who will serve as graduate assistants and allocate grant resources independently of the program process. Once all sources of financial support have been allocated, students awarded support receive a letter from the Department Chair and are expected to sign and return the letter in order to accept the financial assistance. The Business Manager processes all accepted funding letters and works with students and the Bursar's office to ensure that tuition scholarship credits are applied towards tuition costs and that stipends are distributed.

Please note that the awarding of assistantships and other forms of financial support is contingent upon satisfactory performance as a graduate assistant and acceptable performance in coursework. It is important to note that financial support is not guaranteed. Although historically students who enter the program have been maintained on some form of support, students entering the program must anticipate that they will be expected to bear the cost of their education for a significant portion of their graduate program. Students should not anticipate financial support during their internship year. Additional information about financial assistance for graduate students may be found at https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/financial-aid

Program Resources

Primary Faculty

Cole, Christine L. (1988). Professor

B.A., St. Olaf College, 1975; M.S., University of Wisconsin-Madison, 1977; Ph.D., University of Wisconsin-Madison, 1982.

Research interests: Pervasive Developmental Disorders, self-management interventions, positive behavior support, functional behavior assessment

Dever, Bridget V. (2013). Associate Professor
B.A., University of Notre Dame, 2002; M.A., Marywood University, 2004; Ph.D. University of Michigan, Ann Arbor, 2009.

Research interests: identification of risk and the contextual and individual-level variables that support educational resilience; universal screening for behavioral and emotional risk, achievement motivation among at-risk students, and issues related to measurement and assessment in education and psychology.

DuPaul, George J. (1992). Professor and Associate Dean for Research
B.S., Wesleyan, 1979; M.A., Rhode Island, 1982; Ph.D., Rhode Island, 1985.

Research interests: Assessment and intervention for youth with attention-deficit hyperactivity disorder, school-based intervention for academic and behavioral problems, early intervention for children with behavior disorders, pediatric school psychology and integrated behavioral health

Hojnoski, Robin L. (2006). Professor and Associate Dean for Graduate Studies
B.A. Smith College, 1991; M.A. Tufts University, 1994; Ph.D., University of Massachusetts Amherst, 2002.

Research interests: assessment and intervention with early learning and social behavior; Application of school psychology principles and practices to early childhood at-risk populations.

Manz, Patricia H. (2003). Professor and Associate Department Chair
B.S., St. Joseph's, 1986; M.S., University of Pennsylvania, 1987; Ph.D., University of Pennsylvania, 1994.

Research interests: Development and evaluation of early intervention programs directed towards promoting child development and family involvement for low-income, urban toddlers and preschool children; prevention and intervention of language and emergent literacy challenges for young, low-income children

Van Norman, E. (2018). Assistant Professor
B.S. Illinois State University, 2010; M.A. University of Minnesota, Twin Cities, 2012; Ph.D. University of Minnesota, Twin Cities, 2015.

Research interests: Data-based decision making within multi-tiered systems of support; assessment practices and decision- making frameworks that school psychologists and educators use: to a) identify students that are at-risk for academic difficulties and need supplemental support as well as b) determine whether students are showing sufficient improvement while those interventions are being delivered.

Related Faculty & Staff

Students complete courses that are offered college-wide or by specific programs within the College. As indicated in the curriculum descriptions, students take courses across the College, and specifically with faculty in the Special Education and the Counseling Psychology programs. Faculty in the Special Education program who may teach courses, support students as research assistants, or may serve on students' qualifying project and dissertation research include Drs. Ana Duena, Minyi Shih Dennis, Lee Kern, (Director of Center for Promoting Research to Practice), Esther Lindstrom, and Kristi Morin. Faculty in the Counseling Psychology program who may teach courses, support students as research assistants, or may serve on students' qualifying project and dissertation research include Drs. German Cadenas, Grace Caskie, Nicole Johnson, Christopher Liang, Susan Woodhouse. Students may also take courses from faculty in the Educational Leadership program, and these faculty may be asked to serve on student research committees as well. These faculty include Drs. Katilin Anderson, Floyd Beachum, Craig Hochbein, and Jihyun Kim. Finally, the school psychology is fortunate to have several dedicated adjunct faculty who continue to support our program, including Drs. Kevin Kelly, Jeff Rudski, and Brittany Zakszeski.

Faculty - Student Research

The faculty of the School Psychology program is actively engaged in conducting and disseminating research. Many of the faculty are nationally recognized leaders in the field and are involved through presentations at national meetings, appointments to editorial boards of journals, and invitations to contribute to professional books. Continued efforts in this direction are clearly noted in each faculty member's involvement in grant writing, collaborations across universities and disciplines, novel research ideas, and engagement with graduate students in on-going

research. An important aspect of any training program involves including students in faculty research programs, and all school psychology students are expected to actively participate in research. The following is a partial list of papers and publications co-authored with graduate students or alumni (who are noted in bold).

Selected Faculty-Student Research (2015 - 2019)

In Press & 2019

Busch, C.Z., DuPaul, G.J., Anastopoulos, A.D., **Franklin, M.K**., **Jaffe, A.R., Stack, K.F**., & Weyandt, L.L. (in press). First-year college students with ADHD: Risk for and correlates of alcohol and substance use. *Journal of Post-Secondary Education and Disability.*

Gallagher, E., Dever, B.V., Hochbein, C.D., & DuPaul, G.J. (2019). Teacher caring as a protective factor: The effects of behavioral/emotional risk and teacher caring on office disciplinary referrals in middle school. *School Mental Health, 11,* 754-765.

Gormley, M.J., DuPaul, G.J., Anastopoulos, A.D., & Weyandt, L.L. (in press). First year GPA and academic service use among college students with and without ADHD. *Journal of Attention Disorders.*

Hojnoski, R. L., **Cawley, R.,** Wood, B. K., & **Zakszeski, B.** (in press). The effect of response cards on preschoolers' engagement during a mathematics activity. *Education and Treatment of Children*.

Hojnoski, R. L. & **Polignano, J. C.** (2019). How does an instructional team improve learning outcomes for all children through data-based decision making? In J. Carta & R. Miller Young (Eds.), *Multi-Tiered Systems of Support for Young Children: A Guide to Response to Intervention in Early Education.* Baltimore: Brookes Publishing.

Manz, P. H., **Rigdard, T., Faison, J., Whitenack, J., Ventresco, N., Carr, D., Sole, M.,** & **Cai, Y.** (in press). Little Talks: A modular treatment approach for promoting infant and toddler language acquisition through parents' preferences and competencies. In S. Sonnenschein & B. Sawyer (Eds.), *Building on Black and Latino Families' Strengths to Support the Early Academic Development of Their Children*. New York, NY: Springer International Publisher

2018

Bambara, L. M., Cole, C. L., **Chovanes, J., Telesford, A., Thomas, A., Tsai, S., Ayad, E**., & **Bilgili, I.** (2018). Improving the assertive conservational skills of adolescents with Autism Spectrum Disorders in a natural context. *Research in Autism Spectrum Disorders, 48*, 1-16.

Barrett, C. & DuPaul, G.J. (2018). Impact of maternal and child race on parent ratings of attention-deficit/hyperactivity disorder symptoms. *Journal of Attention Disorders, 22,* 1246-1254.

DuPaul, G.J., Kern, L., **Belk, G., Custer, B., Daffner, M., Hatfield, A.,** & **Peek, D**. (2018). Face-to-face vs. online behavioral parent training for young children at-risk for ADHD: Treatment engagement and outcomes. *Journal of Clinical Child and Adolescent Psychology, 47(sup1),* S369-S383.

Hochbein, C., Dever, B. V., White, G., **Mayger, L., & Gallagher, E.** (2018). Methodological challenges in the study of school leader time use: A pilot study. *Educational Management Administration & Leadership, 46,* 659-678.

Manz, P. H., & **Ventresco, V**. (2018). Longitudinal examination of quality in Early Head Start Home-Based Program: Application of the HOVRSA+v2. *Infant Mental Health Journal.*

2017

Dever, B.V., **Gallagher, E.,** Hochbein, C.D., **Loukas, A., & Dai, C.** (2017). Examining subtypes of behavioral/emotional risk using cluster analysis. *Journal of Psychoeducational Assessment, 35,* 628-632.

DuPaul, G.J., Dahlstrom-Hakki, I., **Gormley, M.J.,** Fu, Q., Pinho, T.D., & Banerjee, M. (2017). College students with ADHD and LD: Effects of support services on academic performance. *Learning Disabilities Research & Practice, 32*, 246-256.

DuPaul, G.J., **Pinho, T.D., Pollack, B.L., Gormley, M.J.,** & **Laracy, S.D**. (2017). First-year college students with ADHD and/or LD: Differences in engagement, positive core self-evaluation, school preparation, and college expectations. *Journal of Learning Disabilities, 50*, 238-251.

Manz, P. H., Power, T. J., Roggman, L. A., **Eisenberg, R. A., Gernhart, A., Faison, J., Ridgard, T., Wallace, L.,** & **Whitenack, J**. (2017). Integrating the Little Talks Intervention into Early Head Start: An Experimental Examination of Implementation Supports Involving Fidelity Monitoring and Performance Feedback. *Children and Youth Services Review, 79*, 87-96.

Repasky, P., Hojnoski, R. L., & **Zakszeski, B. N**. (2017). What does Daddy do? Father participation in early mathematical activities. *Perspectives on Early Childhood Psychology and Education, 2*, 47–85.

Rocchino, G.H., Dever, B.V., **Telesford, A.,** & **Fletcher, K**. (2017). Internalizing and externalizing in adolescence: The roles of self-efficacy and gender. *Psychology in the Schools, 54*, 905-917.

Zakszeski, B.N. & DuPaul, G.J. (2017). Reinforce, shape, expose, and fade: A review of treatments for selective mutism (2005-2015). *School Mental Health, 9*, 1-15.

2016

Bambara, L. M., Cole, C., L., **Kunsch, C., Tsai, S., & Ayad, E**. (2016). A peer-mediated intervention to improve the conversational skills of high school students with autism spectrum disorder. *Research in Autism Spectrum Disorders, 27,* 29-43.

Dever, B.V., Raines, T.C., Dowdy, E., & **Hostutler, C.A.** (2016). Disproportionality in special education: The promise of a universal screening approach to referral. *Journal of Negro Education, 85*, 59-71.

Laracy, S.D., Hojnoski, R.L., & Dever, B.V. (2016). Assessing the classification accuracy of early numeracy curriculum-based measures using Receiver Operating Characteristic Curve analysis. *Assessment for Effective Intervention, 41,* 172-183.

Manz, P. H., **Eisenberg, R. A., Gernhart, A., Faison, J., Laracy, S., Ridgard, T.,** & **Pinho, T.** (2016). Engaging Early Head Start Parents in a Collaborative Inquiry: The Co-Construction of Little Talks. *Early Child Development and Care, 187*(8), 1311-1334.

