

The School Psychology Concentration MA/EdS Program

HANDBOOK

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

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

Table of Contents

Program Guidelines

The University	p.4
The Department of Graduate Psychology	p.4
The School Psychology Program	p.5
Admission to Program	p.6
Expectations for Students	p.7
Advising, Transfer Hours and Financial Aid	p. 9
Program of Study	p.10
Course Sequencing	p.11
Objectives and Course Experiences	p.14
Student Progress and Retention	p.16
Comprehensive Examinations	p.21
Performance Based Evaluations and Products	p.21
Deadlines and Other Important Information	p. 22
Organizations	p.23
References and Job Search	p.24
Program Structure and Organization, and Evaluation	p.24
Program Faculty	p.25

Culturally Responsive Practitioner Initiative

School Based Substance Use Treatment Training Initiative p. 29

RISEUP Fellow Grant p. 31

Field Placement Handbook

The School Psychology Practicum Sequence	p.34
The School Psychology Internship	p.38
The School Psychology Internship Goals	p.48

Educational Specialist Research Project Guidelines

The Ed.S. Research Project (Thesis) Guide

<i>Appendix A:</i>	Graduate Assistantships	p.56
<i>Appendix B:</i>	Resources and Services	p.57
<i>Appendix C:</i>	2024-2025 Pertinent University Calendar Dates	p.60
<i>Appendix D:</i>	School Psychology Summer Introduction to Practicum Evaluation	p.61
<i>Appendix E:</i>	School Psychology Advanced Practicum Evaluation MID Semester	p.71
<i>Appendix F:</i>	School Psychology Advanced Practicum Evaluation END of Semester	p.77
<i>Appendix G:</i>	School Psychology Internship Evaluation	p.90
<i>Appendix H:</i>	Log Coding System	p.103
<i>Appendix I:</i>	School Psychology Field Experience Checklist	p.104
<i>Appendix J:</i>	Professional Development Progress Form	p.109
<i>Appendix K:</i>	Application for a Graduate Degree	p.116
<i>Appendix L:</i>	Submissions Guidelines	p. 116
<i>Appendix M:</i>	Approval of Thesis/Dissertation Committee Form Link	p.116

Appendix N: Instructions for Thesis Preparation/Graduate School p. 116
Appendix O: Research/Thesis Proposal and Defense Rubrics p. 117
Appendix P: Comprehensive Exam Rubric p.119

The University

Welcome to the School Psychology Program at James Madison University! The purpose of this handbook is to help your experience here be a successful one and to provide a resource for you as you move through the program. JMU, established in 1908, is named for James Madison, fourth president of the United States and "Father of the Constitution." In its 100-year history, James Madison University has grown from a state normal and industrial school for women to today's comprehensive university. In 2022, JMU received a new Carnegie Classification of R2 Doctoral University with high research activity through the Carnegie Commission. JMU offers programs in the liberal arts, sciences, business, education, fine arts, communication, and health and human services, including 63 graduate degrees. Current enrollment is approximately 21,006 undergraduate students and 1,752 graduate students taking graduate courses beyond the baccalaureate level. JMU has 148 major campus buildings on 721 acres, including a 31-acre farm. JMU offers its students a full program of extracurricular and social programs, as well as a diversified program of intercollegiate and intramural athletics.

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

The Department of Graduate Psychology

The Department of Graduate Psychology at JMU is a unit with 10 graduate programs and approximately 181 graduate students. Thirty-three full-time faculty, 10 Associate Faculty, and 12 teaching and graduate assistants serve our department. The graduate assistants are shared with our sister unit, the Department of Psychology with 800 undergraduate majors and one of the largest departments of psychology in the region. Accomplishments of the faculty include numerous national leadership positions in professional organizations such as presidencies, memberships on board of directors, extensive involvement with accreditation agencies, and significant leadership positions that have influenced the course of professional psychology and counseling. Within the Commonwealth of Virginia, our faculty members have held prominent leadership positions involved with the formulation of public policy regarding the provision of psychological services to children, adolescents, and families.

Graduate Training in Psychology

The Department of Graduate Psychology at James Madison University has a long history of graduate training in Psychology. Both the School Psychology and Counseling Psychology programs were begun in 1968. Initially, both programs offered only master's degrees. The Educational Specialist degree was instituted in the School Psychology Program in 1981 and in the Community Agency Counseling Program in 1984. In addition, the Department began a master's degree program in General Psychology in 1977, and the Ph.D. Program in Assessment and Measurement in 1998. The doctoral Program in Clinical and School Psychology, accredited by the American Psychological Association in 1996, is an applied professional psychology program that leads to the awarding of the Doctor of Psychology (Psy.D.) degree. Most recently, the department began the Ph.D. in Counseling and Supervision. The department's mission is to

transform students into outstanding practitioners and scholars of psychology. Faculty and students work to create a community that celebrates diversity and creativity, and values learning, scholarship, and service to others.

The School Psychology Program

The School Psychology Program at James Madison University is housed within the Department of Graduate Psychology and the College of Health and Behavioral Studies. The School Psychology Program is fully accredited by the National Association of School Psychologists (NASP) with the most recent accreditation awarded in 2024. Additionally, professional programs in the College of Education received CAEP accreditation in 2021.

Mission Statement

Central to the program's focus is the understanding of children within a systems context, including the family, the school, and the socio-cultural environment. The program emphasizes the role of the culturally responsive and humble school psychologist as that of a facilitator of an individual's overall well-being and potential. Within an integrated theoretical framework, students are prepared to be culturally responsive and humble, interpersonally skilled, data-oriented problem solvers. Students are prepared in assessment for intervention, prevention, counseling, educational and mental health consultation, behavior management, and applied research. They are prepared to be applied child and adolescent school psychologists in diverse educational and mental health settings. The program expects students to have a commitment to academic excellence, personal growth, professional responsibility, sensitivity to and understanding of human diversity, and effective interpersonal relationships.

Program Goals: The program embraces general overarching goals outlined below. Specific objectives of the program are described later in this handbook and align with the NASP Standard of Professional Practice.

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

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

Areas of knowledge and practice shall include:

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

ADMISSION TO PROGRAMS

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

Master's Degree (Level I):

The James Madison University School Psychology Program seeks a diverse student population.

James Madison University does not discriminate on the basis of age, disability, race or color, national or ethnic origin, political affiliation or belief, religion, sex, sexual orientation, gender identity or expression, veteran status, parental status (including pregnancy), marital status, family medical or genetic information, in its employment, educational programs, activities, and admissions. JMU complies with all applicable federal and state laws regarding non-discrimination, affirmative action, and anti-harassment. The responsibility for overall coordination, monitoring and information dissemination about JMU's program of equal

opportunity, non-discrimination, and affirmative action is assigned to the Office of Equal Opportunity. Inquiries or complaints may be directed to the Office of Equal Opportunity: (540)568-6991, [OEO homepage](#), oeo@jmu.edu.

JMU prohibits sexual and gender-based harassment including sexual assault and other forms of inter-personal violence. The responsibility for overall coordination, monitoring and information dissemination about JMU's Title IX program is assigned to the Title IX Coordinator. Inquiries or complaints may be directed to the Title IX Director: Laura Sider Jost, (540)568-5219, [Title IX homepage](#), titleix@jmu.edu

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

Deadline for application materials: February 1 to guarantee review by the admissions committee. The admissions committee will invite selected applicants to the screening interviews, a required component of the admission process. Screening interviews are held in late February and early March for admission to the following Fall semester.

Educational Specialist Degree (Level II):

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

EXPECTATIONS FOR STUDENTS

Commitment to academic excellence:

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

Commitment to ethical and professional behavior:

Faculty and students will discuss the expectations for ethical and professional behavior during advising sessions, in courses, and in practicum and internship. Professional and ethical behaviors are monitored throughout the student's program following National Association of School Psychologists (NASP) and American Psychological Association (APA) standards. Students may receive an unsatisfactory grade in practicum, internship, and other courses for ethical and professional behavioral problems.

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

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

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

Process Groups:

Since an important value of an effective mental health professional is a commitment to personal growth and self-awareness, each student will participate in a process group. The group meets weekly for about 6 sessions during the program's second year. The group provides a forum for discussing personal, professional and ethical issues that arise during training. The process group focuses on professional development and personal concerns that arise in that context such as stress management, group dynamics, and conflict resolution. As such, the group is designed to be non-evaluative and provide a safe environment to explore these issues in greater depth than possible in other training experiences.

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

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

Processes and Materials and Transportation:

Students entering the program at Level 1 or Level 2 must complete a required background check at their own expense through the vendor recommended by the Department of Graduate Psychology. Any alerts from this background check are automatically forwarded to the Program Director who will consult with the student regarding the impact and consequences for practicum and internship placements. Students must purchase Supervision Assist, a HIPAA compliant platform for clinical work and supervision, once enrolled in the program. This one-time purchase fee will be added to tuition and fees. Some assessment courses may have small lab fees.

Students should expect that school-based practicum and internship sites typically will require specific updated background checks and TB tests as a condition of placement. Students are responsible for any costs associated with requirements from school divisions for placements.

Students are responsible for securing reliable transportation to practicum and internship placements.

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

Please see JMU's Student Handbook for a detailed description of university policies and regulations, including grievance procedures: www.jmu.edu/handbook.

ADVISING, TRANSFER HOURS AND FINANCIAL AID

A. Advising

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

Students may also seek assistance from the Director of the School Psychology Program or other school psychology faculty. Students are responsible for staying in contact with their assigned advisors.

B. Transfer Hours

One-third of the total hours required with a B grade or better may be transferred into the Master's degree. Courses may not be transferred for credit if used for another degree. Advisors review each Program of Study, and in some cases, may waive certain course requirements as appropriate for either the Master's degree or the Ed.S. degree. Forms for transfer approval, substitutions, or waivers should be obtained from the Graduate School website.

C. Financial Aid

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

across campus.

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

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

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

PROGRAM OF STUDY

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

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

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

Students completing only the Master's degree are not eligible for licensure as a school psychologist. The Educational Specialist degree is the entry-level credential in school

psychology and leads to eligibility for licensure as a school psychologist by the Commonwealth of Virginia Department of Education. To be recommended for licensure to the Commonwealth of Virginia Department of Education, students must complete all program requirements. After additional supervised experience, students are eligible to sit for the licensure examination given by the Commonwealth of Virginia Board of Psychology for private practice credentials as school psychologists.

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

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

COURSE SEQUENCING (*Any changes to the curriculum sequence will be communicated directly to students.)

This document is provided as an advising resource only. Official curriculum requirements are listed in the JMU Graduate Catalog. In the case of discrepancies, the University Catalog is the official curriculum students must follow. This document was reviewed by Tammy Gilligan, the School Psychology Program Director on July 25, 2024.

Year 1 Master of Arts Degree

Fall Semester

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

Spring Semester

PSYC 527	Psychological Foundations of Education
PSYC 606	Advanced Measurement Theory
PSYC 626	Advanced Developmental Psychopathology
PSYC 777	Assessment II

Summer Sessions *

PSYC 661	Counseling Techniques
PSYC 695	Practicum in School Psychology
PSYC 749	Multicultural Perspectives of Intervention

Total Semester Hours (Year I): 33

* Comprehensive exam is taken in June

Year 2 Educational Specialist Degree

Fall Semester

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

Spring Semester

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

Summer Session

LED 658*	Practicum in Literacy Assessment and Intervention
PSYC 713	Professional Practice Issues in Rural School Psychology Practice

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

Year 3 Educational Specialist Degree

Planning for internship begins in the year prior to internship. Typically, two preparation seminars are held in which students are oriented to the procedures followed in identifying sites, interviewing, resume preparation, etc. The arrangement for the internship is a cooperative venture, shared by the student and the internship coordinator. **A total of 9 hours of Internship and 6 hours of PSYC 800, Research Project in School Psychology, are required during the third year. This extends into the summer of the third year as internship is completed and research projects submitted in the summer months. The Ed.S. degree is conferred in early August.**

Fall Semester

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

Spring Semester

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

Summer Session

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

* See Internship Guidelines for details.