Pollack, B., Hojnoski, R., DuPaul, G.J., & Kern, L. (2016). Play behavior differences among preschoolers with ADHD: Impact of comorbid ODD and anxiety. *Journal of Psychopathology and Behavioral Assessment, 38,* 66-75.

2015

Gormley, M.J. & DuPaul, G.J. (2015). Teacher to teacher consultation: Facilitating consistent and effective intervention across grade levels for students with ADHD. *Psychology in the Schools, 52*,124-138.

Manz, P. H., **Bracaliello, C. B., Pressimone, V. J., Eisenberg, R., Curry, A**., Fu, Q., & Zuniga, C. (2015). Toddler's expressive vocabulary outcomes after one year of Parent-Child Home Program services. *Early Childhood Development and Care*, 186(2), 229-248.

Missall, K. N., Hojnoski, R. L., Caskie, G., & **Repasky, P**. (2015). Examining home numeracy environments of preschoolers: Relations between mathematical activities, parent mathematical beliefs, and early mathematical skills. *Early Education and Development, 26, 356-376.*

Campus Resources

The College of Education is located in the Mountaintop Campus, which sits atop South Mountain, overlooking the Lehigh Valley. The school psychology program is one of five programs located within the Department of Education and Human Services within the College of Education. Housed primarily on the third floor of the northernmost building, the Department has

office space for graduate students, several conference rooms, a student lounge, a multicultural resource center, and classrooms all located within a central site. In addition, computer facilities as well as faculty offices are all located within the building. Shuttle bus service to the main portion of campus is provided.

Library. The Fairchild-Martindale Library provides an excellent resource for students in School Psychology. In addition, faculty makes their personal libraries accessible to students upon request. The University library offers a wide range of electronic data-base access services to facilitate research and scholarship.

The Center for Career and Professional Development (CCPD). The CCPD is located on the main campus in Maginnes Hall. CCPD provides career education and connections that support student success. Graduate Students have full access to all CCPD services and resources as well as a career coach dedicated to serving the graduate student population. See their website https://careercenter.lehigh.edu/ for more information.

Student Life Resources. The University offers a number of other resources to support the health, safety, and well-being of graduate students. These include Disability Support Services, Health & Wellness Services, and Counseling and Psychological Services. More information about each of these resources can be found in the College of Education Graduate Student Handbook (https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/student-life-services).

Centennial School. The largest laboratory facility directly under the jurisdiction of the College of Education is the Centennial School. This is the University demonstration school and is located about five miles from the campus. As the University's demonstration school for

students with emotional/behavioral disorders, Centennial School provides an excellent opportunity for the training of School Psychologists.

Center for Promoting Research to Practice. Located within the College of Education and Directed by Dr. Lee Kern, Professor of Special Education, the Center offers substantial opportunities for conducting research. The Center's mission is specifically focused on bringing research ideas into practice, and is the hub of significant research efforts among the faculties in School Psychology and Special Education. Many doctoral students in the School Psychology Program are employed on these projects.

Office space. Full-time graduate students are assigned desk space in the College of Education on a seniority and availability basis. At present, each student is assigned to their own desk, however, it is possible that space limitations could result in students sharing desk space.

Appendix A

Program Goals and Objectives

Program Goal: To prepare competent leaders in school psychology who operate from a scientist-practitioner model.

Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychology areas.

Expected Areas of Competency/ Knowledge	Evaluation Tool	Measurement Process and Minimum Thresholds
Typical and atypical development in major domains, including: a) cognition and learning, b) development and health, and c) psychopathology.	Performance in courses which primarily target relevant skills & knowledge areas: Advanced Child Psychopathology (SchP437): Developmental Psychology (Educ 402) Applied Principles of Cognitive Psychology (Educ 451) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 1 for both the written portfolio and the oral interview
Biological and social basis for human behavior	Performance in courses which primarily target relevant skills & knowledge areas: Social Basis of Human Behavior (Educ473) Behavioral Neuroscience (Psy/Bio404) Clinical Psychopharmacology (Educ491) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 course can receive a grade less than a B Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 1 for both the written portfolio and the oral interview

History of psychology and of school psychology	Performance in courses which primarily target relevant skills & knowledge areas: Introduction to School Psychology (SchP404) History and Systems of Psychology (CPsy/SchP484) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 1 for both the written portfolio and the oral interview

Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health.

Expected Areas of Competency/ Knowledge	**Evaluation Tool**	**Measurement Process and Minimum Thresholds**
Systems-ecological theory and cultural competence (e.g. awareness, knowledge, & skills) with regard to providing services to children in various contexts	Performance in courses which primarily target relevant skills & knowledge areas: Children in Context: Families, Schools, & Communities (SchP418) Academic Assessment & Intervention (SchP 425) Consultation Procedures (SchP412) Introduction to Educational Leadership (EdL 400) Comprehensive School Health (SchP 439) Second year school-based practicum (SchP 435)	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 2 for the written portfolio and the oral interview.

(e.g., home, school, healthcare settings).	Performance on Comprehensive Exam	

Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis.

Expected Areas of Competency / Knowledge	**Evaluation Tool**	**Measurement Process and Minimum Thresholds**
Research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative.	Performance in courses which primarily target relevant skills & knowledge areas: Univariate Statistical Models (Educ 410) Multivariate Statistical Models (Educ411) Hierarchical Linear Modeling (Educ 413) Structural Equation Modeling (Educ 414) Research Methods & Design (SchP 406) Single-subject Research Design (Educ461) Doctoral Qualifying Research Project (Educ486) Performance on Comprehensive Exam Performance on Qualifying Project	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B ● Doctoral Qualifying Research Project (Educ486) grade is committee review of project as a minimum of "Pass" Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 3 for the written portfolio and the oral interview Dissertation ● Committee determination as "Pass"

	Performance in Dissertation Research	
Standards, procedures, and statistical analyses associated with test development	Performance in courses which primarily target relevant skills & knowledge areas: Advanced Application of Psychometric Principles (Educ412) Multivariate Statistical Models (Educ411) Performance on Comprehensive Exam. Performance on Qualifying Project Performance in Dissertation Research	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale for Objective 3 for the written portfolio and the oral interview.
Conceptualization, implementation, and communication of independent research	Performance in courses which primarily target relevant skills & knowledge areas: Univariate Statistical Models (Educ410) Multivariate Statistical Models (Educ 411) Hierarchical Linear Modeling (Educ 413) Structural Equation Modeling (Educ 414)	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 course scan receive a grade less than a B ● Doctoral Qualifying Research Project (Educ486) grade is committee review of project as a minimum of "Pass" Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 3 for the written portfolio and the oral interview

	Research Methods & Design (SchP 406) Single-subject Research Design (Educ 461) Doctoral Qualifying Research Project (Educ 486) Dissertation Proposal Seminar (SchP408) Performance on Comprehensive Exam Performance on Qualifying Project Performance on Dissertation Research	Dissertation ● Committee determination as "Pass"

Objective 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns.

Expected Areas of Competency/ Knowledge	**Evaluation Tool**	**Measurement Process and Minimum Thresholds**
An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and	Performance in courses which primarily target relevant skills & knowledge areas: Academic Assessment & Intervention (SchP 425) Application of Advanced Psychometric Principles (Educ412) Advanced Child Psychopathology (SchP 437) Assessment of Cognition and Achievement (SchP422)	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B ● Practica and Internship Evaluations Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 4 for the written

developmental concerns in addition to children from various cultural backgrounds.	Social Emotional and Behavioral Assessment and Intervention(SchP423) Performance on Comprehensive Exam	portfolio and the oral interview
Design, implementation, and evaluation of interventions for children with a range of academic, social, behavioral, and developmental concerns as well as for children who represent various cultural backgrounds	Performance in courses which primarily target relevant skills & knowledge areas: Academic Assessment & Intervention (SchP 425) Advanced School & Family Interventions (SchP426) Children in Context: Families, Schools, & Communities (SchP418) Health/Pediatric Psychology (SchP 438) Crisis Management in the Schools (CPSY/SchP 407) Social Emotional and Behavioral Assessment and Intervention (SchP423) Doctoral Practicum in School Psychology (SchP442) Performance on Comprehensive Exam:	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B Practica Evaluations ● Grades for SchP442 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 4 for the written portfolio and the oral interview
Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student	Performance in courses which primarily target relevant skills & knowledge areas: Academic Assessment & Intervention (SchP 425) Social Emotional and Behavioral Assessment and Intervention (SchP423) Consultation Procedures and Practicum (SchP412)	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; ● no more than 4 courses can receive a grade less than a B Practica Evaluations ● Grades for SchP442 are based upon field-based supervisors' recommendations; grades must

interventions and to monitor student progress.	Doctoral Practicum in School Psychology (SchP442) Performance on Comprehensive Exam	conform to program's policies as stated above Comprehensive Exam ● Faculty committee ratings must result in a median of 3(4-point scale) for Objective 4 for the written portfolio and the oral interview
Effective prevention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers	Performance in courses which primarily target relevant skills & knowledge areas: Advanced School & Family Interventions (Schp426) Advanced Child Psychopathology (SchP437) Children in Context: Families, Schools, & Communities (SchP418) Doctoral Practicum in School Psychology (SchP442) Health/Pediatric Psychology (SchP 438) Comprehensive School Health Programs (SchP 439) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B Practica Evaluations ● Grades for SchP442 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above Comprehensive Exam ● Faculty committee ratings must result in a median of 3(4-point scale) for Objective 4 for the written portfolio and the oral interview

Objective 5: To produce school psychologists who are knowledgeable and practice according to professional, ethical, and legal standards.

Expected Areas of Competency/ Knowledge	Evaluation Tool	Measurement Process and Minimum Thresholds
Ethical standards and legal regulations for providing psychological services in	Performance in courses which primarily target relevant skills & knowledge areas:	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program

schools and healthcare settings	Introduction to School Psychology (SchP404) Doctoral Practicum in School Psychology (SchP442) Special Education Law (EdL432) Performance on Comprehensive Exam.	● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B Practica Evaluations ● Grades for SchP442 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 5 for the written portfolio and the oral interview
Theories of clinical supervision	Performance in courses which primarily target relevant skills & knowledge areas: Doctoral Practicum in School Psychology Supervision (SchpP 436) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B or better in courses; no more than 4 courses can receive a grade less than a B Comprehensive Exam ● Faculty committee ratings must result in a ● median of 3 (4-point scale) for Objective 5 for the written portfolio and the oral interview

Appendix B

Course Requirements

PH.D. IN SCHOOL PSYCHOLOGY
(Rev 9/20)

Doctoral Core (3 hours) **Semester Taken**

SchP 496	Doctoral Seminar in School Psychology (3)	_____
or		
SpEd 490	Doctoral Seminar in Special Education (3)	_____

Please note: Students may substitute a course in their area of individual specialization for a doctoral seminar with advisor approval; for example, students with an individual specialization in pediatric health school psychology take 9 credits that substitute for these seminars.