Total Semester Hours (Year 2 and Year 3): 45

Total Semester Hours for Masters & Specialist Program: 78

OBJECTIVES AND COURSE EXPERIENCES

Objectives for the Master's and Ed.S. program in School Psychology are aligned with the NASP (2020) *Model for Comprehensive and Integrated School Psychological Services*. In some areas our program exceeds national standards, e.g. our research /thesis requirement. We strive to provide best practice training and involve current students, alumni, and field supervisors in our curriculum development each year. The NASP Model includes two sections that describe responsibilities of individual school psychologists and the responsibilities of school systems to support comprehensive school psychological services. The first section, Professional Practices, describes each of the 10 domains of practice that are core components of school psychological services. Domains of practice are consistent with our program's integrated curriculum and culturally competent practice emphasis. Students need skills and knowledge in each domain and the ability to integrate knowledge and apply skills in each domain. The ten domains of practice objectives taken from the NASP Practice Model 2020 are:

1. Data-based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework, systematically collect data from multiple sources as foundation for decision-making, and consider ecological factors as a context for assessment and interventions.

2. Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. School psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

3. Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection to implement and evaluate services that support academic skill development in children.

4. Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

5. School-Wide Practices to Promote Learning

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

6. Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, response and recovery.

7. Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

8. Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, and schools, and communities, including factors related to child development, religion, culture and culture identity, race, sexual orientation, gender identity and expression, socioeconomic status and other variables. They implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. They demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.

9. Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group and/or systems levels.

10. Legal, Ethical and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. They provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity,

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

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

NASP Domains	I	II	III	IV	V	VI	VII	VIII	IX	X
525 Role of the SP	X	X	X	X	X	X	X	X	X	X
527 Ed Psych			X	X	X	X		X	X	
605 Statistics									X	
606 Measurement									X	
609 Research Methods								X	X	
626 Psychopathology	X			X				X		X
661 Counseling Techniques				X		X		X		
695 Practicum	X		X	X			X			X
618 Development				X		X	X	X		
674 Assessment I	X							X		X
713 Rural Practice		X			X	X	X	X		X
749 Multicultural Interventions								X		X
750 Consultation	X	X	X	X	X	X	X	X	X	X
751 Psychotherapy	X			X	X			X		X
755 Cognitive-Behavioral Interventions	X	X		X	X	X	X	X	X	X
777 Assessment II	X		X		X			X		X
778 School based Practicum	X	X	X	X	X	X	X	X	X	X
779 Assessment III	X			X	X		X	X		X
790 Internship	X	X	X	X	X	X	X	X	X	X
800 Thesis	*	*	*	*	*	*	*	*	X	X
880 Neuropsychology	X		X	X				X		
658 Literacy	X		X		X			X		

*Depends on student thesis topic

STUDENT PROGRESS AND RETENTION

Review of Student Progress

The School Psychology Program faculty maintains a continuous monitoring of student progress throughout the program. A full Committee review of each student's progress occurs each semester, and advisors give feedback on growth and areas of continued need and support. Additionally, self-evaluation is expected. Each student maintains materials throughout the program that include:

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

At any point in training, students may require an **action plan** to address specific skills deficits or performance weaknesses. Action plans may include, but are not limited to, additional or alternative assignments, additional supervision, and seeking support for personal wellness or functioning. Action plans typically occur between an instructor and the student but may include another core program faculty.

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

Action plans and remediation plans are signed by the student and the faculty with a determined date for review of the plan. Faculty and the student will monitor remediation plans and action plans for progression. Documentation will be held in a student's file. Repeated need for remediation and/or action plans may lead to unsatisfactory or failing grades.

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

The appeal of a committee decision regarding retention is to be initiated by the student through the program director who refers the appeal to the committee. The Department of Graduate Psychology has developed additional guidelines regarding remediation and retention. Please note that these guidelines are currently under revision and should be finalized during the 2024-2025

academic year. Current guidelines are below:

Department of Graduate Psychology
Handbook Addendum
GCC Approval 10/3/12

Problem Identification, Remediation and Retention/Termination

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

Step 1. Informal Resolution and Consultation

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

Step 2. Feedback and Problem Identification Meeting

If Step 1 does not resolve the problem situation, or if an urgent or critical problem arises for which informal consultation and resolution is deemed by the faculty to be inadequate, the student's advisor or supervisor should discuss the situation with core program faculty and/or other relevant faculty (as appropriate) to determine the best course of action. Following such consultation, the student's advisor/supervisor and other faculty as deemed appropriate should meet with the student and give specific examples of difficulties that have been identified, and the reasons for continuing concern. Presuming that the advisor or supervisor determines—in consultation with the core program faculty—that the difficulties may be resolvable, steps for resolution will be recommended, and a time frame for remediation agreed upon by all relevant parties. The faculty member follows this meeting by writing a letter to the student outlining the agreements reached during the meeting. The letter is reviewed by the student for accuracy, and then signed and returned to the advisor/supervisor. A copy of the letter is sent to the student and the original is placed in the student's file. A copy of the letter is presented to the program committee at the next scheduled meeting for their review.

Step 3. Recurring or Critical Problems

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

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

Step 4. Insufficient Resolution

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

Termination of a Student's Program

If the steps described above do not correct the situation, the student's program will be terminated. As noted in the JMU Graduate Catalog, a student may also be terminated from the

program for a failing or unsatisfactory grade in a course, for violations of the JMU Honor Code, or for failing "to make satisfactory progress toward the degree." If a student's program is terminated, the student's assistantship and tuition funding will cease. The student will not be permitted to enroll in any classes where credit(s) will be applied to the student's program.

Step 5. Due Process and Appeals Procedure

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

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

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

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

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

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

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

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

and NASP Principles for Professional Ethics.)

Students Experiencing Financial, Health, or Emotional Difficulties

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

Student Rights and Program Grievance Procedures

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

If the student is unsatisfied with this response, the student may 1) request further review of the grievance by the Department Head, and/or 2) pursue a formal hearing on the grievance via the policies and procedures described in the Graduate Catalog and Student Handbook of James Madison University. In either case, the student is advised to consult University Policy, the JMU Graduate Catalog and Student Handbook to determine which course of action is most appropriate for the respective grievance; the Graduate Catalog and Student Handbook are distributed to students upon admission to James Madison University. The Grade Review procedure is described in the online Graduate Catalog <https://catalog.jmu.edu/index.php?catoid=52>

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

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

COMPREHENSIVE EXAMINATIONS: Master's Degree Evaluation

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

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

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

PERFORMANCE BASED EVALUATIONS and PRODUCTS

In addition to the Professional Development Progress Form, the comprehensive exams, course grades, and practicum/internship evaluations, there are other opportunities for students to demonstrate competency. Each of these are linked to specific courses in the program and clearly articulated requirements in syllabi.

1. Verbal case presentations are made to faculty and fellow first year students during their summer clinical practicum. Case presentations are evaluated on the basis of criteria related to competencies in assessment, communication of results, and relevance of recommendations for intervention.
2. Students submit cases involving assessment and intervention during the internship year and present this to the internship coordinator and fellow interns. Competencies are evaluated as indicated in # 1 above.
3. Students make a conference presentation on a case, their research project, or an intervention strategy at the annual Department of Graduate Psychology Research and Practice Symposium held in the spring for all graduate students, faculty, and field supervisors. Feedback on performance is given to presenters from those in attendance and from faculty.
4. Each student defends the Ed.S. research project to a committee of 3 faculty members prior to graduation. Competency criteria are reflected on the evaluation form used for this purpose.

DEADLINES AND OTHER IMPORTANT INFORMATION

A. Application for Graduate Degree

An Application for a Graduate Degree **must be completed online** by the student and approved by the student's advisor and Program Director by the date determined by the Graduate School. Master's recipients may participate in the university graduation ceremony FOLLOWING the confirmation of the degree.

For interns, application for the Ed.S. degree **must be submitted by the date determined by the Graduate School to participate in the May Commencement exercises**. Check the Graduate School webpage for the exact due date.

B. Course Load

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

During internship, 5 semester hours constitutes full-time status.

C. Lab/Platform Fees

In order to maintain the high quality of updated assessment materials in the Psychological Assessment Resource Library (i.e., Test Library), the Department charges a lab fee in certain graduate courses for testing materials used. Students are also charged a one-time fee for access to a platform for remote supervision (e.g., Supervision Assist). These fees are added to the overall JMU tuition and fees. Students will be notified of these requirements at the beginning of the course.

D. Support and Mentoring

Throughout the year, the students and faculty meet as a group and individually to discuss courses, program requirements, professional development opportunities, and to socialize. The objective of the informal mentoring program is to create a sense of community and support among the School Psychology students. Program sponsored community lunches for all students and faculty are planned regularly throughout the academic year as another opportunity to discuss program related issues and to have fun! The program also supports individual mentoring opportunities that are voluntary. The Program Director will match incoming students with more advanced students.

Specific mentoring is offered to racially and ethnically minoritized students through the program's SoCS mentoring program (Students of Color Succeeding in School Psychology). This is a voluntary program where students are matched, upon request with program alumni, who share similar racial or ethnic identity. More information about the SoCS program can be found at <https://drive.google.com/drive/folders/1nYnbWwqsnoKBHZ9J06S-gqLP0zafp2As?usp=sharing>.

Students are strongly encouraged to participate in these support opportunities.

E. Program Completion

While most students complete the program in three years, a student must complete the program within 7 years. During the internship year, the student is required to take the PRAXIS School Psychology Exam and provide scores to the program. Graduates of the School Psychology program are expected to perform well on the NCSP School Psychology Exam and the program's "passing" score is based on the current acceptable score for NASP's NCSP. Monitoring of test results assists the faculty in ensuring the curriculum remains current and sufficient.

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

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

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

ORGANIZATIONS

National Association of School Psychologists

The national professional organization with which our program affiliates is the National Association of School Psychologists (NASP). The School Psychology faculty strongly encourages students to become student members while enrolled in the program. Application forms are online at [National Association of School Psychologists \(NASP\) \(nasponline.org\)](http://nasponline.org)

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

State Association

Our state association is the Virginia Academy of School Psychologists (VASP). Students should become members of this organization and attend conferences if possible. Application forms are online at [VASP - Home \(vaspweb.org\)](http://vaspweb.org) (PSYC 525, Role of the School Psychologist, requires membership in either the state or national association.)

Psychology Graduate Student Association (PGSA):

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

excellent opportunity to get to know other graduate students and serves as a support system.

School Psychology Graduate Student Association (SPGSA)

The JMU School Psychology Graduate Student Association (SPGSA) is a student-run organization designed primarily to represent and serve the interests of graduate students in the JMU School Psychology M.A./Ed.S. Program. All students in the program are encouraged to join the organization. The SPGSA meets once a month and participates in community-building and professional development activities.

REFERENCES AND JOB SEARCH

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

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

PROGRAM STRUCTURE, ORGANIZATION, AND EVALUATION

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

The program initiates an alumni survey every 3 years or as needed, with feedback reviewed and revisions made in the program as needed.

In alignment with [SACSCOC Standard 8.2](#) (p. 62-75), James Madison University requires each academic degree and certificate program to submit an annual assessment report outlining their assessment practices for the previous academic or calendar year (program's choice). The School Psychology program uses the defined Assessment Progress Template (APT) provided by the Center for Assessment & Research Studies as the format for submitting the required information.

Program Faculty:

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

Core Faculty:

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

Debi Kipps-Vaughan, Psy.D. in Clinical, Counseling and School Psychology (James Madison University) and Licensed Clinical Psychologist. Internship Coordinator and Professor of Psychology. Research Interests: Substance use prevention and intervention, development of educational and psychological programs, anger control and management, psychotherapy, family therapy, program evaluation.

Tiffany Hornsby, Ph.D. in Educational Psychology, Option: School Psychology (Oklahoma State University). Practicum Coordinator, Associate Professor of Psychology, and Licensed Clinical Psychologist. Research Interests: educational and mental health outcomes for racially and ethnically minoritized students, applied behavior analysis, interprofessional education and collaboration, family-school-community partnerships, training and supervision, and culturally responsive leadership development.

Associate Faculty: These persons support the program through regular teaching of specific courses and serving as research committee members.

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

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

Cara Meixner, Ph.D. (Antioch University), Professor of Psychology. Areas of interest: Advocacy-Based research methodologies, educational pedagogy

Culturally Responsive Practitioner Initiative

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

Focused Training

All graduate students enrolled in the JMU School Psychology Program will participate in the CRPI. In this focused training, curriculum, didactic, and experiential components dealing with culturally and linguistically diverse students and their families have been integrated into every required course. Examples include:

1. In the assessment sequence, attention to issues surrounding the unbiased testing of minorities, immigrants, and students learning English are covered and efforts are made to provide experiences working with these populations during advanced practicum.
2. In the educational foundations course, graduate students learn to locate and integrate relevant information and schools in different countries.
3. In the statistics and research courses methods of analysis which will allow the effects of culture and language to be evaluated are presented.
4. In the Rural Practices course, equitable educational practices are discussed with a focus on understanding poverty and trauma as experienced by the k-12 learner.
5. In the Consultation and Intervention course, cross cultural consultation theory and models are introduced.
6. Additional training opportunities are provided outside of coursework through a series of intentional and sequenced workshops (examples include working effectively with interpreters; nondiscriminatory assessment of diverse students [Dr. Samuel Ortiz]). All graduate students are required to attend program sponsored workshops, engage in clinical practice with culturally and/or linguistically diverse students (at least 30% of clinical work will involve factors of diversity), and will have the opportunity to develop a research thesis incorporating cultural and/or linguistic diversity issues.

Engaging in culturally competent school psychology practice requires a commitment to life-long, continuous learning and professional development. Some graduate students enrolled in the JMU School Psychology Program may strive to gain expanded experiences related to Culturally

Responsive Practice and to pursue particular areas of personal interests. For example, some students will have at least emerging second language skills and adequate prior experiences with diverse populations and may choose to:

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

Evaluation

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

CRPI Elements

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

- ❖ At least one targeted course objective in each syllabus
- ❖ Targeted readings and culturally focused texts and activities
- ❖ Required course: PSYC 749 (Multicultural Perspectives in Intervention)

Practicum experiences to include diversity

- ❖ Home visits through Healthy Families Agency and/or early childhood community based preschool experiences
- ❖ Ratio of field work (goal of at least 30% of practicum work with cultural aspect)

Program Sponsored Training Modules:

- ❖ Assessment of Culturally and Linguistically Diverse students (e.g., Ortiz matrix)
- ❖ Working with Interpreters and Translators
- ❖ Advocating for and supporting LGBTQ+ students
- ❖ Effective classroom management with diverse populations

Community Awareness Experiences linked to curriculum (students *may* visit):

- ❖ Harrisonburg City Schools Welcome Center
- ❖ Community Based Learning Centers/Preschools
- ❖ Alternative Schools
- ❖ Head Start Classrooms

Evaluation of Cross-Cultural Skills and Knowledge

- ❖ Participation in program evaluation
- ❖ Assessment of cross-cultural knowledge on comprehensive exams
- ❖ Student Self-Report/evaluation of skills and knowledge

School Based Substance Use Treatment Training Initiative

The James Madison University school psychology program has developed an innovative training model for school psychology students to acquire the knowledge and skills they need to address substance use with high school students. The National Association of School Psychologists has called for school psychologists to provide screening and treatment for youth with substance use disorders. University school psychology programs traditionally have not emphasized preparing students to provide this type of service in school or community settings. There is a dire need to develop new treatment programs accessible to youth who need them. Schools are promising locations for substance abuse interventions; indeed, 70% of children receiving mental health services receive them in schools.

This initiative was developed to address the crisis of substance use among youth and the lack of access to treatment. The primary focus for training components is based on the Screening, Brief Intervention and Referral to Treatment (SBIRT) approach. The initiative involves three primary components: training in screening and treatment for substance use embedded in current course curriculum, potential field/practicum experiences, and internship requirements.

Possible training opportunities for second year school psychology students to provide direct service to high school students at-risk for substance use disorder interventions are available through practicum and internship placements. JMU students participate in training to provide the following interventions:

- The Screening, Brief Intervention, and Referral to Treatment Model (SBIRT) – specific to the identification and treatment of Substance Abuse Disorders
- Motivational Enhancement Therapy and Cognitive Behavior Therapy (MET/CBT) – targeting substance abuse, emotional problems, and illegal activities
- Teen Intervene Program – an evidenced based intervention program targeting substance use and related mental health problems

Objectives for Training

- An inter-professional seminar to facilitate learning about school support staff roles, knowledge, and skills.
- SBIRT training for both professions with short interactive sessions to apply this knowledge to case studies.
- Motivational Interviewing and Cognitive Behavior Therapy training, which is embedded in three courses for school psychologists.
- Teen Intervene program training for school psychologists is provided and evaluated through completion of school psychology students participating in the Psychotherapy for Children and Adolescents course.

Program Design for Courses

PSYC 618: Social and Emotional Development – Students gain knowledge about the use of substances from a developmental perspective and are introduced to considerations for reviewing research on substance abuse.

PSYC 609: Applied Research Methods – Students will examine specific issues regarding program evaluation for substance use programs in schools.

PSYC 778: Advanced Practicum – Students are trained in conducting screenings for substance abuse with adolescents and introduced to elements of the Teen Intervene Program.

PSYC 750: Consultation and Intervention Techniques – Students gain knowledge of how motivational interviewing techniques are effective in moving toward change as a component of a substance abuse intervention.

PSYC 626: Advanced Developmental Psychopathology – Students gain knowledge of diagnostic criteria for Substance Use Disorders in the DSM 5 and explore the multi-cultural implications of substance use world-wide.

PSYC 880: Introduction to Child and Adolescent Neuropsychology – Students gain knowledge of the effects of illicit drugs on neurological development and specifics on the effects of marijuana on the brain.

PSYC 755: Cognitive and Behavioral Interventions – Students gain knowledge of substance abuse intervention as a secondary level intervention and an understanding of the co-morbidity of substance use with other mental and behavioral disorders.

PSYC 751: Psychotherapy with Children and Adolescents – Students gain knowledge and skills for implementing the Teen Intervene Program, as well as clinical considerations for providing therapeutic support for supporting behavioral change.

PSYC 790: Internship in School Psychology – During internship, students are expected to provide intervention for one high school student referred for mild to moderate substance use. Intervention includes screening for substance use and behavioral/mental health disorders. If the referred student is identified at-risk then the Teen Intervene Program will be implemented by the school psychology intern. During this process, off-site supervision will be provided. Collaboration during the intervention is encouraged with on-site school-based support staff. Interns are required to submit an intervention report including therapy logs and evaluation results. Intervention reports are used to evaluate the effectiveness of this initiative.

Evaluation

Data collected regarding the outcomes for treated high school students will be reviewed to assess high school students' outcomes and also included in internship intervention reports to evaluate training outcomes for the school psychology students. As a new initiative, ongoing review and consideration for evaluation of this initiative will be conducted to inform development of the training components.

RISEUP Fellow/HRSA -21-089

The RISE-UP Grant is a collaboration between the Clinical Mental Health, School Counseling and School Psychology Program Faculty. Invested in integrated behavioral health and interdisciplinary collaboration. RISE-UP faculty have developed the program to better prepare students in these programs to enter the workforce. The School Psychology program will have a limited number of fellow positions available each year for interested and eligible students (i.e., second year students enrolled in a practicum course). An application process will be shared by the Program Director each year of the grant.

2021 Behavioral Health and Workforce Training RISE-UP Program (Rural Interdisciplinary Services and Education: Unlimited Potential)

WHO: Appointed RISE-UP Fellows will be trained in evidence-based models of interdisciplinary behavioral health collaboration while working with rural and medically underserved populations including children, adolescents, and transitional age youth in a minimum of six counties in North-Western Virginia. RISE-UP Fellows must be students in good standing in the Clinical Mental Health, School Counseling or School Psychology Programs at James Madison University.

WHAT: To effectively address the behavioral health needs of children, adolescents, and transitional age youth, counselors, school counselors, and school psychologists need to have an extensive skill set in primary and behavioral integrated health, interprofessional team-based trauma-informed care, and rural health. These professionals need to be trained to provide prevention-based services to deter behavioral health disorders from developing. Training will continue to include a blended integrated behavioral health and school-based mental health approach that are trauma-informed and culturally responsive.

Informed by school-based delivery model best practices, the RISE-UP Program will also include a primary and behavioral healthcare framework that employs primary, secondary, and tertiary prevention programming to assist in decreasing behavioral health stigma and improving patient health outcomes (Shim, 2013). Primary is conceptualized through nurturing client and community resilience. Resilience is defined as positive change following an adverse experience leading to opportunities for recovery (Calhoun, et al, 2000). Secondary and tertiary requires the “effective screening and treatment of conditions such as depression anxiety, post-traumatic stress disorder, and other substance use disorders as treatable risk factors for preventing adverse long-term health outcomes at a whole person and population health levels,” (Shrim, 2013, p. 775). The secondary and tertiary levels work toward empowerment or the sharing of information and power so that individuals can obtain rewards, engage in effective problem solving and enhance their performance to manage their lives successfully (Page & Czuba, 1999).

An approach like this framework promotes a bidirectional integration of behavioral health in primary health, community mental health, and school systems to collectively address the behavioral health needs of individuals and communities. In rural and medically underserved communities that are lacking sufficient healthcare and behavioral healthcare professionals, this framework promotes efficient use of resources.

WHEN: August 25, 2024 to May 5, 2025.

WHERE: Locations may include Augusta County, Greene County, Harrisonburg City, Page County, Rockbridge County, Rockingham County and Shenandoah County.

HOW: Appointed RISE-UP Fellows will be awarded \$10,000 over the course of their practicum/internship placement. These funds are awarded as a result of completing all program requirements identified in their respective handbooks and completion of the following activities:

- Helping to disseminate the extensive needs assessment to stakeholders to capture region-specific data;
- Obtaining a National Provider Identifier (NPI) number for grant tracking purposes. For more information, please visit this site: <https://nppes.cms.hhs.gov/#/>;
- Successfully complete a practicum (school psychology) or internship (school counseling and clinical mental health counseling) experience at an approved site;
- Present at the Showcase of Student Scholarship & Creative Activities on their experiences with the RISE-UP Program and completed work as it relates to primary and behavioral integrated health, interprofessional team-based trauma-informed care, and rural health;
- Complete 10 additional hours of direct/indirect care at an alternative placement site (school-based students will be placed at CAPS and counseling students at a school-based program);

For more information, please contact Dr. Tammy Gilligan

The School Psychology Field Placement Handbook

THE SCHOOL PSYCHOLOGY PRACTICUM SEQUENCE

Guidelines

This document is provided as an advising resource only. Official curriculum requirements are listed in the JMU Graduate Catalog. In the case of discrepancies, the University Catalog is the official curriculum students must follow. This document was reviewed by Tammy Gilligan, the School Psychology Program Director on July 25, 2024

Students should expect that school-based practicum and internship sites typically will require specific updated background checks and TB tests as a condition of placement. Students are responsible for any costs associated with requirements from school divisions for placements.

Students are responsible for securing reliable transportation to practicum and internship placements.