Psychological Foundation Core Courses (18 hours)

Individual Differences (6)

Educ 402	Developmental Psychology (3)	_____
SchP 418	Children in Context (3)	_____

Cognitive/Affective Basis of Human Behavior (3)

Educ 451	Applied Principles of Cognitive Psychology (3)	_____

Biological Basis of Human Behavior(3)

Educ 474	Behavioral Neuroscience (3)	_____

Social Basis of Human Behavior (3)

Educ 473	Social Basis of Human Behavior (3)	_____

History & Systems of Psychology (3)

Educ 491	History & Systems of Psychology (3)	_____

Research Core (24 hours)

Required courses

Educ 410	Univariate Statistical Models (3)	_____
Educ 411	Multivariate Statistical Models (3)	_____
Educ 412	Advanced Applications of Psychometric Principles (3)	_____
Educ 461	Single Subject Research Design (3)	_____

Educ 413	Hierarchical Linear Modeling (3)	_____
OR		
Educ 414	Intro to SEM & Longitudinal Data Analysis (3)	_____
AND		
SchP 406	Research Methods & Design (3)	_____
SchP 408*	Dissertation Proposal Seminar (3)	_____
Educ 486	Doctoral Qualifying Research Project (up to 3)	____ ____ ____
Educ 499	Dissertation Project (hours as necessary)	____ ____ ____

*Please note: In the event that the SchP 408 is not offered and there is not another section (e.g, CPSY) of Dissertation Proposal Seminar available, students may enroll in 3 credits of Educ 499 Dissertation.

Electives

Educ 405	Qualitative Research (3)	_____
Educ 416	Quasi-experimentation and Program Eval (3)	_____
Educ 460	Program Evaluation (3)	_____
Educ 495	Independent Study: Research (up to 9)	____ ____ ____

Professional School Psychology Core (39 hours)

EdL 400	Introduction to Organizational Leadership (3)	_____
SchP 402	Applied Behavior Analysis (3)	_____
SchP 404	Introduction to School Psychology (3)	_____
SchP 407	Crisis Management in Schools (3)	_____
SchP 412	Consultation Procedures (3)	_____
SchP 422	Assessment of Cognition and Achievement (3)	_____
SchP 423	Social Emotional and Behavioral Assessment and Intervention (3)	
_____		
SchP 425	Academic Assessment and Intervention (3)	_____
SchP 426	Advanced School and Family Interventions (3)	_____
SchP 432	Assessment of Cognition & Achievement Practicum (1)	_____
SchP 435	School-based practicum (2)	_____ _____
SchP 437	Advanced Child Psychopathology (3)	_____
SchP 442	Doctoral Practicum in School Psychology (4)	_____ _____
		_____ _____
SchP 444	Doctoral Internship (2)	_____ _____

Counseling Psychology (3 hours minimum)

CPsy 438	School-based Small-group Counseling (3)	_____
CPsy 439	Theory and Practice of Group Counseling (3)	_____
CPsy 440	Intro to Family Counseling (3)	_____
CPsy 442	Counseling & Therapeutic Approaches (3)	_____
CPsy 445	School Counseling I (3)	_____
CPsy 451	Helping Skills (3)	_____

Others by advisor approval

_____	_____	_____
_____	_____	_____

Special Education (3 hours minimum)

SpEd 332	Education and Inclusion for Individuals With Special Needs (3)	_____
SpEd 409	K-12 Classroom Environment & Management (3)	_____
SpEd 418	Alternative Curricula Approaches (3)	_____
SpEd 419	Intensive Intervention in Reading (3)	_____
SpEd 421	Academic Interventions Secondary Level (3)	_____
SpEd 432	Positive Behavior Support (3)	_____
SpEd 465	Advanced Inclusionary Practices K-12 (3)	_____

Others by advisor approval.

_____	_____	_____
_____	_____	_____

Individual Specialization (minimum 9 hours)

<u>Pediatric/Health Specialization</u>

SchP 438 Health/Pediatric Psychology (3)	_____
SchP 439 Comprehensive School Health Programs (3)	_____
Educ 491 Advanced Seminar: Clinical Psychopharmacology (3)	_____

Note: Practicum requires 480 clock hours in pediatric setting

Individual Specialization:

1. _____ _____ _____

2. _____ _____ _____

3. _____ _____ _____

Educational Leadership (Electives)

EdL 432	Special Education Special Law (3)	_____
EdL 479	School Law and Ethics (3)	_____

Others by advisor approval.

_____ _____ _____
_____ _____ _____

Additional Offerings: Certificate in Behavior Analysis (18 hours)

SchP 402	Applied Behavior Analysis (3)	_____
SpEd 409	K-12 Classroom Environment and Management	_____
SpEd 410	Behavior Analysts: Ethics and Professional Conduct	_____
SpEd 416	Autism Spectrum Disorders and Evidence-Based Practice	_____
SpEd 432	Positive Behavior Support (3)	_____
Educ 461	Single Subject Research Design (3)	_____

Appendix C

Recommended Course Sequence

Proposed Course Sequence

Year I Fall (10 credits)
Applied Behavior Analysis (3)
Introduction to School Psychology (3)
Children in Context (3)
Qualifying Project (1)

Year I Spring (10 credits)
Cognitive Assessment (3)
Developmental Psychology (3)
Research Methods (3)
Cognitive Assessment Practicum (1)

Year I Summer (6-9 credits)
Social Basis (required)
OR
Behavioral Neuroscience (required)
Counseling elective OR Special education elective

Year II Fall (10 credits)
Social Emotional Assessment and Intervention (3)
Academic Assessment and Intervention (3)
Univariate (3)
School-based Practicum (1)

Year II Spring (10 credits)
Consultation (3)
Advanced Interventions (3)
Multivariate (3)
School-based Practicum (1)

Year II Summer (3-6 credits)
Social Basis (required)
OR
Behavioral Neuroscience (required)
Counseling elective OR Special education elective

Year III Fall (10 credits)
Crisis (3)
Advanced research course (3)
Specialization (3)
OR
Org Leadership (3)
OR
Advanced Child Psychopathology (3)

Year III Spring (10 credits)
Advanced Psychometrics (3)
Applied Cognitive (3)
Specialization (3)
OR
History and Systems (3)
OR
Elective (3)

Year IV Fall (10 credits)
Org Leadership
OR
Advanced Child Psychopathology
OR
Specialization (3)
OR
Elective

Year IV Spring (10 credits)
Specialization (3)
OR
History and Systems (3)
OR
Elective

Year V Fall (1-3 credits)
Dissertation OR MOC

Year V Spring (1-3 credits)
Dissertation OR MOC

Fall Courses

Advanced Child Psychopathology (ODD years only)
Educ 406 Foundations of Social Emotional Learning
Educ 414 Hierarchical Linear Modeling
Educ 413 Structural Equation Modeling
Educ 471 Diversity and Multicultural Perspectives
CPsy 451 Helping Skills
EdL 400 Organizational Leadership and Change Management
SchP 438 Health/Pediatric Psychology (EVEN years only)
SchP 439 Comprehensive School Health Programs (ODD years only)
SpEd 332 Education and Inclusion for Individuals with Special Needs
spEd 404 Cultural and Linguistic Diversity
SpEd 409 K-12 Classroom Management
SpEd 418 Alternative Curricular Approaches
SpEd 419 Intensive Intervention in Reading
SpEd 465 Advanced Inclusionary Practices
TLT 432 Reading and Critical Thinking in Middle Level and High School Education

Spring Courses

History and Systems (EVEN years only)
Educ 405 Qualitative Research
Educ 419 Second Language Acquisition
Educ 422 Pedagogy for Second Language Learning
Educ 461 Single Subject Research Design
Educ 471 Diversity and Multicultural Perspectives
EdL 479 School Law and Ethics
EdL 488 Program Evaluation
SpEd 421 Academic Interventions Secondary Level
SpEd 432 Positive Behavior Support
SpEd 465 Advanced Inclusionary Practices
TLT 420 Literacy in PreK through Fourth Grade: Reading and its Foundations

Summer Courses

Educ 456 Trauma and Resilience in Schools
Educ 471 Diversity and Multicultural Perspectives
Educ 491 Advanced Seminar: Clinical Psychopharmacology
CPsy 438 School-based Small-Group Counseling
EdL 400 Organizational Leadership and Change Management
EdL 432 Special Education Law
SpEd 409 K-12 Classroom Management
SpEd 416 Autism Spectrum Disorders and Evidence-Based Practice
SpEd 432 Positive Behavior Support

Appendix D

Second Year Practicum Guidelines and Goals

Lehigh University School Psychology Program
2nd-YR School-based Doctoral Practicum
GUIDELINES AND GOALS

Student: _____ Contact: _____

Field Supervisor: _____ Credentials: _____

Contact: _____

University Supervisor: Christine Cole, Ph.D., L.P. Contact: clc2@lehigh.edu 610-758-3270

The Lehigh School Psychology program has a behavioral and ecological problem-solving perspective that emphasizes the importance of evidence-based practice and data-based decision making. An integral part of this training is the field-based experience throughout their graduate training. These experiences complement academic course work, as students participate in a school-based practicum where they experience first-hand the role of school psychology professionals. This systematic training provides students with opportunities to develop skills in assessment, consultation, and intervention that prepare them well for practice in a wide variety of settings. Practicum experiences in schools help students to continue to develop their skills by working with psychologists, students, families, teachers, and other school personnel.

During the 2nd year, students develop specific knowledge and skills in behavioral assessment, academic assessment, and consultation. Throughout the year, students are expected to conduct academic and behavioral assessments, and develop intervention recommendations to address academic and behavioral difficulties for referred children. They also consult with families and teachers to address concerns regarding referred students. Students continuously observe the routine activities of school psychologists, taking on a more active role as the year progresses. Because students are still learning, the experience should be a gradual release toward independence throughout the school year.

At the beginning of the practicum year, the student and field supervisor will design a schedule that is mutually beneficial. Depending on the arrangement, students may be at the practicum site one day, two days, or several half-days each week. Students and field supervisors also develop a systematic plan, identifying the competencies the student intends to develop as part of the training (see p. 3).

By the end of their 2nd year, students will accumulate over 200 hours of school-based practicum experience that includes direct contact, support activities, and supervision:

- *Direct contact* includes assessment, intervention, and consultation activities.
- *Support activities* include such things as record review, report writing, planning, data entry, and presenting professional development sessions. Students may complete support activities during regularly scheduled times on site or outside of these times/off site.
- *Supervision* takes two forms:
    - *Field supervision* is provided by the psychologist who is employed by the practicum site and assumes professional responsibility for the work the student completes in that setting. This supervision rarely occurs as one contiguous session, but consists of frequent meetings throughout the day to total a minimum of one hour per day for each day spent in practicum.