PSYC 695: Introduction to Practicum in School Psychology (3 credit hours)

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

Purpose of Practicum:

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

Students are required to complete a minimum of 400 clock hours of practicum experiences prior to beginning their internships. **Please note that this may be adjusted due to school closures.** Practicum should be viewed as a continuous series of applied experiences associated with coursework while at JMU. During the first year, in the fall and spring semesters, practicum experiences may include a “shadowing” experience, clinic and classroom observations, screening for early childhood programs, pre-referral assessment and intervention activities, and interviews with educational and mental health professionals for a total of approximately 40 hours. During the summer session practicum (PSYC 695), students can expect to accumulate 100 hours of practicum activities, and in the second-year practicum (PSYC 778) students can expect to devote approximately 15 hours per week to these experiences, including at least 2 hours per week of group supervision on campus.

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

Course Objectives for PSYC 695/778:

The course objectives are to provide students with:

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

Distribution of Hours

Practicum experience is divided into direct service, indirect service (e.g., preparation/professional development, observation) and supervision. The following guidelines are minimum expectations to ensure a broad range of experience in enhancing skill development as well as personal growth and integration:

- 50% Direct service: Case-related activities
- 25% Indirect service
- 25% Supervision: Individual and group

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

Indirect service is defined as Preparation/Professional development includes literature or test review, seminars, workshops, professional field experiences, process group, and case staffing not associated with supervision. Observation refers to live or tape review of another professional's work.

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

Practicum Activity Logs

All students are required to maintain a log of their practicum experiences. This log should contain a daily listing of activities with the corresponding time commitment to each activity. At the end of each practicum, students must submit their logs (signed/approved by the site supervisor) to the course instructor. These logs will be kept in the student's file. It is the responsibility of the student to retain copies of logs in a personal file.

Supervision Experiences

Most supervision involves a combination of activities. These may include didactic instruction, case discussions, review of audio or videotapes, role plays, direct observation of sessions, joint assessment/therapy, and opportunities to observe the supervisor. An opportunity to process the

affective experiences associated with becoming a professional takes place with your supervisor as well. Outside of supervision, students participate in group sessions during the second year to discuss issues such as stress management, personal growth, and interpersonal relationships.

Practicum supervisors act as mentors to students by helping them acclimate to the school or clinic setting, modeling professional behaviors, and providing feedback. Students are expected to be prepared to learn new skills and respond positively to constructive feedback. Evaluation is a shared responsibility of the student, site supervisor, and course instructor. Knowledge, skills, and professional behaviors are evaluated using the instruments developed for this purpose. Students will also have an opportunity to complete evaluations of their site and supervision.

PSYC 695: Introduction to Practicum (Clinic Based)

First Year (Summer Session) - 3 credit hours

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

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

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

PSYC 778: Advanced Practicum in School Psychology (School Based)

Second Year (Fall & Spring Semesters) - 6 credit hours

This practicum experience takes place during the fall and spring semesters of the second year in the same site. During the school-based practicum, the student usually spends one full day (8 hours) in the schools each week. Students meet weekly for two hours as a group with the university course instructor as well as individually with the instructor, throughout the semester. Also, the student meets weekly with their assigned site supervisor at the school. The checklist of activities and evaluation forms (included in this handbook) are reviewed with the supervisor at the beginning of the practicum to set goals and clarify expectations, and at the midpoint and end of the experience to assess progress. This practicum (Fall and Spring combined) involves approximately 260 clock hours toward the total of 400 hours.

Expected Student Outcomes (PSYC 778)

Expected student outcomes include successful completion of the following tasks:

1. A minimum of 7 (cumulative over practicum sequence) comprehensive psychological evaluations using traditional and alternative methods of evaluation, with feedback provided to teachers and parents.
2. One individual counseling case.
3. One co-led group counseling experience.
4. One data-based intervention case (academic, behavioral, social or emotional goals)
5. One consultation case involving teachers and/or parents.

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

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

Evaluation (PSYC 695/778)

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

Practicum Sites

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

JAMES MADISON UNIVERSITY THE SCHOOL PSYCHOLOGY INTERNSHIP

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

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

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

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

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

Purpose of the Internship Experience

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

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

5. Demonstrate an orientation as an advocate/catalyst for the development of human potential in children, parents, teachers and other school personnel within a multicultural context.

Specific Objectives

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

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

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

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

Site Selection

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

The following considerations provide general criteria for intern placement:

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

Specific Supervision: Responsibilities of Local Districts

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

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

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

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

Supervisory Personnel

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- A. Coordinate the internship program with the public-school administrators, or agency directors, and the James Madison University Internship Coordinator.
- B. In conjunction with the James Madison University Internship Coordinator, the supervising psychologist should provide the orientation period for the intern at the beginning of the internship experience.
- C. The supervising psychologist will have a minimum of 2 hours of direct supervision with the intern each week. Some direct observation of the intern's activities at the beginning of the experience is expected.
- D. The supervising psychologist should provide the intern with as many of the activities described as essential for an effective internship experience as outlined under the section "Specific Objectives", and all the requirements outlined in the attached *School Psychology Field Experience Checklist*.
- E. Primary responsibility for dealing with skill areas in need of improvement rests with the supervising psychologist. This may take the form of formal or informal remediation plans.
- F. Evaluation of the intern will be a joint effort between the coordinator and the supervisor and is based on competency in activities listed, on effectiveness in relating to school staff, and on development of an identity as a professional school psychologist. The supervisor, in collaboration with the intern, should forward to the program a final written evaluation of the intern's performance, including completion of the *Field Experience Checklist* and the *School Psychology Internship Evaluation*. Interns will be graded on a satisfactory/unsatisfactory basis.

Intern Responsibilities

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

The intern is required to write a log of his/her experience and submit this professional log weekly to his/her field supervisor. The intern must submit this log each semester to the program's internship coordinator. The log will document intern experiences listed on the *Field Experience Checklist*. Reports and summarizations of the experience may be required to validate the intern experiences. The log, reports, and summary write-ups become a part of the permanent file of the intern and will provide documentation about the internship when required. The intern's conduct should be governed by professional ethical standards and guidelines as stated by the American Psychological Association and by the National Association of School Psychologists.

- B. Requirements: The internship coordinator and the supervising psychologist will plan the program requirements for the student intern. The day-to-day responsibilities and the activities of

the intern are described by the *Field Experience Checklist* and in the section below. The internship requirements will reflect a degree of flexibility dependent upon individual interns' backgrounds, experiences and the cooperating site,

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

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

Intern Activities

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

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

A. School Orientation: General Overview

1. Classroom observations (special education and regular classroom).
2. Professional teacher programs and meetings.
3. Administrator-staff meetings.
4. In-service training sessions.
5. Meetings of special services personnel (eligibility committees, screening committees).
6. IEP Committee meetings.
7. School Board meetings.
8. PTA meetings.

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

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

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

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

D. Orientation to Classrooms.

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

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

1. Supervised data gathering interviews with pupils, parents, and teachers.
2. Supervised interpretive interviews with pupils, parents, and teachers, involving communication or Psycho-educational findings, behavioral management and implementation of recommendations.
3. Involvement in formal and informal teacher and parent conferences and groups.
4. Supervised individual and group counseling of pupils.
5. Supervised participation in preparation of proposals for special education programs, mental health activities in the schools, in-service training programs, etc.
6. Development of effective and consistent follow-up activities to case work.
7. Discussion and implementation of findings at various professional groups (at teacher meetings, at case conferences, etc.).
8. Development of effective relations with community agencies for referral, placement and follow up.
9. Development of awareness of the interrelation of special education, guidance services, and other child study specialists, each with a valuable contribution to make to the school setting.
10. Application of research skills when warranted.
11. Continuation of professional growth and responsibilities through participation in outside workshops, conferences, etc.

F. The Completion of PSYC 790 (Internship) Requirements

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

G. The Completion of PSYC 800 (Research in School Psychology).

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

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

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

Note Regarding Licensure by the State Board of Education:

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

James Madison University
Psychology 790
SCHOOL PSYCHOLOGY INTERNSHIP GOALS

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

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

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

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

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

The Ed.S. Research Project (Thesis) Guide

The Ed.S. thesis is a culminating experience of the student's graduate education that contributes to the field. However, it does not need to be startlingly original or "groundbreaking." It simply needs to answer a question (or questions) that the student has about their topic of interest. Many students find it useful to build on the research of faculty or on previous students' work.

More information about the steps to completing the thesis, templates, and the Graduate School's requirements and deadlines concerning the thesis can be found at <https://www.jmu.edu/grad/current-students/scholarly-documents/information.shtml>. While program faculty, advisors, and chairpersons will provide prompts, it is the student's responsibility to ensure they are strictly adhering to the deadlines.

Developing a thesis is a multi-step process that will extend over months and, in many cases, more than a year. Those steps include (at least):

1. Selecting a topic
2. Refining the topic with a faculty mentor
3. Researching the topic
4. Developing a formal thesis proposal with the Committee Chairperson
5. Proposing the research to a thesis committee
6. Gaining permission to carry out the research
7. Carrying out the research
8. Defending the thesis document to the thesis committee
9. Submitting the thesis for dissemination

While step 1 can take place at any time, steps 2-4 will take place in the context of PSYC 609 (Applied Research Methods) during students' second year. Steps 5 and 6 may also take place that this time yet typically occur during the early summer prior to the internship year. The program typically arranges for a specific date that all proposals will occur on. Step 7 should take place during the first and the second semester of the internship year, and steps 8 and 9 will take place prior to the end of the internship year. The rest of this document will discuss the nine steps.

1. Selecting a Topic

There are many ways of finding a topic. No way is inherently better than another. Here are five possibilities:

1. **Opportunity.** You may discover someone wants a program evaluated or a faculty member has money to study a problem. Alfred Binet developed the "IQ" test because a committee came to him and asked him to do it.
2. **Personal Experience.** Something in your life may suggest a research problem. Lewis Terman used Binet's test to study giftedness, because he felt that as a boy growing up in a county without a high school, his true ability may never have been recognized.

There are some cautions to using personal experience. If, for example, you are still working through an abusive situation, you may want to avoid tackling abuse as your thesis topic. You may not be able to be objective, and you may find talking to other abuse victims troubling. If you are using personal experience as your entree into a research topic, you should be candid with your chair about it. The chair will make recommendations to you about whether it is good for you to be doing this at this point in your personal and professional development.

3. **Clinical experience.** Your practicum experiences may provide you with research questions. David Wechsler developed performance items and an adult IQ test because he was the chief psychologist at Bellevue Hospital and needed to test adults, many of whom could not be tested in English. Ask your supervisor what sorts of projects may be available for study in your school or district.
4. **The Literature.** You can browse through recent school psychology journals to find interesting topics. This will help you locate “hot” topics. You can also go to older issues to find a topic which has lapsed in popularity, but which may need to be updated. Journal articles often conclude with suggestions about potential avenues for further research.
5. **Colleagues.** Your fellow students may find topics which interest you. Your faculty colleagues will present their interests in courses or research discussion forums. It is perfectly acceptable to join in on someone else’s project. Examples of previous students’ work can be found at https://commons.lib.jmu.edu/do/discipline_browser/articles?discipline_key=1072 where your completed product will also be disseminated.

2. Refining the Topic with a Faculty Mentor

Once you have decided on a topic (or several topics) it would be a good idea to discuss it (them) with a core member of the school psychology faculty. The faculty member can help you narrow your topic to a researchable problem. If your topic arises from a clinical experience, you may also discuss it with your site supervisor.

Faculty members may discourage you from a topic if they have reason to believe external factors may interfere with completing a study. For example, you might be interested in controversial topics where you are not likely to get cooperation (e.g., sexual harassment of students by teachers); topics which have legal liabilities (e.g., how many misclassifications do eligibility committees make each year); or topics that would be hard to study (e.g., learning disabilities among Basque-Americans).

Your committee will consist of your chair who must be a core program faculty member, a second core faculty member, and a third faculty member who may or may not be a school psychology core faculty member. All faculty members must have graduate faculty status.

3. Researching the Topic

Students sometimes want guidelines about “how many references to include in the literature review.” The answer is “all of them.” This is not an undergraduate paper where we can say “15” or “35.” or even “all of them in the Carrier Library.” You will need to rely on the Internet. You may have to read a seminal article that is much older to understand a topic more fully.

You do not, however, need to know everything about every variable you are studying. For example, an alum of the program was interested in the effects of high stakes testing on self-esteem. When he put in the term “self-esteem” into the PsychInfo database, he came up with over 12,000 references. He does not have to read all of them. When he continued the search by including “testing” and “self-esteem,” the number dropped to 700. When he then entered the term “children” because he was interested in 5th grade students, the number dropped to less than 80. Reviewing the abstracts, only about 30 were relevant to the topic. He then researched the ERIC database, and between PsychInfo and ERIC, he found about 45 relevant articles. That was the only literature he needed to become acquainted with. The PsychInfo and the ERIC databases need to be searched thoroughly, using multiple potential key terms.

4. Developing a formal thesis proposal with the Committee Chairperson

The proposal is in many ways a more important document than the final thesis itself. In it, you must communicate to your committee what you want to do for your thesis and why you want to do it.

The proposal consists of three parts: an introduction, a proposed methodology, and a proposed data analysis plan. Each of the three parts (or chapters) is equally important, although the introduction may be substantially longer than the other two combined.

1. *Introduction*

The *Introduction* consists of three parts: 1. A statement of the problem; 2. A review of the literature; and 3. A statement of the hypotheses. Again, each of these parts is of equal importance, although the review of the literature may be the longest of the parts.

Statement of the Problem. The statement of the problem is often a page or less. It provides the context for the entire study. The particular problem you have chosen will likely be very narrow, but the statement of the problem gives the broader view of the general topic. You may be evaluating the effectiveness of a particular drop-out prevention program, but you may want to start off by discussing on a national basis the scope of the problem of drop-out: how many adolescents are affected and what are the major problems encountered by high school drop-outs.

Review of Literature. The literature review is an organized statement of what the literature tells us thus far on the topic you have chosen. It is a *critical* review, in that it is not merely a summary of past results, but an intelligent evaluation of where there are weaknesses in the literature.

The major mistake that students make is writing down on an index card basic information about each study they read and then putting *all* that information in some sort of order. (A worse mistake is not putting it into some sort of logical order.) That's not a literature review. Some studies will require detailed descriptions because they are essential ones to your topic. Others will merit only a single sentence. For example, a major study may have examined the prevalence of conduct referrals in grade six and then followed up those children at grade 10 to see which ones become identified as "conduct disordered" kids. This may be a very important study, but it was limited to one school district. Five other studies essentially repeated the first study in very different kinds of school districts. Four replicated the same findings. One did not. The four replications can be handled in one sentence:

Four studies confirmed these findings in rural (Carpenter & Blass, 1989; Trusdale & Safer, 1988) and middle-class suburban (Smith & Freeman, 1993; Weathers & Ming, 1992) school districts.

The fifth study, which did not replicate the results of the primary study needs your *critical* attention. Was there a change in methodology or school composition that affected the findings?

Your literature review will certainly have more than one section. You should use headings and subheadings to organize your review. Your chairperson should help you with the overall organization of the paper once you have a rough draft of it. Your chairperson may also suggest that you go to one of the writing centers on campus to assist you with basic writing issues.

The literature review must be interesting *and* logical. It tells a story, a story which, of course, includes the most recent of the relevant research literature. *It will require many drafts.*

Statement of the Hypotheses. You should organize the Literature Review so that one or more research questions are obvious. In about a page, you should state clearly in terms of dependent and independent variables what relationships you are interested in. It is often helpful to state these hypotheses formally for the proposal:

I hypothesize that experienced teachers who have served on eligibility committees will have more positive views of special education services than experienced teachers who have not served on eligibility committees or first year teachers.

OR

*I hypothesize that high school athletes who have had two or more concussions will show a significant decrease in their grade point average from the previous year.

2. *Proposed Methodology*

****The program strongly encourages all students to use Systematic Review as their proposed methodology. Resources are available through the JMU Library, the Psychology 609 class, and from chairs to support you in this methodology.***

The proposed methodology should be very detailed. If using a Systematic Review, you will describe in detail your process for literature review accordingly with the process described for this approach. However, if your research involves human subjects, you will describe your proposed participants in detail: Who do you want to study? On what characteristics will you select them? How many would you like to have? The more details you can tell your committee about them, the better. Why 5th graders rather than 6th?

The ***Procedure*** subsection should read like a recipe in a cookbook. It should be step by step, with as much detail as possible. For example, if you are going to administer three scales, what is the order, and why? What are you going to say to the participants? Are you going to interview them individually or administer tests in large or small groups? Why?

In the ***Instrumentation*** section, you need to describe all tests you will use in terms of their format (number and types of items) and their reliability and validity data. You can rely on the test manual for some of these details, but you should also check out other research that has used these tests. (Consult the HAPI [Health and Psychosocial Index] database.)

If there are several tests of the same construct (for example, IQ or self-esteem), you need to justify why you have selected the one you have chosen. You can refer to reviews in the *Mental Measurement Yearbook*, review articles, etc. If you are going to use WISC-V because that's what the school district uses, that's justification enough, but if you are going to measure self-concept, you need to tell your committee why you want the Piers-Harris for your particular group.

If a test you are going to use is copyrighted, you need to get permission to use it in writing. (The permission letter should be one of your Appendices.) Many instruments are published in journals, and those journals *may* have a policy that anyone can use them for research purposes. APA journals typically do NOT have that policy. Many publishers (although not all) will allow graduate students to use their tests for free, but if you are doing a project that could be construed as a program for a school district, they may think that the school district should pay. You should consult with your committee members and the Test Librarian about getting these permissions.

3. *Proposed Data Analysis Plan*

Going back to your hypotheses, you need to write a statement about how you will analyze each one of them. For example:

To test hypothesis 4, that experienced teachers who have served on eligibility committees will have more positive views of special education services than experienced teachers who have not served on eligibility committees or first year teachers, the teachers will be divided into three groups (new teachers, experienced teachers reporting eligibility committee experience, and experience teachers reporting no eligibility committee experience) and their responses will be compared to the seven items on the SPAS (Special Education Attitude Survey) by item and total score, using Analysis of Variance (ANOVA). The author will follow up on each significant difference with a Tukey post-hoc test to see which groups are significantly different from each other.

To test hypothesis 3, that high school athletes who have had two or more concussions will show a significant decrease in their grade point averages from the previous year, the school file date will be used to compare GPAs in the major subjects (English, social studies, science, and mathematics) between the first semester of this year and the first semester of last year, using a paired t-test.

These are not beautiful prose, but they are clear and detailed.

5. Proposing the Research to a Thesis Committee

At some point, your chairperson is going to tell you that your proposal document is in good enough shape to propose it to your committee. At this point, you need to circulate your proposal to your committee members and schedule a proposal meeting. Committee members must have a formal proposal document *at least one week in advance* of the meeting.

The proposal defense meeting has three parts. First, the committee will dismiss you to discuss your document among themselves. Then, you will present to your committee the rationale for the study and your methodology and analysis plan and allow time for the committee to ask questions about your decision process and proposed methodology. Lastly, the committee will dismiss you to discuss your presentation and give feedback on your proposal and your performance during the meeting. It is not infrequent that the committee will simplify your proposal. Sometimes they will make suggestions, and sometimes they will make substantive changes. You will receive feedback from the committee about what you *might* do differently and what you *must* do differently from the proposal document. Your committee will use a Proposal Rubric found in your handbook to provide written feedback to you.

6. Gaining Permission to Carry out the Research

If you are using Systematic Review as your methodology, you will not need permission from the JMU IRB to carry out your project.

For many other methodologies, you must gain permission from the JMU Institutional Review Board (IRB) *and* the authorizing person or group in a school district or agency to undertake your research. Each school district has its own policy about research. Most school districts are reluctant to authorize research which takes away substantially from instructional time unless there is a pay-off for the schools.

There are three instances when JMU IRB permission is not needed for human subjects: (1) when the proposal involves research involved in evaluating the school psychology program at JMU; (2) when you are doing research with a faculty member who has already received IRB permission; and (3) when you are examining an archival data set. Otherwise, you *must* gain permission to undertake research for a thesis from the JMU IRB.

JMU IRB

Information about completing the online IRB form for proposing a research study can be found on the JMU website at <https://www.jmu.edu/researchintegrity/index.shtml>. You will need to follow the instructions for off-campus access to the IRB portal. You will need to make sure you allot the necessary amount of time for completing your IRB proposal. Students often find that it takes more time than they think it would.

You are the proposer of your thesis, not your chairperson (unless they have already received permission to carry out the research you are doing). The IRB is interested in three things:

1. Is participation voluntary? *Is consent given?*
2. Are subjects (or their parents) aware of any risks or benefits? *Is consent informed?*
3. Will data be maintained to preserve participant confidentiality?

6. Carrying Out the Research

If your proposal is detailed and if permissions have been granted, this should be the easiest, although not the least time-consuming, aspect of the process.

One issue needs to be mentioned: making adjustments to the proposal. You may have proposed to evaluate a stress reduction program for teachers involving 35 participants. If only 33 show up, that's not a big deal. If only 12 do, you should consult your chairperson. Don't wait for the defense meeting to drop this bombshell. Likewise, if your superintendent decides that you cannot use one of your primary questionnaires, you need to consult your chairperson.

8. Defending the thesis document to the Thesis Committee

Having completed the research, you should work with your chairperson to modify the introduction and method section of your proposal and to write the results and discussion sections. The following sections should be included in your final thesis document:

Introduction. This section may need to be revised based on the stipulations from your committee during your thesis proposal.

Literature Review. This section may need to be revised based on the stipulations from your committee during your thesis proposal.

Method. This section may need to be revised based on the stipulations from your committee during your thesis proposal. You will need to change the verb tense used to demonstrate that you have already completed the research. You will also need to include actual rather than proposed descriptions of participants.

Results. The results section presents the data analyses. Therefore this section replaces the proposed analysis plan section that was in your proposal. In a quantitative study, this section may be only 3-4 pages, addressing each hypothesis. Qualitative analyses will be considerably longer.

Discussion. The discussion section usually revisits all the issues raised in the introduction and then 1) acknowledges the limitations of the study and 2) suggests further research than needs to be done.

The Defense

The defense of the thesis follows the same format as the proposal defense: (1) you will be dismissed for the committee to discuss your document; (2) you will make a 15-minute presentation of the rationale,

methods, results, and interpretation of findings, and then be asked questions by the committee; (3) then, you will be dismissed for the committee to evaluate your presentation. Students are encouraged to prepare a PowerPoint or other visual aid for this presentation. Typically, some modifications of the thesis document are required. Your committee will use the Defense Rubric found in your program handbook to provide you written feedback.

The Thesis Document

The thesis should follow the guidelines of the most recent edition of the *Publication Manual of the American Psychological Association: The Official Manual of APA Style* (accessible through JMU Libraries). The thesis should also be formatted according to the JMU Graduate School Scholarly Document Manual located at <https://www.jmu.edu/grad/current-students/scholarly-documents/2021-22-manual-1.pdf>. There are changes to both manuals from previous editions, so students should not exclusively follow an old thesis as a guideline.

To facilitate professional communication and professional growth, the student and chairperson may decide to format the Ed.S. thesis as a journal article, rather than in the extended thesis format. In this case, the student will still need to follow TGS Scholarly Document Manual for the introductory section and general formatting, but the document itself would be substantially shorter than a traditional thesis document. You may want to look at your references and see which journal you have cited the most frequently (that means that this journal's editors are interested in this topic) and use this journal for basic guidelines-- how long is the typical article? [The rule of thumb here is that one journal page equals two thesis pages.] How many tables and figures are usually included? How long is the typical introduction? How many references are usual in this journal? (Once you decide which direction you want to pursue, you should not deviate from this plan without the approval of your committee.)

9. Submitting the Thesis for Dissemination

Your thesis will be disseminated by being placed in the library collection electronically and shared with interested scholars. You will also likely present some aspect of your thesis as your presentation at the Graduate Psychology Symposium in the spring of your internship year.