- *University supervision* is provided by Lehigh faculty through a weekly group seminar, for the purpose of overseeing the integration of professional knowledge and skills, with a focus on case discussion, completion of course activities, professional responsibilities, etc.

The specific responsibilities of each party include:

Student responsibilities:

1. The student is responsible for participating in activities at the site throughout the year, at the direction of the field supervisor and according to a schedule agreed upon with the field supervisor, and to communicate any schedule changes to the field supervisor.

2. The student is responsible for delivering psychological services with integrity, in a manner consistent with professional codes of conduct, and in accordance with all rules and requirements of the site.

3. The student is responsible for meeting with the field supervisor (a) at the beginning of the year to develop goals for the practicum, (b) at mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The student is responsible for logging all hours, having the field supervisor review and sign these logs, and providing the field supervisor with the mid-year and end-of-year practicum evaluation forms.

Field supervisor responsibilities:

1. The field supervisor assists the student in accomplishing their practicum goals by arranging for access to cases, and by scaffolding and supervising experiences according to the trainee's knowledge and skill level, with the goal of increasing independence throughout the year.

2. The field supervisor is responsible for providing ongoing feedback and direct supervision of the student's activities at the site. The practicum includes an average of 1 hour of supervision per week, most of which is provided on an individual, face-to-face basis.

3. The field supervisor is responsible for meeting with the student (a) at the beginning of the year to develop goals for the practicum, (b) mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The field supervisor is responsible for reviewing and signing the student's logs, and for completing a mid-year and end-of-year evaluation of student performance. Each evaluation must be based in part on direct observation of the student and her/his developing skills (either live or electronically). Any concerns should be brought to the attention of the university supervisor immediately so they can be resolved in a timely manner.

University supervisor responsibilities:

1. The University supervisor provides weekly or biweekly group supervision to process practicum experiences, promote critical thinking and discussion of the application of coursework to

practice, develop knowledge and skills in effective supervision, and provide additional guidance as needed.

2. The University supervisor is responsible for maintaining contact with the field supervisor, including a mid-year site visit and other contact as needed.

3. The University supervisor is responsible for providing administrative oversight of the practicum experience.

Should concerns arise during the practicum, it is the responsibility of all parties – field supervisor, student, and university supervisor – to discuss the issues promptly so they can be resolved in a timely manner.

We agree to a 2020-2021 practicum experience at_____(site), as specified below:

- Days per week on site (circle days): Mon Tues Wed Thurs Fri
- Hours per day on site: _____Start/end dates: _____- _____
- On-site supervision will occur: _____
- University supervision will occur: Weekly seminar, mid-year site visit, other as needed
- Formal evaluation will occur: End of each semester rating by field supervisor
- A written log of trainee experiences: Kept by trainee, verified by field supervisor

As part of this practicum experience, the trainee will work toward developing competencies in the following areas, as negotiated with the site supervisor:

USE ADDITIONAL SPACE AS NECESSARY.

We have read and agree to these terms:

Print Student Name	Student Signature	Date
Print Field Supervisor Name	Field Supervisor Signature	Date
Print University Supervisor Name	University Supervisor Signature	Date

Appendix E

Second Year Practicum
Student Evaluation Form

Lehigh University School Psychology Program
2nd-YR School-based Doctoral Practicum
Supervisor Evaluation

Trainee Name:_____

Supervising School Psychologist:_____

School(s):_____

Date: Mid Year:_____ End of year:_____

We recognize that during the practicum placement, trainees are continuing to develop their skills across all areas of professional practice and that supervision is a critical component of their growth and development. We do not expect students to be independent in their practice, but rather developing their competence in the context of supervision. As such, the please rate the trainee for each item based on the scale below. Please use **N/A** if the item is not applicable or was not available during practicum placement.

0 Not evident	**1** Limited	**2** Basic	**3** Developing	**4** Advanced

Mid	End	
Area 1: Consultation, Assessment, and Intervention		
		Demonstrates knowledge of problem-solving procedures, as implemented through consultation.
		Demonstrates ability to engage teaching staff in consultation processes to address student concerns.
		Demonstrates awareness of system-level influences/considerations when consulting with teaching staff.
		Demonstrates clinical skill in engaging family members in consultation processes to address student concerns.

		Demonstrates clinical skill in fostering working relationships and communication between family members and school staff.
		Demonstrates awareness and responsiveness to the interface of the various cultural and individual differences among consultees (i.e., teachers, family members, student).
		Participates meaningfully in systems level efforts related to academics or behavior (i.e., universal screening, data-based decision-making teams).
		Demonstrates knowledge of the eligibility process in the context of data-based decision making
		Demonstrates accuracy in administering and scoring basic psychological tests (i.e., cognitive and achievement instruments).
		Demonstrates accuracy in administering and scoring curriculum-based assessments of academic skills.
		Demonstrates ability to conduct direct observations in educational settings.
		Demonstrates accuracy in completing and interpreting behavioral assessment tools (i.e., rating scales; functional behavioral assessments)
		Demonstrates ability to communicate assessment findings in written reports.
		Demonstrates consideration for cultural, linguistic, and other individual factors that influence student performance.
		Demonstrates ability to make meaningful and practical recommendations based on assessment results.
		Demonstrates knowledge of interventions for academic problems.
		Demonstrates knowledge of interventions for behavioral problems.

Comments on above area:		
Area II: Interpersonal and Professional Skills		
		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with teachers.
		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with families, and children.
		Demonstrates ability to work collaboratively with families.
		Demonstrates ability to work collaboratively with school personnel.
		Demonstrates professional skills related to confidentiality, appropriate communication, interpersonal interactions.
		Recognizes when additional supervision is needed and appropriately seeks out supervision.
		Demonstrates openness to constructive feedback and reflects and uses such feedback to improve service delivery.
		Demonstrates an ability to reflect critically on skills and knowledge to improve service delivery.
Comments on above area:		
Summary – Please circle Yes or No:		
Yes	No	This evaluation is based at least in part on my direct observation, either live or electronic, of the competencies of this student).

Grade Assessment

Using the descriptions below, please indicate your estimation of a grade for the practicum this semester. Consider both the performance ratings given above and the student's progress toward their individual practicum goals this semester.

A or A-

The student has met or exceeded most goals set for the semester. A grade of "A" indicates an excellent to superior level of performance, while a grade of "A-" indicates that the student met the criteria at a strong level.

B or B-

While the student has not met all goals set for the semester and has performed at a level slightly below expectations, the student has shown progress toward meeting these goals. A grade of "B" indicates a moderate level of performance with some areas in need of improvement, while a grade of "B-" indicates several areas in significant need of improvement.

C

The student has not met the goals set for the semester and has performed at a level far below expectations for a doctoral practicum student. Areas in need of improvement are numerous and severe enough that questions may be raised as to whether the student is likely to reach entry-level competency by the end of the practicum sequence. Substantial remediation is required.

Appendix F

Supervisor/Site Evaluation Form

Lehigh University School Psychology Program
2nd-year School-based Practicum Site and Supervision Rating Form

Practicum Site: _____

Field Supervisor: _____

Student: _____ Academic Year: _____

Rate each statement using the following scale:

1 = Never 2 = Sometimes 3 = Frequently 4 = Always

1. My field supervisor…

_____ offered constructive criticism that helps foster growth as a psychologist
_____ was regularly available for consultation and supervision
_____ provided guidance when needed
_____ fostered my independence
_____ was open to other points of view

2. In my school district…

_____ the school psychologist's role is clearly defined
_____ the roles of other pupil personnel staff are clearly defined
_____ pupil personnel staff works effectively together
_____ the work atmosphere is pleasant
_____ school psychologists can be effective

3. Check all activities that you had an opportunity to engage in ***at least once*** this year. Note the approximate percentage of time you spent in each of these activities:

_____	Classroom observation	_____ %
_____	Teacher consultation	_____ %
_____	Intervention planning/implementation	_____ %
_____	Family consultation (e.g., phone calls, informal)	_____ %
_____	Family meetings/conferences	_____ %
_____	Universal screening	_____ %
_____	Progress monitoring	_____ %
_____	Behavioral assessment	_____ %
_____	Test administration	_____ %
_____	Test interpretation and report writing	_____ %
_____	Individual or group counseling	_____ %
_____	Attend training session/workshop	_____ %
_____	Lead training session/workshop	_____ %
_____	Crisis management	_____ %
_____	Child study team involvement	_____ %
_____	Supervision	_____ %
_____	Research	_____ %
_____	other, please specify _____	_____ %

4. Identify the types of children you evaluated and/or worked with this year (check all that apply):

_____ Learning support needs
_____ Emotional support needs
_____ Life skills needs
_____ Hearing impairments
_____ Visual impairments
_____ Speech and language impairments
_____ Autism
_____ Other health impairments
_____ Other exceptionalities, please specify _____
_____ Preschool age
_____ Elementary age
_____ Secondary age

5. Identify the working conditions that were provided to you this year (check all that apply):

_____ dedicated office and/or desk space
_____ acceptable testing conditions throughout the district buildings
_____ readily available assessment materials
_____ intervention materials
_____ a personal computer
_____ computer support for assessment scoring
_____ other, please describe _____

Circle the most appropriate response for each of the following:

6. On average, how much travel between schools was required?

None < 1 hr/day ≥1 hr/day

7. Approximately how many evaluations were you involved in this year?

None 1-5 6-10 11-15 16-20 >20

8. What type of evaluation report was typically required?

Lengthy Moderate Sketchy

9. How many psychologists did you work with this year?

1 2 ≥3

10. Overall, how would you rate the ***quality*** of the supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

11. Overall, how would you rate the ***amount*** of supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

12. ***Overall***, how would you rate your practicum experience this year?

1	2	3	4
Poor	Fair	Very good	Excellent

Comments:

Appendix G

Advanced Practicum Guidelines and Goals

Lehigh University School Psychology Program
DOCTORAL PRACTICUM GUIDELINES AND GOALS

Student: _____ Contact: _____

Field Supervisor: _____ Credentials: _____

Contact: _____

University Supervisor: Christine Cole, Ph.D., L.P. Contact: clc2@lehigh.edu 610-758-3270

The Lehigh School Psychology program has a behavioral and ecological problem-solving perspective that emphasizes the importance of evidence-based practice and data-based decision making. An integral part of this doctoral training is the field-based experience during each year of study. These experiences complement academic course work, as students participate in rich school-based and/or clinic-based practica where they experience first-hand the role of school psychology professionals. This systematic training provides students with opportunities to develop skills in assessment, consultation, and intervention that prepare them well for practice in a wide variety of settings. Doctoral students develop and refine their skills by working with psychologists, children, families, teachers, and others, under the direct supervision of a practicing psychologist in that setting. By the end of their 4th (or optional 5th) year, students will have accumulated over 1200 hours of practicum experience, of which at least 600 hours are in school settings.