At the time of your defense, your committee will recommend to you the most viable way of further dissemination. This may include a presentation at a state, regional, or national convention, or submission of the thesis to a school psychology journal. The body of the thesis should be able to be turned into a journal submission with very modest efforts. If journal submission is recommended, the student can expect considerable guidance and effort from her or his chairperson.

Authorship

Typically, a professional presentation of the thesis is jointly authored by the student (first author) and their Chairperson (second author). If the Chairperson feels that the thesis is mostly their own work, the authorship is reversed, but this should be understood by both parties prior to undertaking the research. This would be the case only when the student is largely carrying out a part of a faculty member's research program.

In the normal case, when the student is the first author, the student may decide that other members of the committee, consultants, student assistants, or school/agency personnel deserve authorship. Generosity is not a bad professional quality.

Appendix A

GRADUATE ASSISTANTSHIPS

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

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

After securing a GA or TA position, students should alert the Program Director of the position and direct supervisor. Students should seek consultation with the Program Director before declining a position or attempting to secure a different position.

Appendix B

RESOURCES AND SERVICES

Libraries

<https://www.lib.jmu.edu/>

If you need help completing your research assignments, you can contact our Liaison Librarian, Liz Chenevey. Email her specific questions at chenevet@jmu.edu, schedule a one-on-one appointment at <https://events.lib.jmu.edu/appointments>.

Office of Disability Services

<https://www.jmu.edu/accessibility/resources-for-students.shtml>

Sexual Orientation, Gender Identity and Expression (SOGIE)

<https://www.jmu.edu/healthcenter/TheWell/sogie.shtml>

University Health Center

<https://www.jmu.edu/healthcenter/index.shtml>

Card Services

<https://www.jmu.edu/cardctr/index.shtml>

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

JMU Mail Services

<https://www.jmu.edu/mailservices/>

JMU Bookstore

<https://www.jmu.edu/bookstore/>

JMU Dining

<https://jmu.campusdish.com/>

University Recreation (UREC)

<https://www.jmu.edu/recreation/index.shtml>

Center for Multicultural Student Services

<https://www.jmu.edu/multicultural/>

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

Financial Aid and Scholarships

<https://www.jmu.edu/financialaid/>

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

Off-Campus Life

<https://info.jmu.edu/ocl/>

The Center for Off-Campus Living provides a variety of services for students who do not reside on campus, including a pop-up pantry to help address food insecurity among students

Counseling Center (CSDC)

<https://www.jmu.edu/counselingctr/>

The University's Counseling Center is a free resource for students dealing with personal, educational and emotional concerns and questions. Due to the high demand for services, the Counseling Center operates according to a short-term treatment model in which the student and the clinician collaboratively identify and address the student's primary concerns within a limited number of sessions. Consistent with the national average at university counseling centers, students typically average 3-5 sessions during a course of individual counseling. Common presenting concerns addressed include:

- [Generalized](#) and [social anxiety](#)
- Mild to moderate [depression](#)
- [Relationship issues](#) (romantic relationship difficulties, roommate problems, family issues, loneliness, anger, guilt)
- [Academic concerns](#) (performance anxiety, [perfectionism](#), underachievement, low motivation)
- Developmental issues ([adjustment to college](#), life transitions, spiritual concerns, identity development (including transgender))
- Low self-esteem and self-confidence
- [Grief and loss](#)
- Body image and mild to moderate [eating](#) and exercise concerns
- Uncomplicated [trauma](#) (i.e. trauma confined to a single traumatic incident in adulthood)

Learning Centers

Based in the Student Success Center, the four centers offer assistance with [Writing](#), [Science and Math](#), [Communication](#), and support for [English Language Learners](#). [Peer Assisted Study Sessions](#) are also offered.

Parking Services

<https://www.jmu.edu/parking/>

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

Transit Services

<https://www.jmu.edu/transportation/transit-services.shtml>

Harrisonburg City Transit had various routes throughout the city. JMU students can ride the bus FREE of charge when a valid JMU Access card (JAC) is presented.

Honor Code

<https://www.jmu.edu/honorcode/code.shtml>

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

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

Appendix C

2022-2023 PERTINENT UNIVERSITY CALENDAR DATES

(Please refer to the JMU website [www.jmu.edu/registrar/academiccalendars.shtml] for the complete academic calendar)

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

Appendix D
JAMES MADISON UNIVERSITY
DEPARTMENT OF GRADUATE PSYCHOLOGY
SCHOOL PSYCHOLOGY INTRODUCTION TO PRACTICUM EVALUATION
SUMMER Year _____

Student: _____

Field-based Supervisor: _____

Practicum Placement: _____

University Supervisor: _____

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

Students: Please rate yourself with respect to your provision of school psychological services.

In order to guide your ratings, please use the following descriptions:

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

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

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

4. = The student's performance is ***above average***, and they can function well independently.

* 5. = The student's performance is ***highly developed***, and they display professional skills in this area.

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

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

DOMAIN I. DATA-BASED DECISION MAKING

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

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

Student Comments:

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

DOMAIN II. CONSULTATION AND COLLABORATION

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

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

Student Comments:

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

DOMAIN III. ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

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

Student Comments:

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

DOMAIN V. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

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

Student Comments:

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

DOMAIN VI. SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

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

Student Comments:

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

DOMAIN VIII. EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

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

Student Comments:

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

DOMAIN X. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

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

Student Comments:

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

Supervisor Comments Regarding Overall Evaluation:

Student Comments Regarding Overall Evaluation:

(Supervisor) *Please indicate your recommendation for the student's next phase of experience:*

- ☐ **Action Plan** needed for current level of practicum experience
- ☐ Progress in practicum as planned
- ☐ Other, please contact field-based supervisor

Date of Evaluation: _____

Field-based Supervisor's Signature: _____

Student's Signature: _____

University Supervisor's Signature: _____

ACTION PLAN (To be completed for Skill areas receiving a “1” rating and/or multiple “2” ratings”.)

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

Date: _____

Field-based Supervisor's Signature: _____

Student's Signature: _____

University Supervisor’s Signature: _____

Appendix E
JAMES MADISON UNIVERSITY
DEPARTMENT OF GRADUATE PSYCHOLOGY
SCHOOL PSYCHOLOGY ADVANCED PRACTICUM EVALUATION
MID-SEMESTER Year: _____

Student: _____

Field-based Supervisor: _____

Practicum Placement: _____

University Supervisor: _____

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

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

In order to guide your ratings, please use the following descriptions:

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

2. = The student's performance is ***at the emerging skill level***, but further supervision and experience are needed to assist in developing this skill.

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

4. = The student's performance is ***above average***, and they can function well independently.

* 5. = The student's performance is ***highly developed***, and they display professional skills in this area.

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

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

DOMAIN I. DATA-BASED DECISION MAKING

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

2. = The student's performance is *at the emerging skill level*, but further supervision and experience are needed to assist in developing this skill.

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

I.	Mid-semester Evaluation	
	Student	Supervisor
1. Demonstrates competent cognitive assessment (administration, scoring, and interpretation).		
2. Demonstrates competent achievement assessment (administration, scoring, and interpretation).		
3. Writes reports that are comprehensive, accurate, and clear.		

Supervisor Comments:

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

2) Is the student progressing with report writing skills at a level that meets your expectations?

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

DOMAIN II. CONSULTATION AND COLLABORATION

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

2. = The student's performance is *at the emerging skill level*, but further supervision and experience are needed to assist in developing this skill.

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

II.	Mid-semester Evaluation	
	Student	Supervisor
1. Maintains appropriate lines of communication with educational personnel and parents.		
2. Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately).		
3. Establishes rapport with children and/or adolescents.		
4. Collaborates effectively with school personnel and community/agency professionals.		

Supervisor Comments:

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

2) Describe any strengths or weaknesses observed in the student's ability to establish rapport with children and/or adolescents, as well as adults.

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

DOMAIN V. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

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

2. = The student's performance is *at the emerging skill level*, but further supervision and experience are needed to assist in developing this skill.

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

V.	Mid-semester Evaluation	
	Student	Supervisor
1. Understands the organization and administrative structure of the school division.		

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

Student Comments:

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

2) What experiences have you had to increase your knowledge of effective disciplinary policies and practices (i.e., classroom and school wide)?

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

DOMAIN X. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

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

2. = The student's performance is *at the emerging skill level*, but further supervision and experience are needed to assist in developing this skill.

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

X.	Mid-semester Evaluation	
	Student	Supervisor
1. Demonstrates knowledge of ethical, professional and legal standards.		
2. Practices in ways that are consistent with ethical, legal, and professional standards.		
3. Keeps supervisors informed of schedule and class requirements.		
4. Is prompt in meeting deadlines, appointments, and requests for assistance.		
5. Establishes appropriate work priorities and manages time efficiently.		
6. Accepts responsibility for own behavior (acknowledges errors, works toward improvement).		
7. Accepts and responds constructively to feedback and suggestions from supervisor(s).		
8. Asks questions that facilitate the student's learning and promote supervision.		
9. Seeks supervision when needed.		
10. Demonstrates initiative in the practicum experience for understanding the school system, special education policies and procedures, and services in the school buildings.		

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

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

Supervisor Comments Regarding Overall Evaluation:

Student Comments Regarding Overall Evaluation:

(Supervisor) *Please indicate your recommendation for the student's next phase of experience:*

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

Date of Evaluation: _____

Field-based Supervisor's Signature _____

Student's Signature: _____

University Supervisor's Signature: _____

Appendix F
JAMES MADISON UNIVERSITY
DEPARTMENT OF GRADUATE PSYCHOLOGY
SCHOOL PSYCHOLOGY ADVANCED PRACTICUM EVALUATION
END of Semester

Student: _____

Field-based Supervisor: _____

Practicum Placement: _____

University Supervisor: _____

Period of Evaluation: (Circle) Fall Spring Year: _____

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

Students: Please rate yourself with respect to your provision of school psychological services.

In order to guide your ratings, please use the following descriptions:

* 1. = The student's performance is ***below the level of skill expected*** for a student at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth. (See action plan outline attached.)

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

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

4. = The student's performance is ***above average***, and they can function well independently.

* 5. = The student's performance is ***highly developed***, and they display professional skills in this area.

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

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

DOMAIN I. DATA-BASED DECISION MAKING

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

I.	End of semester Evaluation	
	Student	Supervisor
1. Demonstrates competent cognitive assessment (administration, scoring and interpretation).		
2. Demonstrates competent achievement assessment (administration, scoring and interpretation).		
3. Incorporates curriculum-based measures of educational performance in decision-making.		
4. Completes thorough social-emotional and behavioral assessment, including use of objective and semi-objective techniques.		
5. Writes reports that are comprehensive, accurate, and clear.		
6. Demonstrates skills for linking assessment to the generation of recommendations and interventions.		
7. Demonstrates competent preschool assessment.		
8. Uses models and methods of assessment that are useful in identifying strengths and needs and understanding problems.		
9. Uses models and methods of assessment to collect data to evaluate the effectiveness of interventions (i.e., progress monitor).		
10. Uses models and methods of assessment to modify or change an intervention.		
11. Conducts observations of the instructional environment(s) that impact a student's functioning.		
12. Demonstrates knowledge of diagnostic criteria when making service recommendations.		
13. Utilizes appropriate technology-based resources (e.g., computer scoring, iPad administration) to assist in assessment and other decision-making processes.		
14. Selects and uses culturally responsive and developmentally appropriate assessments.		

Student Comments:

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

DOMAIN II. CONSULTATION AND COLLABORATION

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

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

Student Comments:

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

DOMAIN III. ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

III.	End of semester Evaluation	
	Student	Supervisor
1. Use data to inform evidence-based instructional strategies to improve student learning.		
2. In collaboration with others, sets appropriate academic goals for students.		
3. In collaboration with others, evaluates the effectiveness and fidelity of academic interventions.		
4. Incorporates all available information (e.g., knowledge of biological, cultural, and social influences) in developing instructional strategies to meet individual learning needs.		
5. Has knowledge of evidence-based curricula and instructional strategies.		
6. Uses culturally responsive and developmentally appropriate assessment data to select and implement evidence-based interventions.		