Throughout the doctoral practicum sequence, trainees develop their skills across many areas of professional practice, with supervision as a critical component in students' growth and development. While students are not expected to be independent in their practice until they have completed the entire doctoral practicum sequence, more advanced (4th- and 5th-year) students should be emerging as independent professionals in a variety of professional areas.

Prior to beginning each practicum year, the student and field supervisor design a schedule that is mutually beneficial. Depending on the arrangement, students may come to the practicum site one day, two days, or several half-days each week. Students and field supervisors also develop a systematic plan, identifying the competencies the student intends to develop as part of the training.

The student is required to accrue at least 120 clock hours for a 1-day/week practicum or 240 clock hours for a 2-day/week practicum that includes direct contact, support activities, and supervision:

- *Direct contact* includes assessment, intervention, and consultation activities. As a general rule, about half of the student's logged hours will fall within this category.
- *Support activities* include such things as record review, report writing, planning, data entry, and presenting professional development sessions. Students may complete support activities during regularly scheduled times on site or outside of these times/off site.
- *Supervision* takes two forms:
  - *Field supervision* is provided by the psychologist who is employed by the practicum site and assumes professional responsibility for the work the student completes in that setting. This supervision rarely occurs as one contiguous session, but consists of frequent meetings throughout the day to total a minimum of one hour per day for each day spent in practicum.

- *University supervision* is provided by Lehigh faculty through a weekly or biweekly group seminar, for the purpose of overseeing the integration of professional knowledge and skills, with a focus on case discussion.

The specific responsibilities of each party include:

Student responsibilities:

1. The student is responsible for participating in activities at the site throughout the year at the direction of the field supervisor and according to a schedule agreed upon with the field supervisor, and to communicate any schedule changes to the field supervisor.

2. The student is responsible for delivering psychological services with integrity, in a manner consistent with professional codes of conduct, and in accordance with all rules and requirements of the site.

3. The student is responsible for meeting with the field supervisor (a) at the beginning of the year to develop goals for the practicum, (b) at mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The student is responsible for logging all hours, having the field supervisor review and sign these logs, and providing the field supervisor with the mid-year and end-of-year practicum evaluation forms.

Field supervisor responsibilities:

1. The field supervisor assists the student in accomplishing his/her practicum goals by arranging for access to cases, and by scaffolding and supervising experiences according to the trainee's knowledge and skill level, with the goal of increasing independence throughout the year.

2. The field supervisor is responsible for providing ongoing feedback and direct supervision of the student's activities at the site. The practicum includes an average of 1 hour of supervision per week, most of which is provided on an individual, face-to-face basis.

3. The field supervisor is responsible for meeting with the student (a) at the beginning of the year to develop goals for the practicum, (b) mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The field supervisor is responsible for reviewing and signing the student's logs, and for completing a mid-year and end-of-year evaluation of student performance. Each evaluation must be based in part on direct observation of the student and her/his developing skills (either live or electronically). Any concerns should be brought to the attention of the university supervisor immediately so they can be resolved in a timely manner.

University supervisor responsibilities:

1. The university supervisor provides weekly or biweekly group supervision to process practicum experiences, promote critical thinking and discussion of the application of coursework to

practice, develop knowledge and skills in effective supervision, and provide additional guidance as needed.

2. The university supervisor is responsible for maintaining contact with the field supervisor, including a mid-year site visit and other contact as needed.

3. The university supervisor is responsible for providing administrative oversight of the practicum experience.

Should concerns arise during the practicum, it is the responsibility of all parties – field supervisor, intern, and university supervisor – to discuss the issues promptly so they can be resolved in a timely manner.

We agree to a 2020-2021 practicum experience at_____(site), as specified below:

- Days per week on site (circle days): Mon Tues Wed Thurs Fri
- Hours per day on site: _____ Start/end dates: _____- _____
- On-site supervision will occur: _____
- University supervision will occur: Weekly/biweekly seminar, mid-year site visit, other as needed
- Formal evaluation will occur: End of each semester rating by field supervisor
- A written log of trainee experiences: Kept by trainee, verified by field supervisor

As part of this practicum experience, the trainee will work toward developing competencies in the following areas, as negotiated with the site supervisor:

USE ADDITIONAL SPACE AS NECCESSARY

We have read and agree to these terms:

Print Student Name	Student Signature	Date
Print Field Supervisor Name	Field Supervisor Signature	Date
Print University Supervisor Name	University Supervisor Signature	Date

Appendix H

Advanced Doctoral Practicum Supervisor Evaluation Form

Lehigh University School Psychology Program
Doctoral Practicum Supervisor Evaluation

Trainee:_____ Supervisor:_____

Supervisor Signature: _____ Site:_____

Semester: Fall (Mid-year) _____ Spring (End-of-year) _____

We recognize that, throughout their program, trainees are continuing to develop their skills across all areas of professional practice, and that supervision is a critical component of their growth and development. We do not expect students to be immediately independent in their practice, but rather, to be developing their competence throughout the year in the context of supervision. As such, please rate the trainee's performance for each item based on the scale below. Please use **N/A** if the item is not applicable or was not available during the practicum experience.

0 Not competent at an entrance level for psychologists in this area.		**1** Minimally competent with much supervision at an entrance level for psychologists; needs continued, direct supervision in this area.	**2** Competent with some additional supervision at an entrance level for psychologists; needs some general guidance in this area.	**3** Competent without supervision at an entrance level or better for psychologist; can function independently in this area.	**4** Superior ability. Demonstrates skill equivalent to that of an experienced psychologist.
Mid	End				
Competency I: Assessment					
		1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and the eligibility process, including consideration of client strengths and psychopathology.			
		2. Demonstrates an understanding of human behavior within its context (e.g., family, social, societal and cultural).			

		3. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors and contextual variables to the assessment and/or diagnostic process.
		4. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client.
		5. Interprets 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.
		6. Communicates, orally and in written documents, the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Comments:		
Competency II: Intervention		
		7. Establishes and maintains effective relationships with the recipients of psychological services.
		8. Develops evidence-based intervention plans specific to the service delivery goals.
		9. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

		10. Demonstrates the ability to apply the relevant research literature to clinical decision making.
		11. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
		12. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.
Comments:		
Competency III: Consultation and Interprofessional/Interdisciplinary		
		13. Demonstrate knowledge and respect for the roles and perspectives of other professions.
		14. Demonstrates knowledge of consultation models and practices.
		15. Demonstrates ability to effectively use consultation practices to address client concerns.
Comments:		
Competency IV: Individual and Cultural Diversity		

		16. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
		17. Demonstrates a current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities including research, training, supervision/consultation, and service.
		18. Demonstrates 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) including the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers, and the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
		19. Demonstrates the requisite knowledge base, the ability to articulate an approach to working effectively with diverse individuals and groups, and the effective application of this approach in their professional work.
Comments:		
Competency V: Communications and Interpersonal Skills		
		20. Develops and maintains effective relationships with a wide range of individuals including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
		21. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.

		22. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
Comments:		
Competency VI: Ethical and Legal Standards		
		23. Demonstrates knowledge of and acts in accordance with (a) the APA Ethical Principles of Psychologists and Code of Conduct, (b) relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels, and (c) relevant professional standards and guidelines.
		24. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.
		25. Conducts self in an ethical manner in all professional activities.
Comments:		
Competency VII: Professional Values, Attitudes, and Behaviors		
		26. Behaves in ways that reflect the values and attitudes of the psychology profession including integrity, confidentiality, deportment and attire, punctuality and preparedness, professional identity, accountability, lifelong learning, and concern for the welfare of others.
		27. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.

		28. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
		29. Responds professionally in increasingly complex situations with a greater degree of independence as they progress throughout the year.
Comments:		
Competency VIII: Supervision		
		30. Demonstrates knowledge of supervision models and practices.
Comments:		
Summary - Please circle Yes or No:		
Yes	No	This evaluation is based at least in part on my direct observation (either live or electronic) of the competencies of this student (please circle your response).
Yes	No	I recommend this student for certification as a school psychologist in Pennsylvania (please circle your response).

Grade Assessment

Using the descriptions below, please indicate your estimation of a grade for the practicum this semester. Consider both the performance ratings given above and the student's progress toward their individual practicum goals this semester.

A or A-

The student has met or exceeded most goals set for the semester. A grade of "A" indicates an excellent to superior level of performance, while a grade of "A-" indicates that the student met the criteria at a strong level.

B or B-

While the student has not met all goals set for the semester and has performed at a level slightly below expectations, the student has shown progress toward meeting these goals. A grade of "B" indicates a moderate level of performance with some areas in need of improvement, while a grade of "B-" indicates several areas in significant need of improvement.

C

The student has not met the goals set for the semester and has performed at a level far below expectations for a doctoral practicum student. Areas in need of improvement are numerous and severe enough that questions may be raised as to whether the student is likely to reach entry-level competency by the end of the practicum sequence. Substantial remediation is required.

Appendix I

Doctoral Practicum Supervisor/Site Evaluation Form

Lehigh University School Psychology Program
Doctoral Practicum
Site and Supervision Rating Form

Practicum Site: _____

Field Supervisor: _____

Student: _____ Academic Year: _____

Rate each statement using the following scale:

1 = Never 2 = Sometimes 3 = Frequently 4 = Always

1. My field supervisor…

_____ offered constructive criticism that helps foster growth as a psychologist
_____ was regularly available for consultation and supervision
_____ provided guidance when needed
_____ fostered my independence
_____ was open to other points of view

2. In my school district…

_____ the school psychologist's role is clearly defined
_____ the roles of other pupil personnel staff are clearly defined
_____ pupil personnel staff works effectively together
_____ the work atmosphere is pleasant
_____ school psychologists can be effective

3. Check all activities that you had an opportunity to engage in ***at least once*** this year. Note the approximate percentage of time you spent in each of these activities:

_____	Classroom observation	_____ %
_____	Teacher consultation	_____ %
_____	Intervention planning/implementation	_____ %
_____	Family consultation (e.g., phone calls, informal)	_____ %
_____	Family meetings/conferences	_____ %
_____	Universal screening	_____ %
_____	Progress monitoring	_____ %
_____	Behavioral assessment	_____ %
_____	Test administration	_____ %
_____	Test interpretation and report writing	_____ %
_____	Individual or group counseling	_____ %
_____	Attend training session/workshop	_____ %
_____	Lead training session/workshop	_____ %
_____	Crisis management	_____ %
_____	Child study team involvement	_____ %
_____	Supervision	_____ %
_____	Research	_____ %

_____ other, please specify _____ _____ %

4. Identify the types of children you evaluated and/or worked with this year (check all that apply):

_____ Learning support needs
_____ Emotional support needs
_____ Life skills needs
_____ Hearing impairments
_____ Visual impairments
_____ Speech and language impairments
_____ Autism
_____ Other health impairments
_____ Other exceptionalities, please specify _____
_____ Preschool age
_____ Elementary age
_____ Secondary age

5. Identify the working conditions that were provided to you this year (check all that apply):

_____ dedicated office and/or desk space
_____ acceptable testing conditions throughout the district buildings
_____ readily available assessment materials
_____ intervention materials
_____ a personal computer
_____ computer support for assessment scoring
_____ other, please describe _____

Circle the most appropriate response for each of the following:

6. On average, how much travel between schools was required?

None < 1 hr/day 1-2 hrs/day > 2 hrs/day

7. Approximately how many evaluations were you involved in this year?

None 1-5 6-10 11-15 16-20 >20

8. What type of evaluation report was typically required?

Lengthy Moderate Sketchy

9. How many psychologists did you work with this year?

1 2 $\geq$3

10. Overall, how would you rate the ***quality*** of the supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

11. Overall, how would you rate the ***amount*** of supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

12. ***Overall***, how would you rate your practicum experience this year?

1	2	3	4
Poor	Fair	Very good	Excellent

Comments:

Appendix J

Certification Form

Checklist for Achieving Certification as a School Psychologist

Student's Name: _____
Date: _____

Ph.D. Students: Total Number Hours of Practicum:

Practicum:

SchP 432 (Assessment of Cognition and Achievement) _____

SchP 435 (School-based Practicum) _____

Total Practicum Hours _____

Advanced Practicum:

3rd year site (s): _____ _____
_____ _____

4th year site (s) _____ _____
_____ _____

TOTAL HOURS (must exceed 1,200 clock hours) _____

Portfolio Completed and Approved by university supervisor _____

Evaluation by Practicum Supervisor Received (4th yr) _____

Evaluation of site by student received and approved by university supervisor _____

Passing score received on State exams (PAPA & PRAXIS) _____

Ed.S. Students

Certification Internship Site _____ _____

TOTAL HOURS (must exceed 1,200 clock hours) _____

Portfolio Completed and Approved by university supervisor _____

Evaluation by Practicum Supervisor Received (4th yr) _____

Evaluation of site by student received and approved by university supervisor _____

Passing score received on State exams (PAPA & PRAXIS) _____

Approval:

University Practicum Supervisor _____
Program Coordinator _____
Date Approved: _____

Appendix K

Doctoral Internship Goals

Lehigh University School Psychology Program
Doctoral Internship Goals

Intern: _____ Contact: _____

Internship Supervisor: _____ Credentials: _____

Contact Information: _____

University Supervisor: Christine Cole, Ph.D., L.P. Contact: clc2@lehigh.edu 610-758-3270

The internship is the culminating supervised professional training experience prior to the granting of the doctoral degree. Its primary focus and purpose is to ensure breadth and quality of training, meeting the needs of the intern, and providing an extension of education and supervised training from the University program. The internship should consist of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health needs of the clients served. Interns should have experiences with prevention and development of system supports, direct intervention for client problems, and cultural and individual diversity issues.

To direct and focus this training experience, the intern and internship supervisor are asked to meet within the first two weeks of the doctoral internship to discuss the internship expectations and requirements, and to develop individualized internship goals. Each goal should be specific, objective, and measurable. Once goals have been finalized, the intern and supervisor will sign the agreement, and share a copy with the University supervisor. This document should serve as a guide for planning all internship activities. The intern is encouraged to use both formative (e.g., monthly GAS) and summative evaluation (e.g., end-of-semester semester rating) methods to monitor their progress toward each goal throughout the year. Progress toward goals should be reviewed regularly by the intern and supervisor, and revised as needed.

Specifically, the intern will work toward developing competencies in the following areas, as negotiated with the internship supervisor:

We have read and agree to these doctoral internship goals:

_____ _____

Interns Signature and Date Internship Supervisor and Date

Appendix L

Independent Internship Proposal Form

Lehigh University School Psychology Program
2020-2021 Independent Doctoral Internship Proposal

Student Name _____ Date _____

Proposed Internship Site _____

Address _____

Field Supervisor _____ Phone_____

Lehigh University's School Psychology program is committed to training students in professional competencies in health service psychology and the specialty of school psychology. For students who are proposing an independent (non-APPIC or non-APA approved) internship, program approval will be based on how well the proposed experience meets the *2017 Council of Directors of School Psychology Programs (CDSPP) Internship Guidelines*. To provide the program with the information needed to make this decision, please respond to each of the requirements below, describing in detail how each will be addressed in the internship. After completing this proposal in coordination with the intended field supervisor, email a signed copy to the Program Director for final approval.

1. The internship program must provide a dated written statement, brochure, or website that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for the quality of the interns' work.

2. The doctoral internship must be an organized sequence of training experiences that assures breadth and quality of training beyond that provided within the doctoral plan of study. The internship must provide evidence-based health service psychology training in each of the following competency areas:
   a. Research
   b. Ethical and legal standards
   c. Individual and cultural diversity
   d. Professional values, attitudes, and behaviors
   e. Communication and interpersonal skills
   f. Assessment
   g. Intervention
   h. Supervision
   i. Consultation and interprofessional/interdisciplinary skills

3. The internship must include a minimum of 1500 hours to be completed in no less than 10 months for full-time internships or no more than 24 months for part-time internships. (Check individual state requirements for licensure.)

4. The intern, whether full-time or part-time, must spend at least 25% of their time (minimum 375 hours) in providing direct (face-to-face) service to clients, patients, or consultees (e.g., teachers,

other mental health service providers, etc.). The intern also engages in research, which may include evaluation of services delivered and the effectiveness of their own training activities.

5. The intern's primary supervisor must be a doctoral-level psychologist employed by the internship program who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program.

6. The internship program must have at least two psychologists on staff available as supervisors for the intern. Internship programs such as school districts that have the capacity for only one staff psychologist may meet the spirit of the criterion (breadth of training experience) by entering into formal internship agreements with other entities (e.g., other school districts, clinics, university doctoral programs, etc.).

7. The full-time internship must include **at least two hours per week of regularly scheduled individual supervision by a doctoral-level psychologist who is licensed to practice at the independent level.** The primary supervisor must directly observe the intern with the specific intent of evaluating the intern's clinical behavior and skills in psychological service delivery, and must provide formative and summative feedback to the intern and the University program.

8. In addition to the individual supervision described above, the intern must spend **at least two additional hours per week in scheduled group or individual supervision.** This supervision may be conducted by another appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.).

9. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Electronic supervision, however, may account for no more than one hour (50%) of the minimum required two hours per week of individual supervision and two hours (50%) of the minimum required four total weekly hours of supervision as described in #7 and #8 above.

10. The internship program should have two or more interns in training at the same time. Interns must have regularly scheduled, supervised, and documented training activities with other doctoral psychology interns for the purposes of socialization into the profession. If the site has only one intern, this requirement may be met through regularly scheduled and documented training activities with psychology interns at other sites for several hours on at least a monthly basis. These activities may include inservice trainings, case conferences, seminars, or observations and may be in conjunction with other appropriately credentialed personnel.

11. All parties (the internship program, doctoral program, and intern) must jointly approve the goals and content of the internship including clearly stated expectations for the nature of experiences offered by the internship program, the quantity and quality of the work, intern salary, benefits, reimbursable travel, holidays, due process procedures, and other relevant internship policies.

12. The intern should have a title designating trainee status such as "intern" or "resident."

13. Reports and documents prepared by the intern must be co-signed by the licensed psychologist responsible for supervision.

14. The internship program must issue a certificate or letter reflecting successful completion of the doctoral internship in health service psychology.

The details of this plan meet the CDSPP recommendations for internship and are considered to be feasible to carry out at this site.

_____ _____

Intern Proposed Supervisor

Decision: _____ Approved _____ Not Approved

_____ Approved with the following changes:

Program Director_____ Date_____

Director of Clinical Training _____ Date_____

Appendix M

Council of Directors of School Psychology Programs Internship Guidelines

2017 CDSPP Doctoral Internship Guidelines

Initial guidelines approved by the membership, May, 1998
Revision guidelines approved by the membership, November, 2012
Current guidelines approved by the membership, June, 2017

The doctoral internship is the culminating professional practice experience in doctoral-level health service psychology. The following includes guidelines that characterize high quality doctoral school psychology internship experiences, consistent with *American Psychological Association (APA) Standards of Accreditation for Health Service Psychology (SoA)*[2] and the School Psychology Specialty.

Although these guidelines set forth basic quality standards, specific internship requirements for licensure and certification are established at the state level and do vary by state and jurisdiction. Therefore, graduate students **should consult relevant state licensure and certification requirements when considering the suitability of a particular internship.**

CDSPP is an organization of doctoral-level school psychology programs that is committed to training school psychologists as health service psychologists. CDSPP is not an official accrediting body and does not evaluate, approve, or accredit internships or training programs. CDSPP guidelines may be useful for prospective interns who must evaluate the quality of a school psychology doctoral internship, and for doctoral training programs that must make program development and internship approval decisions. These guidelines may also be used by organizations authorized to approve or accredit internships or training programs. Doctoral training programs and internship sites that are interested in accreditation by the American Psychological Association should refer to the SoA published by the APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in school psychology that meets these guidelines will also be considered as meeting current *Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology* as developed by the National Register of Health Service Providers in Psychology to identify an acceptable internship, which is one of several requirements for credentialing by The National Register of Health Service Providers in Psychology.

1. A school psychology doctoral internship is an organized training program designed to provide an intern with a planned sequence of training experiences that will develop the intern's profession wide competencies in health service psychology and the specialty of school psychology.

The internship is the culminating (i.e., completed after a programmed sequence of coursework, practica, and field experiences), supervised training experience prior to the granting of a degree by a doctoral program. Consistent with the definition of health service psychology (i.e., the integration of psychological science and practice in order to facilitate human development and functioning), the internship consists of a range of activities promoting the development of the following profession-wide competencies[3]:

---

[2] The *Standards of Accreditation for Health Service Psychology (SoA)* were approved in 2015 and took effect in January 2017. The *SoA* and associated Implementing Regulations (IRs) are available from the American Psychological Association Office of Program Consultation and Accreditation (www.apa.org).

[3] This listing identifies the profession-wide competencies required for all students who graduate from APA accredited programs in health service psychology. (SoA, 2015).

- research;
- ethical and legal standards;
- individual and cultural diversity;
- professional values, attitudes, and behaviors;
- communication and interpersonal skills;
- assessment;
- intervention;
- supervision;
- consultation and interprofessional/interdisciplinary skills.

2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours.[4] The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.

3. The internship program must provide prospective interns with a dated written statement, brochure, or website that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for the quality of interns' work. The internship program, doctoral program, and intern must jointly approve in writing the goals and content of the internship, including clearly stated expectations for the nature of experiences offered by the internship program, the quantity and quality of the work, intern salary, benefits, reimbursable travel, holidays, and other relevant internship policies.

Internship program due process procedures are made available to interns prior to the beginning of the training period. If due process procedures are initiated as a result of intern behaviors, intern activities, or internship conditions, the supervisor of the internship program will notify the intern's doctoral program.

4. Interns will minimally receive a formal, written evaluation at the end of the doctoral program's semester, trimester, or quarter course grading period. The internship program and doctoral program will agree in advance upon the format of the internship evaluation, which should in part be based on direct observation. The evaluated areas will be consistent with the doctoral program's aims and address intern development of profession-wide competencies. Although the internship supervisor evaluates student performance during the internship year, the doctoral program is ultimately responsible for the determination of the student's readiness for graduation and entrance into the profession. Therefore, communication between doctoral programs and internship programs is of critical importance to the overall development of competent health service psychologists.

5. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in activities described above. Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a

[4] These specific guidelines are consistent with requirements established by the National Register. https://www.nationalregister.org/apply/credentialing-requirements/

school setting). For more information, consult the relevant NASP standards and credentialing documents.

6. The doctoral internship program issues to the intern written documentation (e.g., a certificate or letter) reflecting successful completion of a doctoral level internship in health service psychology.

7. The internship program employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program.

The internship program has at least two psychologists on staff available as supervisors for the intern. The intern's primary supervisor must be actively licensed as a psychologist by the state regulatory board of psychology. Internship programs such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into formal internship agreements with other entities, such as other school districts, clinics, or university doctoral programs.

8. The full-time internship includes **at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level.** The primary supervisor must directly observe the intern with the specific intent of evaluating the intern's clinical deportment and skills in psychological service delivery, and providing formative and summative feedback to the intern and university program. An internship program that does not permit live observation or audio-video recording by policy should not be approved under these guidelines.[5]

9. In addition to the individual supervision (**as described in #8 above**), the intern spends **at least two additional hours per week in scheduled group or individual supervision conducted** by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.).

The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists.

10. The internship program has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on at least a monthly basis.

11. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 8 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #8 and #9 above). The

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[5] Direct observation of the intern by the intern's primary supervisor is consistent with SoA Standard II.B.3.d. Additional information including relevant Implementing Regulations is available from the APA Office of Program Consultation and Accreditation (www.apa.org).

use of telesupervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.

12. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.

13. The intern has a title such as "intern," "resident," or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of his or her doctoral intern status.

Appendix N

Past Internship Sites

The following sites (which are outside of those available through AAPIC) have been used as doctoral intern sites by prior students:

Lancaster City School District: Lancaster, PA
Milton S. Hershey School: Hershey, PA
Children's Hospital of Philadelphia
Lancaster-Lebanon Intermediate Unit, Lancaster, PA
Colonial-Northampton Intermediate Unit, Nazareth, PA
School District of Philadelphia
Solenco (Lancaster County) School District
Nebraska Consortium (APA-approved): Lincoln, NE.
Meyers Rehabilitation, Omaha Public Schools (APA-approved)
Father Flanagan's Boys' Town, Omaha, NE (APA-approved)
Lincoln Public Schools, Lincoln, NE (APA-approved)
Dallas Independent School District (APA-approved), Dallas, TX
Warren Hills Regional School District, Washington, NJ
District of Columbia Public Schools, Washington, DC
Heartland Area School District, Des Moines, IA
South Shore Mental Health Center, Chatham, MA
Norfolk School District, Norfolk, VA
CORA, Philadelphia, PA
Allentown School District, Allentown PA
Virginia Beach Public Schools, VA
Centennial School of Lehigh University, PA
Louisiana Consortium, New Orleans, LA
Galena Park Independent School District, Galena Park, TX
KIDSPeace, Orefield, PA
Colonial Intermediate Unit 20, Easton, PA
Carbon Lehigh Intermediate Unit 21, Schnecksville, PA
Center for Neurological and Neurodevelopmental Health, Voorhees, NJ
Bethlehem Area School District, Bethlehem, PA
Grove Park Elementary School, Baltimore, MD
Howard County Public Schools, Ellicott City, MD
Ossining School District, Ossining, NY
Syracuse School District, Syracuse, NY
PATTAN, Harrisburg, PA

Appendix O

Doctoral Internship Supervisor Evaluation Form

Lehigh University School Psychology Program
DOCTORAL INTERNSHIP SUPERVISOR EVALUATION

Trainee:_____ Supervisor:_____

Supervisor Signature: _____ Site:_____

Semester: Fall (Mid-year) _____ Spring (End-of-year) _____

We recognize that, throughout their program, trainees are continuing to develop their skills across all areas of professional practice, and that supervision is a critical component of their growth and development. We do not expect students to be immediately independent in their practice, but rather, to be developing their competence throughout the year in the context of supervision. As such, please rate the trainee's performance for each item based on the scale below. Please use N/A if the item is not applicable or was not available during the practicum experience.

0 **Not competent at an entrance level for psychologists in this area.**		**1** **Minimally competent with much supervision at an entrance level for psychologists; needs continued, direct supervision in this area.**	**2** **Competent with some additional supervision at an entrance level for psychologists; needs some general guidance in this area.**	**3** **Competent without supervision at an entrance level or better for psychologist; can function independently in this area.**	**4** **Superior ability. Demonstrates skill equivalent to that of an experienced psychologist.**
Mid	**End**				
Competency I: Assessment					
		1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and the eligibility process, including consideration of client strengths and psychopathology.			
		2. Demonstrates an understanding of human behavior within its context (e.g., family, social, societal and cultural).			

		3. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors and contextual variables to the assessment and/or diagnostic process.
		4. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client.
		5. Interprets 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.
		6. Communicates, orally and in written documents, the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Comments:		
Competency II: Intervention		
		7. Establishes and maintains effective relationships with the recipients of psychological services.
		8. Develops evidence-based intervention plans specific to the service delivery goals.
		9. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

		10. Demonstrates the ability to apply the relevant research literature to clinical decision making.
		11. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
		12. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.
Comments:		
Competency III: Consultation and Interprofessional/Interdisciplinary		
		13. Demonstrate knowledge and respect for the roles and perspectives of other professions.
		14. Demonstrates knowledge of consultation models and practices.
		15. Demonstrates ability to effectively use consultation practices to address client concerns.
Comments:		
Competency IV: Individual and Cultural Diversity		

		16. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
		17. Demonstrates a current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities including research, training, supervision/consultation, and service.
		18. Demonstrates 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) including the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers, and the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
		19. Demonstrates the requisite knowledge base, the ability to articulate an approach to working effectively with diverse individuals and groups, and the effective application of this approach in their professional work.
Comments:		
Competency V: Communications and Interpersonal Skills		
		20. Develops and maintains effective relationships with a wide range of individuals including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
		21. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.

		22. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
Comments:		
Competency VI: Ethical and Legal Standards		
		23. Demonstrates knowledge of and acts in accordance with (a) the APA Ethical Principles of Psychologists and Code of Conduct, (b) relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels, and (c) relevant professional standards and guidelines.
		24. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.
		25. Conducts self in an ethical manner in all professional activities.
Comments:		
Competency VII: Professional Values, Attitudes, and Behaviors		
		26. Behaves in ways that reflect the values and attitudes of the psychology profession including integrity, confidentiality, deportment and attire, punctuality and preparedness, professional identity, accountability, lifelong learning, and concern for the welfare of others.
		27. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.

		28. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
		29. Responds professionally in increasingly complex situations with a greater degree of independence as they progress throughout the year.
Comments:		
Competency VIII: Supervision		
		30. Demonstrates knowledge of supervision models and practices.
Comments:		
Summary		
Yes	**No**	**This evaluation is based at least in part on my direct observation (either live or electronic) of the competencies of this student (please circle your response).**
Yes	**No**	**I recommend this student for certification as a school psychologist in Pennsylvania (please circle your response).**

Grade Assessment

Using the descriptions below, please indicate your estimation of a grade for the practicum this semester. Consider both the performance ratings given above and the student's progress toward their individual practicum goals this semester.

A or A-

The student has met or exceeded most goals set for the semester. A grade of "A" indicates an excellent to superior level of performance, while a grade of "A-" indicates that the student met the criteria at a strong level.

B or B-

While the student has not met all goals set for the semester and has performed at a level slightly below expectations, the student has shown progress toward meeting these goals. A grade of "B" indicates a moderate level of performance with some areas in need of improvement, while a grade of "B-" indicates several areas in significant need of improvement.

C

The student has not met the goals set for the semester and has performed at a level far below expectations for a doctoral practicum student. Areas in need of improvement are numerous and severe enough that questions may be raised as to whether the student is likely to reach entry-level competency by the end of the practicum sequence. Substantial remediation is required.

Appendix P

Internship Site and Supervision Rating Form

Lehigh University School Psychology Program
Doctoral Internship Site and Supervision Rating Form

Internship Site _____

Internship Supervisor _____

Student Intern completing this form _____ Date _____

		Do Not Agree				Agree	
1.	The experiences provided at my internship site enabled me to accomplish my internship goals.	1	2	3	4	5	6
2.	I received an adequate amount of face-to-face supervision from my internship supervisor.	1	2	3	4	5	6
3.	The quality of supervision provided by my internship supervisor was excellent.	1	2	3	4	5	6
4.	My internship supervisor seemed genuinely concerned about my professional growth.	1	2	3	4	5	6
5.	At times I had some concerns about the professional ethics of my internship supervisor.	1	2	3	4	5	6
6.	I felt accepted and supported by most people at my internship site.	1	2	3	4	5	6

7.	The internship site has reasonable expectations for interns.	1	2	3	4	5	6
8.	I would recommend my internship supervisor to other Lehigh interns.	1	2	3	4	5	6
9.	I would recommend this internship site to other Lehigh interns.	1	2	3	4	5	6
Comments:							

Appendix Q

Qualifying Project Evaluation Form

Qualifying Project Final Evaluation Form

Student Name:

Title of Qualifying Project:

Date of Proposal Meeting:

Name and Signatures	Date	Evaluation
Committee Chair		
Committee Member		
Committee Member		

Evaluation: High Pass, Pass, Needs Remediation

Appendix R

Profession-Wide Competencies and Discipline-Specific Knowledge

Profession-Wide Competencies

Research:

- 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.
- Conduct research or other scholarly activities.
- 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.

Ethical and Legal Standards:

- Be knowledgeable of and act in accordance with each of the following:
    - 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.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Individual and Cultural Diversity:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- 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.
- 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). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- 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.

Professional values, attitudes, and behaviors:

- 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
- Engage in self-reflection regarding one's personal and professional functioning; engage

in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Communication and interpersonal skills:
- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Assessment:
- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- 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.
- 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.
- 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.

Intervention:
- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Supervision:

- Demonstrate knowledge of supervision models and practices.

Consultation and interprofessional/interdisciplinary skills:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

Discipline-Specific Knowledge

- History and Systems of Psychology
- Affective Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior
- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)
- Research Methods
- Statistical Analysis
- Psychometrics

Appendix S

Written Portfolio Evaluation Form

PHD Comprehensive Exam Written Portfolio Rating Form
DRAFT
(Revised May 2020)

Student: _____ Committee Member: _____

Personal Specialization

Rating:

1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded

Criteria:

- ✓ Area of specialization is clearly defined
- ✓ The review and integration of published literature is sufficiently comprehensive and supports the specialization area
- ✓ Relevant training experiences are described in a manner that shows how they contributed to the student's emerging specialization
- ✓ Connection of specialization to future career is described

Summary of impressions for personal specialization paper:

_____

CV

Comments:

_

Annotated Bibliography

Criteria:

- ✓ Student selected published works that are rooted in empirical science, whether works are specific reports of research or are intended for clinical practice
- ✓ Student presents a cohesive summary of the work and reason for its selection
- ✓ Collectively, bibliography aligns with objective.

Rating:

Objective	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1				
2				
3				
4				
5				

Comments:

Criteria for Evaluating Objective

Integrative Paper Criteria

- ✓ The extent to which the student provides a strong justification for the alignment of their coursework, clinical, and research experiences to the achievement of specific competencies identified for each objective.
- ✓ Accurate identification of competencies for which evidence is limited as well as the feasibility of the student's plan for achieving the competency prior to program completion
- ✓ Plan for obtaining/strengthening necessary competencies and continued mentoring/training experiences as they transition from doctoral studies to early career (e.g. post-doc, employment) is aligns with personal reflection.
- ✓ Competencies are relevant to further development in their area of specialization. The plan for continuing to develop these competencies is consistent with the early career transition
- ✓ Paper will be evaluated on the quality of its written presentation and adherence to APA publication guidelines

Evidence Per Competency and Collective evaluation

- ✓ The student makes clear the association of evidence to the competency.
- ✓ The evidence indicates adequate performance and attainment of the competency.
- ✓ Collectively the evidence for the competency is varied, showing performance in multiple training contexts (coursework, field training, research).

Evidence for Each Objective and Competency

Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrate knowledge of typical/atypical development.				
2. Demonstrate knowledge of affective aspects of behavior.				
3. Demonstrate knowledge of biological aspects of behavior.				
4. Demonstrate knowledge of developmental aspects of behavior.				
5. Demonstrate knowledge of social aspects of behavior.				
6. Demonstrate the ability to integrate knowledge across basic discipline specific content areas (1-5 above) in practice.				
7. Demonstrate knowledge of history and systems of psychology and school psychology.				
Overall evaluation for objective				

Integrative Paper
Rating:

1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded

Comments:

Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrate 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.				
2. Demonstrate the ability to articulate an approach to working effectively with diverse individuals and groups and those whose group membership, demographic characteristics, or worldviews create conflict with their own and apply this approach effectively in their professional work.				
3. Overall evaluation for objective				

Integrative Paper

Rating:

1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded

Comments:

Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrate knowledge of research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative.				
2. Demonstrate knowledge of the standards, procedures, and statistical analyses associated with test development.				
3. Demonstrate the ability to conceptualize, implement, and communicate independent research.				
4. Overall evaluation for objective				

Integrative Paper
Rating:

1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded

Comments:

Objective 4: To produce school psychologists who are knowledgeable and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrates an understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns and with children from various cultural backgrounds.				
2. Demonstrate the ability to 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.				
3. 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.				
4. Demonstrates the ability to design, implement, and evaluate evidence-based intervention plans specific to the service delivery goals for children with a range of academic, social, behavioral, and developmental concerns and from various cultural backgrounds.				

5. Demonstrates knowledge of consultation models and practices.				
6. Effectively applies consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress.				
7. Demonstrates knowledge of effective prevention and intervention strategies to promote children's health through multi-systemic practices involving families, schools, and healthcare providers.				
8. Overall evaluation of the objective				

Integrative Paper
Rating:

1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded

Comments:

Objective 5: To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrates knowledge of ethical standards (i.e., APA Ethical Principles of Psychologists and Code of Conduct) in providing psychological services in schools and healthcare settings.				
2. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.				
3. Demonstrates knowledge of relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels for providing psychological services in schools and healthcare settings.				
4. Demonstrates knowledge of theories and models of clinical supervision.				
5. Overall evaluation of the objective				

Integrative Paper
Rating:

1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded

Comments:

Appendix T

Oral Interview Evaluation Form

PHD Comprehensive Exam Oral Interview Rating Form
DRAFT
(Revised May 2020)

Student: _____ **Committee Member:** _____

Criteria for Evaluating Objective

Performance Per Competency and Objective

- ✓ The student provides an informative and well-integrated response to the question.
- ✓ The response demonstrates the student's breadth and depth of knowledge related to the competency.
- ✓ The response demonstrates a thorough grasp of professional language and concepts.
- ✓ The student addresses follow-up questions adequately.
- ✓ The student supports their response with appropriate references to the professional literature.
- ✓ The student communicates clearly and professionally.

If the competency was not addressed in the oral interview, please indicate NA.

Evidence for Each Objective and Competency

Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrate knowledge of typical/atypical development.				
2. Demonstrate knowledge of affective aspects of behavior.				
3. Demonstrate knowledge of biological aspects of behavior.				

4. Demonstrate knowledge of developmental aspects of behavior.				
5. Demonstrate knowledge of social aspects of behavior.				
6. Demonstrate the ability to integrate knowledge across basic discipline specific content areas (1-5 above) in practice.				
7. Demonstrate knowledge of history and systems of psychology and school psychology.				
Overall evaluation for objective				

Questions addressing this objective (please indicate the specific competency):

Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrate 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.				
2. Demonstrate the ability to articulate an approach to working effectively with diverse individuals and groups and those whose group membership, demographic characteristics, or worldviews create conflict with their own and apply this approach effectively in their professional work.				
3. Overall evaluation for objective				

Questions addressing this objective (please indicate the specific competency):

Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrate knowledge of research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative.				
2. Demonstrate knowledge of the standards, procedures, and statistical analyses associated with test development.				
3. Demonstrate the ability to conceptualize, implement, and communicate independent research.				
4. Overall evaluation for objective				

Questions addressing this objective (please indicate the specific competency):

Objective 4: To produce school psychologists who are knowledgeable and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrates an understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns and with children from various cultural backgrounds.				
2. Demonstrate the ability to 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.				
3. 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.				
4. Demonstrates the ability to design, implement, and evaluate evidence-based intervention plans specific to the service delivery goals for children with a range of academic, social, behavioral, and developmental concerns and from various cultural backgrounds.				

5. Demonstrates knowledge of consultation models and practices.				
6. Effectively applies consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress.				
7. Demonstrates knowledge of effective prevention and intervention strategies to promote children's health through multi-systemic practices involving families, schools, and healthcare providers.				
8. Overall evaluation of the objective				

Questions addressing this objective (please indicate the specific competency):

Objective 5: To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards				
Competency	1: Criteria not met	2: Criteria minimally met	3: Criteria met	4: Criteria exceeded
1. Demonstrates knowledge of ethical standards (i.e., APA Ethical Principles of Psychologists and Code of Conduct) in providing psychological services in schools and healthcare settings.				
2. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.				
3. Demonstrates knowledge of relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels for providing psychological services in schools and healthcare settings.				
4. Demonstrates knowledge of theories and models of clinical supervision.				
5. Overall evaluation of the objective				

Questions addressing this objective (please indicate the specific competency):

Appendix U

Faculty Feedback on Student Annual Evaluation Form

Faculty Feedback on Student Annual Evaluation

Date
Dear STUDENT,

As you know, the faculty in school psychology meet annually to review the progress of all students. Student performance is reviewed against program goals, objectives and competencies in the areas of Core Psychology Knowledge, Diversity & Multicultural Perspective, Research Design & Application, Psychological Applications, and Professional Responsibility. Faculty also comment on your professional activities, personal goals and progress through the program. The purpose of this letter is to provide you feedback regarding the review process and to serve as an evaluation of your progress. Ratings provided below are based on the examination of your self-reported progress as well as faculty discussion.

I. Program Objectives and Competencies

1=Limited skills and knowledge in this area
2=Emerging skills and knowledge in this area.
3=Foundational skills and knowledge in this area
4=Advanced skills and knowledge in this area

Core Psychological Knowledge ***Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychology areas.* (*NASP Domains 6 and 8*)**	
Faculty Rating	**Comments**
Diversity and Multicultural Perspective ***Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health. (NASP domains 5, 6, 7, and 8)***	
Faculty Rating	**Comments**
Research Design and Application	

Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis. (NASP Domains 1 and 9)	
Faculty Rating	**Comments**

Psychological Applications ***Objective 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns. (NASP domains 2, 3, 4, 5, 6, 7, and 8)***	
Faculty Rating	**Comments**

Professional Responsibility ***Objective 5: To produce school psychologists who are knowledgeable and practice according to professional, ethical, and legal standards. (NASP Domain 10)***	
Faculty Rating	**Comments**

II. Faculty Comments on Progress in Other Areas

1=Insufficient progress in this area
2=Limited progress in this area.
3=Consistent progress in this area
4=Above expected progress in this area

Research ***(Progress toward qualifying project and dissertation; participation in research; presenting research at the local, regional, or national level)***

Faculty Rating	Comments

Professional values, attitudes and behaviors
(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; engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness)

Faculty Rating	Comments

Communication and Interpersonal skills
(Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services; produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; demonstrate effective interpersonal skills and the ability to manage difficult communication well)

Faculty Rating	Comments

Diversity, Inclusion, and Equity
(The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers; the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own).

Faculty Rating	Comments

IV. Additional Comments by Faculty

Please note that all requirements for the degree must be completed by _____.
Please retain one copy of this letter for your records and return the other copy signed with your comments (if necessary).

_____ _____
Student Signature Date

Appendix V

Remediation Plan Form

Remediation Plan

Part I Initial Approval of Remediation Plan
Student name:

Date of initial meeting with student:

Faculty members present (Must include the student's advisor):

Summary of problem (include specific behaviors, setting, and who first identified the problem):

Part II Faulty Approval of Remediation Plan
Date of faculty review meeting:

Faculty decision: ___ Remediation plan approved (attach copy of plan) ___ Revisions required (attach copy of required revisions)

Signatures:
Student_____ Date_____

Student's Advisor _____ Date _____

Program Director _____ Date _____

Part III Implementation of Remediation Plan
Remediation Plan and Schedule:

Specific Behavioral Objectives	Remediation Steps	Target Date	Met (Y/N)	Comments
1.				
2.				
3.				
4.				

Date of review meeting:

Evaluation of progress: ___ Sufficient ___ Insufficient ___ Not Applicable

Faculty comments and/or recommendations:

Student Comments and/or Reactions:

Student _____ Date _____

Student's Advisor _____ Date _____

Program Director _____ Date _____