Student Comments:

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

DOMAIN IV. MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

IV.	End of semester Evaluation	
	Student	Supervisor
1. In collaboration with others, develops appropriate behavioral, affective, adaptive, and social skills goals.		
2. Uses data to inform the use and implementation of evidence-based strategies to improve behavioral, affective, adaptive and social skills of students.		
3. Demonstrates knowledge of various developmentally and culturally responsive counseling/intervention strategies useful in working with school-age children.		
4. Applies counseling/intervention techniques that are appropriate to the presenting problem in individual counseling and group counseling.		
5. In collaboration with others, conducts a functional behavior assessment including the development of a positive behavior support plan		
6. Has knowledge of evidence-based strategies and curriculum to promote social–emotional functioning and mental health.		
7. Demonstrates an understanding of the impact of trauma on social, emotional, and behavioral functioning.		

Student Comments:

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

DOMAIN V. SCHOOL-WIDE PRACTICES TO SUPPORT LEARNING

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

V.	End of semester Evaluation	
	Student	Supervisor
1. Understands regular education, special education, and other educational and related services.		
2. Demonstrates knowledge of effective disciplinary policies and practices (classroom and school wide).		
3. Understands the school as a system and works with others to facilitate a safe, supportive and effective learning community.		
4. Demonstrates effective process skills in team activities.		
5. Knows components of effective problem-solving team structure and operation.		
6. Demonstrates an understanding of universal screening procedures and progress monitoring to identify the need for additional academic or behavioral services		

Student Comments:

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

DOMAIN VI. SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

VI.	End of semester Evaluation	
	Student	Supervisor
1. Participates, when feasible, in activities and programs to foster a positive school climate.		
2. Demonstrates skill in the application of group counseling techniques.		
3. Is familiar with prevention and risk reduction programs and activities for school implementation.		
4. Provides or contributes to prevention and intervention programs that promote mental health and physical well-being of students.		
5. Knows principles for responding to crises.		

Student Comments:

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

DOMAIN VII. FAMILY, SCHOOL, AND COMMUNITY COLLABORATION

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

VII.	End of semester Evaluation	
	Student	Supervisor
1. Understands and respects diversity in family systems and considers these factors when developing services for families.		
2. Knows how family characteristics and practices affect patterns of attitudes, feelings and behavior.		
3. Promotes home-school collaboration through effective communication with parents/caregivers.		

Student Comments:

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

DOMAIN VIII. EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

VIII.	End of semester Evaluation	
	Student	Supervisor
1. Acknowledges racial, class, gender, cultural and other biases and personal beliefs they bring to their work in schools and the potential impact of these beliefs and biases.		
2. Recognizes limits of own cultural knowledge, awareness and skills.		
3. Uses a strengths-based approach to address the learning needs of English learners.		
4. Demonstrates knowledge of individual differences, abilities, and disabilities.		
5. Understands potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender identification, sexual orientation, religion, and linguistic factors in development and learning.		
6. Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics; uses inclusive language.		
7. Works collaboratively with families and community liaisons to meet the needs of diverse learners.		

Student Comments:

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

DOMAIN IX. RESEARCH AND EVIDENCE-BASED PRACTICE

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

IX.	End of semester Evaluation	
	Student	Supervisor
1. Understands research, statistics, measurement and program evaluation methods to inform practices and decision making.		
2. Demonstrates the ability to evaluate, interpret, and synthesize a cumulative body of research findings for application to practice.		
3. Advocates for the use of evidence-based practices in instruction, social-emotional learning, and positive behavior supports.		

Student Comments:

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

DOMAIN X. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

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

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

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

4. = The student's performance is *above average*, and they can function well independently.

* 5. = The student's performance is *highly developed*, and they display professional skills in this area.

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

X.	End of semester Evaluation	
	Student	Supervisor
1. Demonstrates knowledge of various service delivery models.		
2. Demonstrates knowledge of ethical, legal, and professional standards.		
3. Practices in ways that are consistent with ethical, legal, and professional standards.		
4. Seeks supervision and peer consultation for effective practice.		
5. Keeps supervisors informed of events and activities.		
6. Is prompt in meeting deadlines, appointments, and requests for assistance.		
7. Is involved professionally (organizations, task forces, etc.).		
8. Establishes appropriate work priorities and manages time efficiently.		
9. Accepts responsibility for own behavior (acknowledges errors, works toward improvement).		
10. Accepts and responds constructively to feedback and suggestions from supervisor(s).		
11. Utilizes information sources and technology in ways that safeguard and enhance service delivery and record keeping.		

Student Comments:

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

Supervisor Comments Regarding Overall Evaluation:

Student Comments Regarding Overall Evaluation:

(Supervisor) *Please indicate your recommendation for the student's next phase of experience:*

Fall Semester [for Spring]

___ remediate current level of practicum experience

___ progress in practicum as planned

___ OTHER: Please contact field-based supervisor

Spring Semester [for Next Year]

___ remain at current level of practicum

___ ready to progress to internship

Date of Evaluation: _____

Field-based Supervisor's Signature _____

Student's Signature: _____

University Supervisor's Signature: _____

ACTION PLAN (To be completed for Skill areas receiving a “1” rating and/or multiple “2” ratings”.)

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

Date: _____

Field-based Supervisor's Signature: _____

Student's Signature: _____

University Supervisor’s Signature: _____

Appendix G
JAMES MADISON UNIVERSITY
DEPARTMENT OF GRADUATE PSYCHOLOGY
SCHOOL PSYCHOLOGY INTERNSHIP EVALUATION

Intern: _____

Field-based Supervisor: _____

Internship Placement: _____

University Supervisor: _____

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

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

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

* 1. = The intern's performance is *below the level of skill expected* for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth. (See action plan attached.)

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

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

4. = The intern's performance is *above average*, and they can function well independently.

* 5. = The intern's performance is *highly developed*, and they display professional skills in this area.

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

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

DOMAIN I. DATA-BASED DECISION MAKING

* 1. = The intern's performance is *below the level of skill expected* for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

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

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

4. = The intern's performance is *above average*, and they can function well independently.

* 5. = The intern's performance is *highly developed*, and they display professional skills in this area.

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

I.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Demonstrates competent cognitive assessment (administration, scoring and interpretation).				
2. Demonstrates competent achievement assessment (administration, scoring and interpretation).				
3. Incorporates curriculum-based measures of educational performance in decision making.				
4. Completes thorough assessment of social, emotional and behavioral competencies, including objective and projective techniques.				
5. Writes reports that are comprehensive, accurate, and clear.				
6. Demonstrates skills for linking assessment to the generation of recommendations and interventions.				
7. Demonstrates competent preschool assessment.				
8. Uses models and methods of assessment that are useful in identifying strengths and needs and understanding problems.				
9. Uses models and methods of assessment to collect data to evaluate the effectiveness of interventions (i.e., progress monitor).				
10. Uses models and methods of assessment to modify or change an intervention.				
11. Conducts observations of the instructional environment(s) that impact a student's functioning.				
12. Demonstrates knowledge of diagnostic criteria when making service recommendations.				
13. Utilizes appropriate technology-based resources (e.g., computer scoring, iPad administration) to assist in assessment and other decision-making processes.				
14. Selects and uses culturally responsive and developmentally appropriate assessments.				

Comments (Intern):

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

DOMAIN II. CONSULTATION AND COLLABORATION

* 1. = The intern's performance is *below the level of skill expected* for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

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

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

4. = The intern's performance is *above average*, and they can function well independently.

* 5. = The intern's performance is *highly developed*, and they display professional skills in this area.

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

II.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Maintains appropriate lines of communication with educational personnel and parents.				
2. Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately).				
3. Establishes rapport with children and/or adolescents.				
4. Collaborates effectively in verbal and written communication with school personnel and community/agency professionals.				
5. Contributes effectively during team meetings.				
6. Speaks clearly and effectively.				
7. Solicits and considers others' points of view.				
8. Displays knowledge and skill in the problem-solving process.				
9. Demonstrates appropriate assertiveness and advocacy skills to promote change at the individual student, classroom level and systems level.				

Comments (Intern):

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

DOMAIN III. ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

* 1. = The intern's performance is ***below the level of skill*** expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skills growth.

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

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

4. = The intern's performance is ***above average***, and they can function well independently.

* 5. = The intern's performance is ***highly developed***, and they display professional skills in this area.

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

III.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Uses data to inform evidence based academic and instructional strategies to improve student learning.				
2. In collaboration with others, sets appropriate academic goals for students.				
3. Interventions match appropriately with identified problems. In collaboration with others, implements appropriate academic interventions for students.				
4. In collaboration with others, evaluates the effectiveness and fidelity of academic interventions, including progress monitoring for recommending changes in instruction.				
5. Incorporates all available information (e.g., knowledge of biological, cultural, and social influences) in developing instructional strategies to meet individual learning needs.				
6. Student has knowledge of evidence-based curricula and instructional strategies.				
7. Uses culturally responsive and developmentally appropriate assessment data to select and implement evidence-based interventions.				
8. Demonstrates skills for maximizing intervention acceptability and fidelity of interventions.				

Comments (Intern):

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

DOMAIN IV. MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS

* 1. = The intern's performance is **below the level of skill expected** for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action is required for targeted skill growth.

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

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

4. = The intern's performance is **above average**, and they can function well independently.

* 5. = The intern's performance is **highly developed**, and they display professional skills in this area.

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

IV.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. In collaboration with others, develops appropriate behavioral, affective, adaptive and social skills goals for students.				
2. Uses data to inform the use and implementation of evidence-based strategies to improve behavioral, affective, adaptive and social skills of students.				
3. Demonstrates knowledge/application of various developmentally and culturally responsive counseling/intervention strategies useful in working with school-age children.				
4. Applies counseling/intervention techniques that are appropriate to the presenting problem in individual and group counseling.				
5. In collaboration with others, conducts a functional behavior assessment including the development of a positive behavior support plan.				
6. Has knowledge of evidence-based strategies and curriculum to promote social-emotional functioning and well-being.				
7. Integrate behavioral supports and mental health services with academic and learning goals.				
8. Demonstrates an understanding of the impact of trauma on social, emotional, and behavioral functioning.				
9. Uses culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities.				
10. Provides a continuum of developmentally appropriate mental health services (e.g., counseling, classroom emotional learning programs, PBS, parent education, behavioral change programs).				
11. Uses data to evaluate implementation and outcomes of mental and behavioral health interventions.				

Comments (Intern):

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

DOMAIN V. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

* 1. = The intern's performance is **below the level of skill expected** for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

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

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

4. = The intern's performance is **above average**, and they can function well independently.

* 5. = The intern's performance is **highly developed**, and they display professional skills in this area.

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

V.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Understands regular education, special education, educational and related services.				
2. Demonstrates knowledge of effective disciplinary policies and practices (class and school wide)				
3. Understands the school as a system and works with others to facilitate a safe, caring and inviting school community.				
4. Knows components of effective problem-solving team structure and operation.				
5. Demonstrates effective process skills in team activities.				
6. Demonstrates an understanding of universal screening procedures and progress monitoring to identify the need for additional academic or behavioral services.				
7. Conducts training activities for professional staff and/or parents/caregivers.				

Comments (Intern):

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

DOMAIN VI. SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS

* 1. = The intern's performance is **below the level of skill expected** for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

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

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

4. = The intern's performance is **above average**, and they can function well independently.

* 5. = The intern's performance is **highly developed**, and they display professional skills in this area.

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

VI.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Knows/recognizes risk and protective factors that are vital to understand and address systemic problems that are threats to school success and wellness.				
2. Participates, when feasible, in activities and programs to foster a positive school climate.				
3. Demonstrates skill in the application of group counseling techniques.				
4. Familiar with prevention and risk reduction programs and activities for school implementation.				
5. Provides or contributes to prevention and intervention programs that promote mental health and physical well-being of students.				
6. Knows and is able to apply principles for responding to crises (e.g., suicide, death, natural disaster, violence, sexual harassment).				

Comments (Intern):

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

DOMAIN VII. FAMILY, SCHOOL, AND COMMUNITY COLLABORATION

* 1. = The intern's performance is **below the level of skill expected** for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

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

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

4. = The intern's performance is **above average**, and they can function well independently.

* 5. = The intern's performance is **highly developed**, and they display professional skills in this area.

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

VII.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Understands and respects diversity in family systems and considers these factors when developing services for families.				
2. Knows how family characteristics and practices affect patterns of attitudes, feelings, and behavior.				
3. Promotes home-school collaboration through effective communication with parents/caregivers.				
4. Collaborates with community-based agencies, resources, and other professionals to coordinate services.				
5. Considers the unique needs of students living in nontraditional settings.				

Comments (Intern):

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

DOMAIN VIII. EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

* 1. = The intern's performance is **below the level of skill expected** for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

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

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

4. = The intern's performance is **above average**, and they can function well independently.

* 5. = The intern's performance is **highly developed**, and they display professional skills in this area.

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

VIII.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Acknowledges racial, class, gender, cultural and other biases and personal beliefs they bring to their work in schools and the potential impact of these beliefs and biases.				
2. Recognizes limits of own cultural knowledge, awareness and skills.				
3. Uses a strengths-based approach to address the learning needs of English learners.				
4. Demonstrates knowledge of individual differences, abilities, and disabilities.				
5. Understands potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning and applies this to designing interventions.				
6. Demonstrates the sensitivity and skills needed to effectively work with individuals of diverse characteristics; uses inclusive language.				
7. Works collaboratively with families and community liaisons to meet the needs of diverse learners.				
8. Understands the role and purpose of advocacy in the profession to ensure equity for students.				

Comments (Intern):

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

DOMAIN IX. RESEARCH AND EVIDENCE-BASED PRACTICE

* 1. = The intern's performance is **below the level of skill expected** for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

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

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

4. = The intern's performance is **above average**, and they can function well independently.

* 5. = The intern's performance is **highly developed**, and they display professional skills in this area.

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

IX.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Understands research, statistics, and program evaluation methods to inform practices and decision making.				
2. Demonstrates the ability to evaluate, interpret, and synthesize a cumulative body of research findings for application to practice.				
3. Advocates for the use of evidence-based practices in instruction, social-emotional learning, and positive behavior supports.				
4. Is aware of evidence-based interventions in current literature in the field of school psychology.				
5. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels.				
6. Communicates knowledge about statistics and measurement principles clearly to others for informing practices and decision making.				

Comments (Intern):

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

DOMAIN X. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

* 1. = The intern's performance is **below the level of skill expected** for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

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

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

4. = The intern's performance is **above average**, and they can function well independently.

* 5. = The intern's performance is **highly developed**, and they display professional skills in this area.

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

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

Comments (Intern):

Supervisor's Comments:

Supervisor's Comments Regarding Overall Evaluation:

Student's Comments Regarding Overall Evaluation:

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

Fall Semester [for Spring]

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

Spring Semester [for Next Year]

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

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

Date of Mid-Year Evaluation: _____

Field-based Supervisor's Signature: _____

Intern's Signature: _____

University Supervisor Signatures _____

Date of Year-End Evaluation: _____

Field-based Supervisor's Signature: _____

Intern's Signature: _____

University Supervisor Signature: _____

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

ACTION PLAN (To be completed for Skill areas receiving a “1” rating and/or multiple “2” ratings”.)

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

Date: _____

Field-based Supervisor's Signature: _____

Student's Signature: _____

University Supervisor’s Signature: _____

Appendix H

INTERNSHIP LOG CODING SYSTEM

CODE

ACTIVITIES

As **Assessment Related Activities** (NASP 2.1, 2.2, 2.3). Activities having as a primary focus the gathering of information to answer specific referral questions for both regular and/or special education. These may include but are not limited to administration and scoring of formal and informal tests, report writing, behavioral observations, and review of cumulative records, interviews with parents, staff, agencies, teachers, and data analysis integration.

DI **Direct Intervention** (NASP 2.3, 2.4). Activities of a non-assessment nature which have the focus of affecting change. These may include but are not limited to group counseling or therapy, individual counseling or therapy, remediation of learning difficulties, direct instruction (social skills affective education, etc.) or feedback to student.

CC **Consultation and Collaboration** (NASP 2.2, 2.5, 2.6, 2.7). Consultation and collaboration with teachers and other school personnel on an individual or group basis, participation in team meetings (pre-referral, instructional, IEP teams, etc.), and system-level consultation efforts.

FSC **Family/School Community Collaboration** (NASP 2.7). Work with parents and families for assessment, consultation, intervention, etc. May also include home visits and parent training.

PII **Prevention and Indirect Intervention** (NASP 2.3, 2.4, 2.5, 2.6, 2.7). Activities of a non-assessment nature including but not limited to primary prevention activities (e.g., prevention of bullying, suicide, substance abuse, etc.). Development of intervention strategies, presentation at staff development in-services, meetings, and other prevention/intervention activities.

SSO **School System Orientation** (NASP 2.8, 2.9, 2.10). Non-assessment and non-intervention observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.

PD **Professional Development** (NASP 2.10). Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in-services, professional reading, etc.

Sup **Supervision** (NASP 3.1) University supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit is required. However, regular communication and meetings are expected and should be documented. Formal on-site supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology, Nationally Certified School Psychologist, Counselors, Social Workers, etc. Note: The field supervisor's signature is required on the log to verify the other activities performed and listed.

RPE **Research and Program Evaluation** (NASP 3.9). Use of statistics, research, and evaluation methods that improve services for children and families. Evaluation of research, translation of research into practice, thesis work, and program evaluation.

Appendix I
JAMES MADISON UNIVERSITY
SCHOOL PSYCHOLOGY FIELD EXPERIENCE CHECKLIST

Name of Intern: _____

Semester/Year: _____

Site Supervisor: _____

Please check:

University Supervisor: _____

1st semester internship ____

School District: _____

2nd semester internship ____

School(s): _____

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

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

Activities to complete at the beginning of the field experience:

<u>ORIENTATION AND OBSERVATIONS</u>	<u>COMPLETED</u>
-------------------------------------	------------------

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

ORIENTATION AND OBSERVATIONS

COMPLETED

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

ASSESSMENT FOR INTERVENTIONCOMPLETED

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

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

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

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

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

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

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

ASSESSMENT FOR INTERVENTION**COMPLETED**

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

CONSULTATION**COMPLETED**

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

COUNSELING

COMPLETED

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

INSERVICE AND GROUP TRAINING

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

SPECIAL PROJECTS

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

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

Appendix J

PROFESSIONAL DEVELOPMENT PROGRESS FORM

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

Level I:

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

Level II:

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

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

PROFESSIONAL DEVELOPMENT PROGRESS REPORT

STUDENT'S NAME _____

NAME OF RATER _____

REVIEWED BY _____

DATE _____

DATE _____

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

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

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

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

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

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

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

VII. Demonstrates receptiveness to feedback.	O	1	2	3	4	5
	No opportunity to observe.	Non-responsive or resentful of feedback.	Minimally responsive or overly dependent upon instructor/supervisor.	Asks for feedback when appropriate, is responsive to feedback.	Supervisory relationship involves self-analysis by student with details added or clarified by supervisor. Consistently follows through with feedback.	Supervisor/instructor as colleague/mentor. Uses supervisor as a sounding board. Mutual decision making.
VIII. Demonstrates ability to function as group/team member.	O	1	2	3	4	5
	No opportunity to observe.	Generally tends to impede cooperative work. Antagonizes others, creates conflict that adversely affects teaming efforts.	Minimal participation, rarely contributes to team functions.	Working relationships fairly smooth. Does not create conflicts, impede cooperative work, but does not actively contribute to cooperation in problematic situations.	Good working relationships. Contributes to cooperative work in most situations and occasionally in problematic situations.	Consistently productive relationships with group/team members. Deals with conflict helpfully, stimulates others to work cooperatively, encourages the development of others.
IX. Demonstrates professional identity; awareness of content of the profession.	O	1	2	3	4	5
	No opportunity to observe.	Lacks knowledge about professional role. Seems to be continually asking "what does the job involve?"	Focus is on learning the basics of specific discipline. Sees self as student, i.e. lack of any expertise, tentative with clients, team members.	Demonstrates sound grasp of concepts and theories taught in classes. Is working on translating specific discipline knowledge into practice. Still "techniques" bound, "numbers" bound. Member of professional organization.	Demonstrates comfort with application of professional knowledge in practice. Basic skills well developed. Sees self as professional.	Actions demonstrate understanding and respect for breadth and depth of profession. Excellent potential for leadership.

	O	1	2	3	4	5
X. Demonstrates an appreciation of individual differences and sensitivity to human diversity.	No opportunity to observe.	Difficulty in relating to others, in relatively uncomplicated situations. Intolerant of diversity.	Able to form productive relationships but this may be inconsistent, and the range may be limited. Comfort level with diversity limited.	Generally forms positive relationships. Comfortable with diversity. Shows warmth and can empathize with others.	Consistently forms positive relationships in familiar situations and often in unfamiliar and challenging situations. Appreciates individual differences and human diversity.	Unusual and consistent ability to form relationships with wide range of persons in complex situations. Advocate for diversity.
	O	1	2	3	4	5
XI. Demonstrates ethical responsibility.	No opportunity to observe.	Has committed an ethical violation.	Limited knowledge of ethical guidelines or difficulty perceiving ethical issues.	Engages in ethical behavior. Adequate knowledge of ethical guidelines.	Has taken the initiative and provided leadership in acting upon professional convictions.	Can be counted on to consistently take the initiative and provide leadership in acting on professional convictions and modeling ethical behavior.

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

Appendix K

APPLICATION FOR GRADUATE DEGREE

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

<https://www.jmu.edu/grad/current-students/graduate-forms.shtml>

Appendix L

RESEARCH AND PROPOSAL CHECKLIST FOR SUBMISSION TO THE INSTITUTIONAL REVIEW BOARD (IRB):

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

Appendix M

APPROVAL OF A THESIS OF DISSERTATION COMMITTEE:

<https://www.jmu.edu/grad/current-students/graduate-forms.shtml>

Appendix N

GRADUATE SCHOOL THESIS AND DISSERTATION INSTRUCTIONS:

<https://www.jmu.edu/grad/current-students/graduate-forms.shtml>

Appendix O

STUDENT _____ DATE _____

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

HAS BEEN APPROVED FOR COMPLETION WITH THE FOLLOWING STIPULATIONS:

COMMITTEE SIGNATURES:

_____ (CHAIR)

STUDENT _____ DATE _____

STUDENT _____ DATE _____

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

HAS BEEN APPROVED FOR COMPLETION WITH THE FOLLOWING STIPULATIONS:

COMMITTEE SIGNATURES:

(CHAIR)

Appendix P

COMPREHENSIVE EXAMS SCORING RUBRIC

Student Number: _____

Evaluator Name: _____

Faculty rate question CONTENT using the following rubric.

- Fail: Does not address questions; no (or only very minimal) accurate information provided
- Low Pass: Addresses questions, but incompletely; some accuracy of information
- Pass: Completely addresses question with accuracy
- High Pass: Completely addresses question with accuracy and elaboration and clarity

Each question can be considered based on additional criteria including: adequacy of technical writing, and clarity of response. (Final rating can use decimal ratings of .5)

	Content						
	Fail	Low Pass	Pass	High Pass	Technical Writing	Clarity	Final Rating
	0	1	2	3			
Question 1							
Question 2							
Question 3							
Question 4							
Question 5							

Comments: