# THE CITADEL

# SPECIALIST IN EDUCATION (Ed.S.) SCHOOL PSYCHOLOGY PROGRAM THE CITADEL PROGRAM HANDBOOK 2024 - 2025

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Each student is responsible for becoming familiar with this Program Handbook and for conferring with faculty about any questions, ambiguities, or areas of confusion. **Please sign the form on page 25 after you have read the Handbook and return the form to your assigned faculty advisor.**

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THE CITADEL

Dear School Psychology Student:

On behalf of the School Psychology faculty and the Department of Psychology, welcome to the Specialist in Education (Ed.S.) School Psychology Program at The Citadel. We are pleased that you have chosen to join our program in pursuit of your personal and professional goals, and we're very much looking forward to working with you over the next few years. As a fully approved program by the National Association of School Psychologists (NASP), the School Psychology Program at The Citadel is nationally recognized and enjoys an excellent reputation as a graduate program that develops candidates into effective, competent, and ethically-grounded school psychologists.

Every year our program strives to attract a cohort of conscientious and skilled graduate candidates. Much like the other members of your cohort, we offered you admission to the program because we believe you hold the potential to make meaningful contributions to the field of school psychology and to positively influence the lives of children, families, educators, and others. Over the next few years, we anticipate you will find the program to be highly challenging yet immensely rewarding. Along the way, we hope you will find the program to be undergirded by a high level of support and camaraderie among your fellow cohorts as well as the program and department faculty.

The remainder of this student handbook contains a wealth of information about the program as well as general College policies and requirements. Please read the handbook carefully and in its entirety; the handbook contains important details regarding the program of study that you are expected to adhere to as you work toward earning the Specialist in Education (Ed.S.) in School Psychology. In this regard, you should keep a copy of the handbook among your records and reference it when necessary.

Once again, welcome to the School Psychology Program at The Citadel. As is true of the other program faculty, I am available to you should any questions or concerns arise.

Sincerely,

Timothy A. Hanchon, Ph.D., NCSP
Director, School Psychology Program

# TABLE OF CONTENTS

# INTRODUCTION

The Specialist in Education (Ed.S.) program in School Psychology at The Citadel is a nationally recognized graduate program that was established in 1981 with a primary mission of training competent, effective, and ethical school psychologists who are capable of delivering a range of services intended to convey benefit across all systems levels. In particular, at its point of inception the program was established to address a growing need for well-trained school psychologists in the Lowcountry region of South Carolina. To meet the needs of prospective candidates, many with family and work responsibilities, the School Psychology Program was established as an evening program. Although it continues to be an afternoon and evening program, candidate demographics have evolved over the years, such that candidates from varying backgrounds and walks of life, including those who recently completed their undergraduate degrees, enroll in the program annually.

Although the Department of Psychology is home for the School Psychology Program, the Program is, in the truest sense, a cooperative one with The Citadel's Zucker Family School of Education (ZFSOE). The School Psychology Program faculty work closely with the South Carolina Department of Education and also have representatives on ZFSOE committees such as the Professional Education Board. These cooperative relationships, coupled with the School Psychology Program's full approval status with the National Association of School Psychologists (NASP), place emphasis on the dual nature of the school psychologist as an individual with the knowledge and skills of the applied psychologist and the technical and practical learning associated with effective practices in the schools.

Since its inception, the School Psychology Program has been sensitive and responsive to significant issues in the field and positions set forth by the National Association of School Psychologists (NASP) and Division 16 of the American Psychological Association (APA). The Citadel's School Psychology Program endorses the concept that the school psychologist is a professional practitioner who plays an important role within the school system with its missions, resources, organizational complexity, technology, and legal-ethical dimensions. The Program faculty believes that the school psychologist trained at The Citadel should be as effective in working with the institution as with individuals and families served by the institution.

The complexity of the role of the school psychologist, as well as initiatives promoted by the South Carolina Department of Education in Columbia, has led The Citadel to adopt the Specialist in Education (Ed.S.) degree as the appropriate entry level. The Citadel's School Psychology Program is a 72-semester hour program and is fully approved by the South Carolina Department of Education. Graduates of the program are academically eligible for certification at the "School Psychologist II" level in South Carolina. The Program is also fully approved by the National Association of School Psychologists (NASP, 2003). Additionally, the Program is designated as a Specialized Professional Association (SPA) within the ZFSOE, which is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP, 2000).

# PROGRAM HISTORY AND PHILOSOPHY

## History

Pressures from PL 94-142 and State of South Carolina policies for children and youth with disabilities created the climate and need for the development of a school psychology program at The Citadel, as there was a need for well-trained school psychologists in the Lowcountry region of South Carolina. The underlying rationale for the Program was to meet the needs in the geographic region (other school psychology programs located in South Carolina are at USC, Columbia; Winthrop University, Rock Hill; and Francis Marion University, Florence). During the 1987-1988 academic year, the School Psychology Program received full approval from the National Association of School Psychologists (NASP). NASP approval afforded The Citadel's School Psychology Program national visibility and added to the professional status of its graduates, affording them access to credentialing in most states as well as the Nationally Certified School Psychologist endorsement (i.e., NCSP) offered through NASP. The School Psychology Program at The Citadel has continuously maintained its NASP approval since 1987-1988 and continues to address the need for highly skilled school psychologists in the Lowcountry region of South Carolina.

## Philosophy

The School Psychology Program at The Citadel is based on the scientist-practitioner model and embraces the philosophy of the school psychologist as a data-based problem-solver who is capable of delivering effective services across the individual, group, and systems levels (Tilly, 2008). The data-based problem-solving model for school psychologists is viewed by the Department of Psychology at The Citadel as the logical application of the scientist-practitioner model that has served the areas of applied psychology so well since Lightner Witmer proposed and advocated for a training model that integrated both research and practice. The overarching purpose of training is to develop psychologists who are knowledgeable, reflective, and ethical. The knowledgeable psychologist has both breadth and depth of training in the discipline of psychology. The reflective psychologist can develop multiple alternatives to a problem, evaluate each option as to its potential benefit, and then select and implement the best option with continued monitoring of effectiveness (King & Kitchener, 2004). The ethical psychologist adheres to the ethical principles espoused by NASP and APA and to "best" or "evidence-based" practices as outlined by both organizations.

Effective school psychologists use systematic, data-based problem-solving processes and procedures when analyzing the nature and scope of problems, as well as developing/implementing interventions to ameliorate such problems in the interest of promoting students' well-being and cultivating positive learning environments. These processes include (1) identifying and defining the problem, (2) collecting and analyzing data related to the identified problem, (3) developing and implementing appropriate evidence-based intervention(s), and (4) monitoring progress and evaluating the effectiveness of the intervention, with reformulation of the intervention as necessary. Data-based problem-solving often occurs in the context of a multi-tiered systems of support (MTSS) delivery model. School Psychology candidates at The Citadel are trained in such

multi-tiered systems, whereby training emphasizes universal, targeted, and intensive interventions for academic, social, emotional, and behavioral problems (Gresham, 2009). It is critical that school psychologists select evidence-based interventions or treatments when developing plans to help struggling students (Kratochwill et al., 2009). Such interventions/treatments have been rigorously tested, reviewed, evaluated, and are ultimately judged to be effective for their intended purpose (Shernoff, Bearman, & Kratochwill, 2017; Ward & Bailer, 2008).

Data-based problem-solving occurs within the larger context of Evidence-Based Practices (EBP; Kratochwill, 2007). Though EBP includes the provision of evidence-based interventions/treatments, EBP is a broader term, which encompasses not only delivery of interventions based on systematic research, but consideration of scientific evidence in all areas of school psychology practice. Thus, school psychology candidates at The Citadel are exposed to, and are expected to be knowledgeable consumers of, scientific research related to a range of school psychology services (e.g., traditional and non-traditional forms of assessment, counseling, mental health service provision, consultation, prevention, intervention). School Psychology candidates are further expected to use sound judgment and data-based decision-making in applying their knowledge and/or practicing in school settings.

The Citadel School Psychology Program's conceptualization of the school psychologist recognizes the advantages of explaining and changing human behavior through theory grounded in research and practice that takes into consideration, and gives due weight to, the social and cultural context within which behavior occurs (Burns, 2011). Within this framework, candidates are expected to develop a professional identity that incorporates integrated philosophy and theory that will guide their perspectives, explanations, and interventions and maximize the potential benefit of all served.

Program candidates are expected to demonstrate sensitivity to the multicultural diversity around them and an awareness of the standards of conduct of the community where they live and/or work. They are encouraged to broaden their own, and others', understanding of the variety and breadth of human nature, learning, and the learning process. Candidates are further expected to commit themselves to promoting the improvement of school environments for students, teachers, administrators, staff, families, and communities and to work toward the goal of maximizing opportunities for the learning and development of the students they serve. The Citadel's School Psychology Program recognizes the importance of school psychologists as change-agents within the ecological settings they serve, consistent with consultation, prevention, and intervention principles derived from the public health model (Gutkin, 2009).

Three additional considerations underpin The Citadel's conceptualization and philosophy of the role of the school psychologist. The first derives from Conoley and Conoley's (1992) characterization of the school psychologist as caring and compassionate. While care and compassion for others are not substitutes for knowledge and skill, the absence of these characteristics may well render such knowledge and skill useless. Candidates' sense of caring and compassion are encouraged through experiences that provide greater self-awareness and sensitivity to how others perceive and react, as well as experiences in dealing with persons from different cultural and social background Likewise, candidates are encouraged to advocate for students and families through a social justice perspective (e.g., Shriberg & Clinton, 2016).

The second consideration relates to the school psychologist as a teacher and educator entrusted with the training of other professionals, parents, administrators, community leaders, etc. Within The Citadel's School Psychology Program, school psychologists are regarded as change agents within their ecological setting, constantly tasked with providing accurate information and disseminating relevant knowledge and skills that lead to the improvement of those they serve at all levels.

The third consideration relates to the idea that the prevention of problems is preferable to the amelioration of problems as a response subsequent to their emergence. Hence, school psychologists are tasked with proactively identifying areas in need of change that will reduce the occurrence, frequency, and/or severity of difficulties at all levels within the system.

This brief description should make clear the interdependence of research, psychology, education, evaluation, prevention, intervention, and the ongoing process of assessment as primary components in The Citadel's data-based problem-solving model which forms the basis for training candidates in the roles, responsibilities, and skills of the school psychologist.

## PROGRAM FACULTY

Four full-time, tenured and tenure-track faculty manage the School Psychology Program, all of whom are housed in the Department of Psychology and hold terminal (i.e., Doctoral) degrees in School Psychology. In addition to teaching various courses within the program, the core school psychology faculty also maintain multiple essential roles, to include Program Director, Coordinator of Practica, and Coordinator of Internships. The Program Director is responsible for calling meetings and managing the day-to-day operations of the School Psychology Program (e.g., coordinating the candidate admissions process). The Coordinators of Practica and Internships are responsible for monitoring candidate progress in field-based courses, collaborating with applicable school district representatives to secure practicum placements for candidates, and approving internship site placements. The Program Director reports directly to the Head of the Psychology Department, who is responsible for managing all programs within the Department. The Department Head reports directly to the Dean of the Humanities and Social Sciences, who operates under the auspice of the Provost and Dean of the College.

**PROGRAM GOALS: STUDENT KNOWLEDGE, SKILLS, AND COMPETENCIES**

The School Psychology Program can be viewed in terms of the expected content knowledge, skills, and competencies that candidates acquire. At its core, the program is committed to training and developing candidates to become professionals who are effective, competent, and ethically grounded. In this light, School Psychology Program candidates are trained to render a range of services and assume multiple professional roles with the intent of making positive contributions that support as well as promote the wellbeing of the individuals and institutions they serve.

Although the Program is broader than any such listing can convey, while completing the Specialist in Education (Ed.S.) degree, each candidate is expected to acquire requisite knowledge and skills to become functionally competent with respect to each of the following:

1. Understand and demonstrate the ability to apply basic principles of human behavior, learning, and psychology as they relate to normal as well as typical or atypical development of children and youth. (Addresses NASP Training Standard 2, Domains 3, 4)

2. In accordance with a data-based problem-solving framework, conceptualize and conduct multidimensional assessments of children and youth who present with academic, social, emotional, and/or behavioral concerns. (Domains 1, 3, 4)

3. Demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics (e.g., child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status), and the influences of such factors/characteristics on children, families, schools, and communities; engage in professional practices that promote advocacy for social justice, equity, and respect for diverse student populations. (Domain 8)

4. Effectively consult, collaborate, and communicate with teachers, parents, school staff, administrators, and other educational partners (e.g., community agency representatives) for the purpose of facilitating positive student outcomes, improving the learning environment, and/or enhancing professional/family relationships. (Domains 1, 2, 3, 4, 7)

5. Engage in data-based problem-solving to plan develop, implement, monitor, and evaluate evidence-based interventions to address academic, social, emotional, behavioral, and broader systems-level concerns within a multi-tiered framework. (Domains 1, 2, 3, 4, 5)

6. Address students' mental and behavioral health needs through the provision of evidence-based individual and/or group counseling services; collect and analyze data to determine the effectiveness of such services. (Domains 1, 4, 6)

7. Demonstrate and apply knowledge of systems structures, organization, and theory to develop and implement practices, strategies, and initiatives that cultivate and/or maintain effective, safe, and supportive learning environments for students and school personnel. (Domains 5, 6)

8.  Demonstrate skills in designing, implementing, and evaluating effective, evidence-based crisis prevention, protection, mitigation, response, and recovery strategies to promote psychological well-being and physical safety, as well as to create, restore, and/or maintain safe and supportive learning environments for school communities. (Domains 4, 5, 6)

9.  Demonstrate knowledge of principles and research related to family characteristics, systems, culture, strengths, and needs pertaining to student functioning; design, implement, and evaluate evidence-based policies, practices, initiatives, and/or services that respond to culture and context, and promote family-school-community collaboration. (Domains 7, 8)

10. Demonstrate and apply knowledge of, research design, data collection methods, measurement techniques, and data analyses to critically evaluate professional literature, conduct applied research, evaluate school-based programs, and ultimately support effective practices at the individual, group, and systems levels. (Domains 1, 9)

11. Know, apply, and stay abreast of current and emerging research and evidence-based practices within the field to promote effective service delivery and career long professional growth. (Domains 9, 10)

12. Exhibit professional dispositions, characteristics, and behaviors (e.g., initiative, dependability, respect for human diversity, adaptability, ethical responsibility, communication skills, commitment to social justice and equity) that are necessary for effective practice as a school psychologist. (Domain 10)

13. Uphold and adhere to current professional (e.g., best practice), ethical (e.g., NASP, APA), and/or legal guidelines that underpin and govern the field of school psychology. (Domain 10)

To accomplish these goals, The Citadel's School Psychology Program is composed of **72 semester credit hours** (as of Fall 2021), which lead to conferral of the Ed.S. in School Psychology and eligibility for certification as a Level II School Psychologist in South Carolina.

# PROGRAM ORGANIZATION AND STRUCTURE

The School Psychology Program encourages candidates to apply a multi-faceted approach to understanding, evaluating, and intervening in problem areas at the individual, group, and/or systems levels.  Training is aligned with and adheres to the guidelines for NASP-approved training programs (i.e., Standards for Graduate Preparation of School Psychologists, 2020) and endorses the ethical stance of both NASP and APA relative to the practice of psychology, and school psychology, in particular.  With these goals in mind, we have developed a program comprised of four interacting components as follows:

1. Core knowledge areas provide an initial focus on psychological foundations as a basis for more specialized training.   Emphasis is placed on the roles, functions, and scope of the school psychology profession.  Courses emphasizing core knowledge include, but are not necessarily limited to, the following:

| Psychology Course Number | Course Title |
| --- | --- |
| PSYC 500 | Human Growth & Development |
| PSYC 501 | Principles of Behavior & Cognitive Change |
| PSYC 508 | Counseling & Personality Theories |
| PSYC 512 | Foundations of School Psychology: Ethics, Roles, & Law |
| PSYC 523 | Applied Statistics & Psychometrics |
| PSYC 525 | Basic Counseling Techniques |
| PSYC 527 | Child Psychopathology |
| PSYC 561 | Cultural Issues in Psychological Practice |

2. Acquisition of advanced knowledge and skills building on the psychological foundations component.  Courses that support acquisition of advanced knowledge and skills in applied settings include, but are not limited to, the following:

| Psychology Course Number | Course Title |
| --- | --- |
| PSYC 502 | Psychological & Educational Exceptionalities:  Child/Adolescent |
| PSYC 503 | Objective Assessment |
| PSYC 504 | Special Techniques in Assessment |
| PSYC 505 | Personality, Social, & Emotional Assessment |
| PSYC 602 | Social & Biological Basis of Child & Adolescent Behavior |
| PSYC 605 | Systems Theory & Consultation: Prevention and Intervention* |
| PSYC 606 | Academic Interventions* |
| PSYC 607 | Behavioral and Emotional Interventions* |
| PSYC 608 | Advanced Counseling Techniques for School Psychologists* |
| PSYC 612 | Reading Assessment and Interventions: A Neuropsychological Perspective* |
| PSYC 620 | Contemporary Issues in School Psychology |

* Course must be taken in conjunction with School Psychology Practica. Students enrolled in these courses are required to complete applied projects within their practicum placements.

3. Acquisition of knowledge and skills critical to functioning as a data-based problem-solver in applied settings.  This cluster of courses provides supervised, hands-on, and practical training that covers a broad range of professional knowledge and skills (e.g., psychoeducational assessment, consultation, academic intervention, social/emotional/behavioral intervention), primarily within school settings.  Courses that facilitate the acquisition of practical knowledge and skills include, but are not limited to, the following:

| Psychology Course Number | Course Title |
|---|---|
| PSYC 615 | Practicum in School Psychology I |
| PSYC 616 | Practicum in School Psychology II |
| PSYC 617 | Practicum in Consultation & Intervention I |
| PSYC 618 | Practicum in Consultation & Intervention II |
| PSYC 621 | Internship in School Psychology I |
| PSYC 622 | Internship in School Psychology II |

**\*NOTE: PSYC 615/617 & 616/618 are co-requisite courses**

4. A realistic experience as a scientist-practitioner in gathering and analyzing data relative to a topic of concern to the candidate and associated with issues relevant to children, professionals, and/or schools.  This experience builds on content delivered in PSYC 523 and culminates in the completion of an applied research project.

| Psychology Course Number | Course Title |
|---|---|
| PSYC 545 | Graduate Research Design & Evaluation |

This framework of requisite professional knowledge and skills is consistent with the scientist-practitioner model and with the concept of the school psychologist as a competent data-based problem-solver who is capable of working with children, groups, families, and educational personnel within a multi-system transactional environment that is ever-changing and multi-culturally diverse.

# PROPOSED COURSE SEQUENCE FOR FULL-TIME STUDY

As is presented in the table below, The Citadel School Psychology program is composed of 26 courses, totaling 72-credit hours of graduate study and culminating in conferral of the Specialist in Education Degree (Ed.S.).  Unless significant extenuating circumstances exist, **candidates are expected to engage in full-time study and should adhere as closely as possible to the course sequence presented below**.

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## FIRST YEAR

**Fall**
PSYC 500: Human Growth & Development
PSYC 503: Objective Assessment
PSYC 512: Foundations of School Psychology: Ethics, Roles, & Law
PSYC 523: Applied Statistics & Psychometrics

**Spring**
PSYC 502: Psychological & Educational Exceptionalities
PSYC 504: Special Techniques in Assessment
PSYC 527: Child Psychopathology
PSYC 545: Graduate Research Design & Evaluation

**Summer**
PSYC 501: Principles of Behavioral & Cognitive Change*
PSYC 505: Personality, Social, & Emotional Assessment*
PSYC 508: Counseling & Personality Theories**
PSYC 561: Cultural Issues in Psychological Practice**

## SECOND YEAR

**Fall**
PSYC 525: Basic Counseling Techniques
PSYC 605: Systems Theory & Consultation: Prevention & Intervention
PSYC 606: Academic Interventions
PSYC 615: Practicum in School Psychology I
PSYC 617: Practicum in Consultation & Intervention I

**Spring**
PSYC 607: Behavioral & Emotional Interventions
PSYC 608: Advanced Counseling Techniques for School Psychologists
PSYC 612: Reading Assessment & Interventions
PSYC 616: Practicum in School Psychology II
PSYC 618: Practicum in Consultation & Intervention II

**Summer**
PSYC 602: Social & Biological Basis of Behavior*
PSYC 620: Contemporary Issues in School Psychology*

## THIRD YEAR

**Fall**
PSY 621: Internship

**Spring**
PSYC 622: Internship

**NOTE** - this sequence MUST be followed if the candidate intends to graduate in three years.

\* = offered Summer I session
\*\* = offered Summer II session

**Additional Course Sequencing Requirements**

The Citadel School Psychology Program emphasizes a cohort model, whereby candidates are afforded the opportunity to develop and cultivate meaningful personal and professional relationships with other candidates as they progress through the program.  With this model in mind, across the program courses are developmentally sequenced such that candidates acquire foundational knowledge and skills during the first year that prepare them for their field-based experiences, beginning with the practicum sequence (PSYC 615-618) during the second year, followed by the internship sequence during the third year.  **Due to the ordered sequencing of the assessment courses, school psychology practica, and internship, the School Psychology Program cannot be completed in fewer than three years.**  Along these lines, in order to ensure program completion in the indicated three-year timeframe, **PSYC 503, 504, 505, 615/617, and 616/618 <u>must</u> be taken in the order listed above, whereby each course builds on the preceding course in an incremental fashion**.  Stated slightly differently, PSYC 503 serves as a pre-requisite course for PSYC 504, which serves as a subsequent pre-requisite course for PSYC 505, and so on.

In addition to the parameters outlined above, PSYC 512 (fall semester) MUST be taken during the first year of the program, regardless of whether the candidate selects full- or part-time study in the program.  Lastly, several courses involve the completion of projects and/or work products that require a practicum placement in the school setting.  Thus, **PSYC 605, 606, 607, 608, and 612 must be taken in conjunction with the practicum sequence (PSYC 615-618)**.

All assessment courses (i.e., PSYC 503, 504, 505), school psychology practica (i.e., PSYC 615, 616, 617, 618), intervention-based courses (i.e., 605, 606, 607, 608, 612), and the internship sequence (i.e., 621, 622) must be completed with a grade of "B" or higher.  In the event a candidate earns a grade lower than "B", they must repeat the course provided such a grade does not violate The Citadel Graduate College guidelines for retention or dismissal (please see the *Citadel Graduate College Academic Catalog Academic Standards Policy*).  It must be noted that repeating any of these courses will add a minimum of one year to the candidate's program of study.

## PROGRAM POLICIES AND PROCEDURES

In addition to the course requirements outlined above, candidates must also be aware of and adhere to the policies and procedures presented below, as well as those established by the Citadel Graduate College (CGC). For a more detailed explanation of the CGC policies to which candidates are bound, the reader is referred to the CGC Academic Catalog:

https://catalog.citadel.edu/index.php

**Faculty Advising**

Upon acceptance into the School Psychology program, each candidate is assigned a faculty advisor. The program faculty is committed to assisting candidates in developing the knowledge, skills, and foundational competencies necessary to be effective school psychologists. Candidates are encouraged to meet with their faculty advisors on a regular basis (minimally, once per academic year) to ensure that they are on schedule to fulfill all necessary program requirements for the conferral of the Specialist in Education degree. As needed, a candidate may also be asked to meet with their advisor to address issues that have the potential to adversely affect their ability to function effectively and/or professionally during classes or while engaged in field-based experiences, and/or their progress toward successful completion of the program for any reason.

**Full-Time Study**

The School Psychology Program's preferred approach to obtaining a Specialist in Education degree in School Psychology is full-time resident study. Full-time study affords the candidate the opportunity to devote focused time and energy to the important tasks of personal and professional development required to become a competent and ethical school psychologist.

**Part-Time Study**

Although The Citadel School Psychology Program is intended to be a full-time program of study, the faculty recognizes that occasionally a candidate may experience significant extenuating circumstances that preclude full-time study. Under such circumstances, the faculty will consider permitting the candidate to complete the program on a part-time basis. To be considered for part-time study, the candidate must consult with their faculty advisor and subsequently seek approval from the program faculty. Specifically, the candidate must present to the Program Director a written request for part-time study. The Program Director will subsequently present the candidate's request to the program faculty for discussion/decision. **Any candidate who is approved for part-time study must complete all of the coursework (i.e., 66 credit hours) leading to the internship sequence within four years of their matriculation date into the program**. Additionally, the candidate must complete the practicum sequence and co-requisite courses, as outlined above, in the same manner as full-time candidates. These courses must be completed during the academic year that immediately precedes the beginning of the candidate's internship year. The internship may be completed on a part-time basis over the course of two consecutive years, provided the district and/or alternative placement site in which the intern is working is willing to support a part-time arrangement. The candidate must disclose his/her intention to complete the internship part-time at the time they interview for the internship position(s).

Part-time study does NOT relieve the candidate of the responsibility for field-based hours/experiences when enrolled in those courses or other co-requisite courses that include the completion of school-based assignments (e.g., PSYC 605, 606, 607, 608, 612). Candidates are expected to meet all academic requirements consistent with the Program regardless of the nature of their other obligations.

## Admission Process

Admission to the School Psychology Program is based on a competitive review of application materials. All applicants must hold a baccalaureate degree from an accredited college or university. Minimum requirements for consideration for admission include an overall undergraduate grade point average of 3.0 in addition to completion of an admissions questionnaire and graduate school application. Applicants must also provide two letters of reference from individuals who can speak to their suitability for the program and graduate study more generally, as well as the qualifications and characteristics that will lend themselves to becoming effective and competent school psychologists. A standardized test score (e.g., GRE) is NOT required as part of the Program's admissions process.

## Course Registration

Upon admission into the program, The Citadel Graduate College (CGC) issues each candidate a Campus Wide Identification (CWID) number along with a username and password that allows them to access course schedules, register for courses, check their academic transcript and grades, check financial aid, and conduct degree audits. The degree audit program allows candidates to monitor their program of study, as well as course requirements completed or in progress. Course descriptions for all courses comprising the School Psychology Program can be found on page 44 of this Handbook as well as in the CGC Academic Catalog (https://catalog.citadel.edu/index.php).

## Transfer Credit Guidelines

Per CGC policy, up to 12 graduate credit hours, relevant to the School Psychology Program, may be transferred from other colleges or universities. **Creditable hours must have been earned within six (6) years of the date of admission to the CGC**. Acceptance of transfer credit is at the discretion of the School Psychology Program faculty. If a candidate wishes to have one or more graduate level courses considered for transfer credit, they must present to the faculty the course description that appears in the institution's academic catalog, a copy of the course syllabus that reflects the semester/year the candidate took the course, and an academic transcript showing the candidate earned a grade of "B" or better in the course (e.g., courses evaluated according to a "Pass/Fail" standard will not be considered for transfer credit). The faculty will review this documentation to ensure the course content, expectations, and work products adequately parallel course work required by the School Psychology Program. Undergraduate courses that address similar concepts and/or content as any course comprising the School Psychology Program curriculum will NOT be considered for transfer credit. Lastly, transfer credit will not be considered for PSYC 503, 523 or PSYC 545; these courses MUST be taken at The Citadel.

## Course Substitutions

Course substitutions may be permitted in rare circumstances for a limited number of courses and are contingent upon the approval of the candidate's academic advisor, as well as upon recommendation and concurrence by the Head of the Department of Psychology and the Dean of the School of Humanities and Social Sciences.  Course changes and substitutions made without prior approval **will not** be credited toward degree completion.  It is the candidate's responsibility to ensure that course work is completed in accordance with the degree requirements.  **Note – course substitutions are NOT permitted for any of the following courses: PSYC 503, 504, 505, 512, 523, 545, 605, 606, 607, 608, 612, 615, 616, 617, 618, 620, 621, and 622.**

Each candidate, in consultation with their assigned faculty advisor, is responsible for their progress through the program.  The candidate should maintain a current record of courses taken to date and should establish contact with their advisor at least once per academic year (or, once per semester if engaged in part-time study).

## Academic Calendar

Candidates who are enrolled on a full-time basis should expect to take courses year-round over the first two years in the program.  The fall and spring semesters are 15-weeks in length, separated by a holiday break in December/January that lasts approximately five weeks.  A one-week break is typically built into either semester (i.e., Thanksgiving Break, Spring Break).  The summer term is comprised of two, seven-week sessions.  The first session typically runs from early-May through late-June, whereas the second session typically runs from late-June through mid-August.  Candidates are highly encouraged to consult the master academic calendar for specific beginning and end dates for any given semester/term.

Candidates who are enrolled in field-based experiences (i.e., practicum, internship) are expected to adhere to the published academic/work calendar of the school system and/or agency in which they are placed, even when classes are not in session at The Citadel.

## Attendance Policy

The program faculty recognizes that candidates may encounter circumstances that result in having to miss class(es).  However, some circumstances constitute valid reasons for missing class, whereas others do not.  For example, personal illness or injury, or a legitimate family emergency (e.g., death, major accident or illness), are valid reasons for missing class.  Conversely, external employment obligations or engaging in any form of leisure activity (e.g., vacations scheduled during academic time) are not legitimate reasons.

In general, candidates are expected to attend all scheduled classes and/or engage in their field-placements, unless significant extenuating circumstances exist that preclude them from doing so.  Under such circumstances, the candidate must inform their professors and/or field-based supervisors immediately and must seek their approval to be excused from their program-related responsibilities.  **Vacations and/or other forms of leisure activity are NOT considered**

**extenuating circumstances and thus are NOT valid reasons for missing classes or field placement obligations.** Missing class(es) due to engaging in leisure activities is likely to jeopardize the candidate's standing in the program.

## Continuous Enrollment/Leave of Absence

Candidates enrolled in the School Psychology Program must complete all coursework leading to the internship sequence (i.e., 66 credit hours) within four years of their initial enrollment. An additional two years are permitted to complete the internship sequence. The School Psychology Program faculty recognizes that on occasion a candidate may encounter unforeseen circumstances that require a temporary interruption of their progress in the program. Under such circumstances, the candidate may take a leave of absence for a maximum of one year (including summer) without jeopardizing his/her continuous enrollment status.

If a candidate must disengage from the program for more than one year, they must submit a written request for a leave of absence to the Program Director in order to maintain continuous enrollment. The candidate's request will be forwarded to the other program faculty for discussion before a decision to grant/decline the request is rendered. If the request is granted, prior to the candidate's resumption of program study, the candidate must meet with the Program Director and their faculty advisor. At that time, the faculty will determine whether the coursework already completed by the candidate is sufficient for moving forward in the program, or if the candidate must retake one or more courses when the faculty determines that such action is warranted (e.g., significant changes/updates to course content). Note – as is indicated in the "Part-Time Study" policy above, candidates must complete the practicum sequence and co-requisite courses in the year immediately preceding their internship. If a leave of absence is required that effectively interrupts the candidate's transition from the practicum sequence to internship, the school psychology faculty retains the right to recommend the candidate re-take the practicum sequence to ensure sufficient preparation for internship.

All program requirements in effect at the time of the candidate's return must be completed even if they differ from those in effect when the candidate initially enrolled. If a candidate who is absent for more than one year does not obtain an approved leave of absence, the candidate will be required to apply for readmission to the program and must fulfill the admission requirements and degree requirements set forth in the CGC Academic Catalog in effect at the time the candidate seeks to re-enroll in the School Psychology Program.

## Master of Arts Degree in Psychology

Upon completion of 39 semester credit hours from the School Psychology Program requirements and recommendation of the Director of the School Psychology Program, candidates are eligible to apply for the Master of Arts (MA) in Psychology. **PSYC 545 (Graduate Research Design & Evaluation) must be completed as part of the 39 hours to be eligible for the MA in Psychology**. The remaining 36 credit hours necessary for conferral of the MA in Psychology may be earned through completion of any course(s) that contributes to the Ed.S. in School Psychology. Candidates must apply for the MA through their student tab in Lesesne Gateway (more

information: https://www.citadel.edu/registrar/diploma-and-certificate-information/#app) and are required to pay a $50 fee, which covers the cost of diploma printing. It is the candidate's responsibility to complete final arrangements for conferral of the degree.

The Citadel Graduate College designates three graduation periods that correspond with the end of the fall, spring, and summer terms.  Candidates are encouraged to stay abreast of the graduation application deadline pertaining to their anticipated completion of requirements necessary for conferral of the MA in Psychology.  If the candidate is unable to complete the degree requirements as indicated on their Application for Graduation, they will be required to re-apply and pay an additional $50 graduation fee.

**Note -** The MA in Psychology is not a terminal degree and it does not lead to state certification as a school psychologist or confer any practice privileges whatsoever.  Candidates who for any reason elect to discontinue the School Psychology Program after completing 39 credit hours will **NOT** be eligible for state educator certification/licensure, national certification as a school psychologist (i.e., NCSP), or to practice independently as a school psychologist.

## Requirements for Graduation

Candidates pursuing graduate degrees in the Department of Psychology must complete all course requirements within a 4-year period from the date of initial enrollment.  Internship requirements must then be completed within 2 years of the completion of course work, or 6 years from date of initial enrollment.  Appropriate degrees will be conferred on candidates who have successfully completed the requirements of the Program with a minimum GPA of 3.25 for the Specialist in Education (Ed.S.) degree.

In addition to meeting the aforementioned program requirements for graduation, candidates in the School Psychology program must satisfy an additional non-credit bearing requirement to be eligible for conferral of the Ed.S.  By Citadel Graduate College policy, all graduate level candidates must complete LDRS 500 (Principled Leadership Seminar), which can be satisfied online.  Additional information can be located at the following:

http://www.citadel.edu/root/graduatecollege-current-students/orientation

## Academic Standards

The School Psychology Program adheres to the "Academic Standards" policy that appears in the CGC Academic Catalog (https://catalog.citadel.edu/index.php).  All candidates are expected to maintain high academic standards in order to remain in good standing in the School Psychology Program.  A course grade of "C" is a warning that the candidate is not performing at the level expected for graduate level study.  If a candidate receives a grade of "C" or "C+" in seven (7) or more credit hours of graduate course work, they will be terminated from the School Psychology Program.  A grade of "F" is a clear statement of inadequate performance.  If a candidate receives a grade of "F" in a graduate course, the candidate will be immediately terminated from the Program per CGC policy.

**Candidate Appeal of Course Grades**

A candidate who wishes to appeal the final grade assigned in a course must first confer with the instructor of the course in which the grade was received.  If the appeal does not result in resolution of the candidate's concern, the candidate should follow the process outlined in The Citadel Graduate College Academic Catalog for appeals of final course grades (https://catalog.citadel.edu/index.php).

**Support Services for Candidates with Disabilities**

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access of programs and services.  The Citadel is committed to providing equal access opportunities for individuals with disabilities.  Candidates with disabilities who are in need of academic adjustments and accommodations are required to contact The Citadel's Student Success Center (Thompson Hall, Room 117 or 953-5305, sscenter@citadel.edu) to register for services and coordinate all appropriate academic adjustments and accommodations.  Candidates with disabilities who choose not to declare their disability and register with the Student Success Center waive their rights to any academic accommodations or entitlements.

**Impaired Candidate Policy**

This policy provides procedural guidelines if a candidate's behavior interferes with their ability to function competently while enrolled in the program.  It applies to all full or part-time candidates who are enrolled in the School Psychology Program at The Citadel.  Candidate impairment is defined as interference in the academic or professional functioning of the candidate due to, but not limited to, serious emotional/psychological disorders, chemical abuse or dependence, sexual intimacy with clients/students, conviction of a felony, or any form of negligent, unethical, or unprofessional conduct. When a candidate exhibits signs/symptoms indicative of possible impairment that may interfere with their academic/professional functioning, the Program Director will initiate steps to assess the presence and degree of impairment and to effect remediation when necessary. The candidate will be informed of any allegations of such impairment and be given the opportunity to address the allegations.  Faculty/staff members at The Citadel, field-based supervisors (or other designated school/agency administrators), or other candidates may raise concerns regarding a suspected impaired candidate. These concerns should be directed to the attention of the candidate's faculty advisor and the Program Director.

When the candidate's behavior and/or problems are potentially serious enough to jeopardize student/school welfare at a field placement site, damage the reputation of The Citadel, and/or warrant serious disciplinary action (such as limitation of field-based activity, suspension, or termination), the allegation will be reported immediately to the Coordinator of Practica or the Coordinator of Internships as well as the Program Director.  If, at any time, the candidate's field-based supervisor believes a practicum candidate/intern is too impaired to continue their assigned duties, they may immediately suspend the candidate from their duties and placement-related activities.  In such instances, the Coordinator of Practica and/or Internships will consult with the

candidate's field-based supervisor and/or other relevant school district representatives to review and attempt to resolve the concerns. However, it should be noted that the field-based supervisor as well as any school building or system-level administrator has the authority to mandate that the candidate's practicum/internship placement be terminated effective immediately. Under these circumstances, the Coordinator of Practica and/or Internships retains the right to record a grade of "F" as the candidate's final course grade.

When the candidate's behavior and/or problems are significant, but not to the degree described above, the Program Director will review the allegations with the candidate, discuss with them the expressed concerns, and recommend to the candidate a plan for remediation when correction of behavior is necessary. When, in the opinion of the Program Director, the informal plan for remediation is successful, the matter will be considered resolved. However, if in the opinion of the Program Director, the plan for remediation is not successful, written documentation of the problem and the need for formal remediation will be reviewed with the candidate.

Recommendations regarding formal remediation may include, but are not limited to:

- Recommendation for psychosocial counseling/therapy to be conducted by a professional who does not teach at The Citadel. If counseling or psychotherapy is recommended as a requirement for remaining in good standing in the Program, the candidate's advisor or, if requested by the candidate, another School Psychology Program faculty member must be permitted to establish communication with the candidate's counselor/psychotherapist to ensure that specific difficulties and/or areas are addressed and appropriately resolved such that future professional development is likely. Such communication would be then shared with the School Psychology Program faculty only to the extent necessary to provide information regarding the candidate's standing in the program and progress toward appropriate remediation and to plan, if necessary, specific educational and training aspects to enhance the candidate's professional development in light of noted problems.

- Recommendation of a leave of absence

- Recommendation to pursue another career

- Termination from the Program

Candidates who wish to appeal a suspension and/or a lesser disciplinary action recommended by the Program Director should contact the Head of the Psychology Department, who will review the matter and initiate the appropriate protocol (See the CGC Academic Catalog).

## Employment Outside of the Program

Most candidates who are enrolled in the program hold some form of employment, either through graduate assistantships on campus or other employment settings off campus.  Although the program faculty cannot and will not restrict the number of hours per week that any given candidate works, the faculty strongly advises that candidates should limit their employment obligations to no more than 25 hours per week during the first year of the program, and no more than 20 hours per week during the second year.  Most candidates complete a full-time internship during the third year; thus, holding any form of secondary employment is strongly discouraged.  Working additional hours beyond these prescribed guidelines is likely to compromise the candidate's professional preparation and/or quality of work, as well as availability for field-based experiences (in particular, practicum).

## Social Media and Electronic Communications

The School Psychology Program does not have the authority to restrict or limit candidates' use of social media (e.g., Facebook, Instagram, Snapchat, TikTok, X) or other forms of electronic communication (e.g., email, texting, Zoom, FaceTime) for personal use.  However, candidates are strongly encouraged to exercise sound judgment when posting content onto social media or exchanging information electronically and should also be careful to monitor all content posted by their family or friends in which their name, image, and/or likeness is included.  Content posted to social media in particular (e.g., consumption of alcohol or elicit substances) can reflect negatively upon the candidate as well as the Program and college, more generally.  As part of screening processes for field-based placements and full-time employment, school partners and employers routinely conduct reviews of potential employees' social media use/content, and in some instances employment decisions can hinge upon what they see.

Candidates enrolled in the School Psychology program should NEVER, under any circumstances, communicate via social media or other form of electronic communication any complaints, criticisms, or other negatively connoted messages about the Program, a faculty member, another candidate, their field-based placement, their field-based supervisor, or any other individual affiliated with the Program or partner of the Program.  Similarly, candidates are strictly prohibited from posting onto social media or electronically exchanging ANY information about clients/children/youth with whom they work or interact.  Lastly, candidates must refrain from using social media/electronic platforms to gossip or confabulate information related to clients/children/youth, other candidates within the Program, or any faculty/staff.  Violations of these expectations may result in disciplinary action, which can include suspension, loss of privileges, or termination from the Program.

## State and National School Psychologist Certification

Candidates who wish to secure School Psychologist II certification in the State of South Carolina should contact the State Department of Education directly or the Zucker Family School of Education for specific information regarding academic requirements for certification and application materials. A passing Praxis II score on the School Psychologist Subject Examination administered by ETS (Test #: 5402) is required to be eligible for state as well as national certification. For information regarding all certification requirements and to obtain an application, students may contact the South Carolina Department of Education (https://ed.sc.gov/educators/certification/). Any candidate who wishes to practice as a school psychologist outside of South Carolina is encouraged to review the certification/licensure guidelines pertaining to the state or territory where they intend to practice.

Upon completion of the program and conferral of the Ed.S., candidates are also eligible for the Nationally Certified School Psychologist (NCSP) credential endorsed by NASP. For additional information about the NCSP, including how to apply, candidates are encouraged to visit:

http://www.nasponline.org/standards-and-certification/national-certification

## Affiliations with Professional Associations

While enrolled in the School Psychology Program, all candidates are required to become a member of at least one professional organization that is in some way affiliated with the field of psychology. Many organizations have reduced fees for student members. Suggested organizations that candidates may wish to consider include the following:

   National Association for School Psychologists (NASP) (www.nasponline.org)
   American Psychological Association (APA), particularly Division 16 (www.apa.org)
   Southeastern Psychological Association (SEPA) (www.sepaonline.com)
   South Carolina Association for School Psychologists (SCASP) (www.scaspweb.org)
   South Carolina Psychological Association (SCPA) (http://scpsychologists.net)

Candidates are also encouraged to join Psi Chi, the National Honorary Society in Psychology. Membership requires a 3.7 grade point average in psychology. A Psi Chi application is available online.

## Candidate Information via E-mail

Candidates are expected to keep up with announcements, news, and events in the School Psychology Program by periodically checking for e-mail messages on their Citadel issued email accounts. Announcements will automatically be mailed to all registered school psychology candidates. In addition, candidates can contact faculty in the School Psychology Program or the Department through e-mail. Each faculty's e-mail address is listed in The Citadel directory as well as the "Faculty & Staff" section of the department webpage. Candidates are responsible for information sent out by e-mail regarding Program issues.

## Student Health Insurance

The Citadel is a member of the South Carolina Consortium of Colleges for Student Health Insurance.  This program offers affordable, student health coverage for S.C. college students who are not covered under family or other insurance plans.  The plan is administered by Academic Health Plans (AHP) through Blue Cross/Blue Shield and covers Citadel students for all activities while enrolled.  This includes international students and student athletes (intercollegiate sports, club sports, and intramural sports).  Students are covered both on and off campus and while participating in field-based experiences.  The Citadel endorses the State plan but does not sell or administer the insurance policies themselves.  Additional details regarding this health coverage option can be located on the AHP website for Citadel students (https://citadel.myahpcare.com).

**STUDENT SIGNATURE PAGE**

By signing this form, I attest that I have read in its entirety the School Psychology Program Handbook and agree to abide by the requirements as stated in the Program Handbook as they apply to the Masters of Arts and Specialist in Education degrees.

_____
Candidate Signature


_____
Date


Return this form to your faculty advisor

**CANDIDATE ASSESSMENT AND PROGRAM EVALUATION**

The School Psychology Program faculty believes that continuous assessment is necessary for understanding, planning, problem solving, and evaluating the progress of candidates while enrolled in the School Psychology Program. Continuous assessment is also necessary in evaluating the Program itself, with an eye toward meeting Program goals and ensuring that the Program remains current as it moves forward in ever-changing educational, social, political, economic, and professional environments. With these ideas in mind, Program assessment at The Citadel integrates the evaluation of the candidates relative to their ability to meet the demands of the profession in the field with additional Program evaluation perspectives (e.g., Advisory Board review and input, review of germane training guidelines and other "best" practices, external input from field supervisors, examination and analysis of aggregated data, etc.).

**I: Ongoing School Psychology Program Assessment: Focus and Considerations**

Formative assessment of candidates' content knowledge and applied skills is a necessary and important piece of the overall evaluation process. Candidates trained competently as school psychologists are the program's product, and the candidates' level of competence forms a primary indicator of how well the faculty and the program are adhering to current graduate training guidelines (i.e., NASP Standards for Graduate Preparation of School Psychologists, 2020) and more generally meeting indicated training responsibilities. Candidate progression toward professional status is an important source of information and data regarding effectiveness of training. The emphasis on candidates as an important element in program evaluation and effectiveness of training should not be construed as an over-focus on the evaluation of candidates, only. However, to attempt program evaluation in the absence of data on candidates collected across multiple settings by multiple methods would be fruitless and foolhardy. The focus on candidates is analogous to "quality control" studies conducted in the generation of any product and is necessary to maintain the public appeal, integrity, and usability of the product. In the field of school psychology, as with any profession, the viability of the profession rests on the skills, effectiveness, and integrity of the individual practitioners. A single practitioner lacking skills, knowledge, or ethics can set a profession back immeasurably, thus damaging public confidence, the image of the profession and, most importantly, the potential welfare of those served by the profession. Candidate progress and program effectiveness and accountability are inextricably entwined – one cannot be assessed without the other.

Aggregated candidate data, then, becomes one component, coupled with other sources of input, of the yardstick for measuring the efficacy of the training experiences provided by the Program for candidates.

The Citadel's School Psychology Program views the preparation of candidates into competent school psychologists as a developmental process of professional growth and skill attainment which requires monitoring of training at all points, but particularly at key transition points demarcating increased and/or advanced requirements for knowledge, competency, skills, insight, and interpersonal, cultural, and ethnic sensitivity/awareness by the candidates. As a result, the Program advocates a "formative evaluation" model of candidate assessment designed to provide consistent support and corrective feedback to candidates in training. Candidate progression toward professional status is an important source of information, and data regarding effectiveness of training is collected at key points along the way.

A multi-source, multi-method, multi-trait model of candidate and program assessment is utilized to facilitate this process. This approach synthesizes information derived from candidate performance as candidates move through the Program, input from field-based supervisors, feedback from internship candidates via exit surveys and interviews, review and input from the Program's Advisory Board, and monitoring of relevant sources (NASP publications, *APA Monitor,* school psychology and education-focused research journals, best practices, etc.) as a means of keeping abreast of new directions, information, and methods impacting the field. Additional sources of input include the assessment of Program faculty, monitoring of developmental training, and the continuation of institutional support for faculty and for the Program. The evaluation of candidates and the Program from this multi-dimensional perspective is then used to evaluate areas of strength and weakness in the Program and to make modifications when indicated.

The faculty view School Psychology as a dynamic profession that must adapt to ever changing environments in response to societal demands, research, and political/legal requirements. This dynamic nature of the field necessitates constant monitoring of candidates, frequent revisiting of Program training requirements and goals, and re-evaluation of course content all based on dynamic and systematic analyses of data from all available sources.

Program evaluation combines the aggregated institutional and candidate information data derived from above with other relevant sources of data as follows:
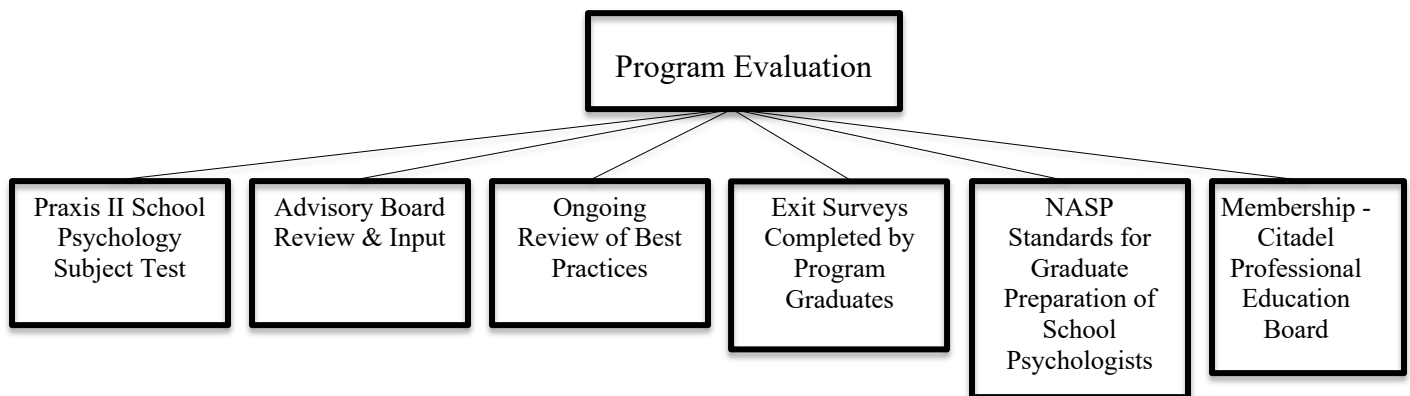


The School Psychology Program advocates a process of program modifications, when and where indicated, that are based on informed decisions guided by reliable and valid data from the multiple sources indicated above. Changes based on convenience are not a viable basis of any modification for effective training.

**II: Performance Based Candidate Assessment**
Performance based candidate assessments are conducted at several key transition points. Although several types of assessments are conducted to evaluate candidate progress and readiness to advance in the School Psychology Program, the seven core assessments utilized to track candidate progress include: *the PRAXIS II National Examination, Course Grade Matrix (aligned with NASP training domains), Field-Based Supervisor Rating Form (Fall & Spring Practicum), Field-Based Supervisor Rating Form – Internship I & II, the School Psychology Professional Portfolio (which includes two Internship Case Studies), and the Intern Exit Survey.*

**A: Transition Point I: Admission to the Program**

**1: Entrance into the Program**: Admission to the School Psychology program is based on a review of multiple products and indicators, to include overall undergraduate GPA, academic performance at any other post-secondary institutions attended (based on a review of applicant transcripts), two letters of recommendation, responses to an application questionnaire, and a personal interview with Program faculty. Upon admission to the School Psychology Program at The Citadel, entry requirement data are collected and maintained. These data include age, gender, ethnicity, region of the country, undergraduate GPA, undergraduate major, undergraduate institution, and final disposition (e.g., accept, decline, wait list). Candidates are then tracked through the process from application to Program completion with data indicating eventual disposition as follows: matriculation, applicants leaving the Program for any reason, and applicants graduating. Admissions data are tabulated for each category (applied, matriculated, etc.) for comparison purposes.

Each candidate applying to the School Psychology Program completes four questions (Items 1-4) relating to their professional goals as part of the *Admissions Questionnaire* (see Appendix A). These four prompts assess general interest in the field and motivation, career aspirations, and personal characteristics that the applicant believes will facilitate their work as a school psychologist.

Admissions criteria to the Graduate Program in School Psychology include a minimum undergraduate GPA of 3.0, two letters of recommendation, transcripts from all previous college work (undergraduate and graduate) the completed *Admissions Questionnaire,* and a competitive review of all completed applications. In rare instances, the Program grants provisional acceptance from students who show evidence of promise but who do not meet one or more of the quantitative criteria outlined above.

**B: Transition Point II: End of First Year**

**1. Review of all Program Requirements with Candidates:** All candidates who enroll in the Program are required to take PSYC 512 (Foundations of School Psychology: Ethics, Roles, & Law) during the fall semester of their first year. Within this course, the *Program Handbook* is reviewed with candidates during an orientation session held the first week of class. This ensures that all students know what is expected of them and understand the specific requirements of the Program. Candidates are required to sign a pledge sheet acknowledging that they have read each section in the *Program Handbook*. During this initial orientation session, emphasis is placed on detailing each aspect of student evaluation, particularly the rationale behind such evaluation (e.g., primarily aggregation of data for program evaluation). Candidates are also made aware of potential stumbling blocks along the way and offered guidance for avoiding problems. Faculty also provides suggestions for ways to address any problems should they come up well in advance of such problems becoming major.

**2.  Annual Review of Candidate Progress**: At the conclusion of the fall semester, every pre-intern candidate is evaluated by the collective Program faculty using the *Candidate Progress Report* (see Appendix B).  In order to assist candidates in developing the abilities, competencies, dispositions and skills outlined in the Program Objectives, the School Psychology Program faculty continuously monitors candidate progress through the Program and gives specific feedback with regard to strengths and weaknesses in academics, as well as candidates' professional competence, work characteristics, interpersonal skills, relationships, communications, adaptability, initiative, and dependability. Candidates receive a letter from the Program Director detailing their annual review.  Any candidate who is experiencing difficulty is required to contact their advisor to review the letter and examine contributing factors and potential solutions to any difficulties noted.  Solutions may involve prescribing a remedial course of action for the candidate with specific, identified weaknesses when it is in the best interest of the candidate, the Program, and the profession to do so. Such steps may include, but are not limited to, taking an extra course, repeating a course, entering counseling, or slowing down academic progress.  In rare instances, candidates may be encouraged to re-examine their chosen career path. All candidates are encouraged to review their *Student Progress Report* with their faculty advisor.  The purpose of the ongoing evaluation of candidates is to provide them with support, recognize strengths, and provide corrective feedback so that they develop the necessary skills to function effectively as a school psychologist and as a data-based problem-solver. The data from the *Student Progress Report* are maintained in a database and examined for converging areas of concern. Candidate progress data are used aggregately to evaluate the Program.

**3.  Grade Point Average:**  Candidates must maintain a minimum Grade Point Average (GPA) of 3.0 with no more than six credit hours of course grades below "B".  A 3.25 GPA is required for graduation, so in addition to the minimum 3.0, candidates' grades must include the mathematical probability of reaching 3.25 by the time of graduation.  Each semester, every school psychology candidate's academic progress is monitored by The Citadel Graduate College (CGC). The Program adheres to the guidelines of the CGC in order to maintain high academic standards.  A grade of *C* is a warning that the individual is not performing at the level expected of a graduate student; a grade of *F* is a clear indication of inadequate performance, and the candidate is terminated from the Program. If a candidate receives six credit hours of *C*-grade work in graduate courses, they receive a letter from CGC notifying them that a third grade of *C* will result in dismissal from their graduate program.   Additionally, if the candidate's GPA falls below 3.0 at any time after the completion of 12 credit hours, the candidate receives a notification from CGC indicating that they must raise their cumulative GPA above 3.0 over the next 9 credit hours; otherwise, they will be dismissed from their graduate program.  A full description of the Academic Standards policy is presented in the CGC Academic Catalog (https://catalog.citadel.edu/index.php).

**C. Transition Point III: Second Year**

**1. Annual Review of Candidate Progress:** Review of each candidate's progress through feedback from the candidate's advisor and other faculty continues through this part of their training. Of particular importance during these reviews is the candidate's comportment in the field-based practicum settings and the indication of progress toward the skill levels and personal and professional work characteristics that will be expected for internship. Field-based practicum placements must be completed with a grade of *B* or higher to be eligible for internship. The *Candidate Progress Report* is the primary vehicle for this review with increased emphasis on professional deportment, competence, work characteristics (timeliness, proper dress, etc.), effective interpersonal skills, relationships, communications, adaptability, initiative, and dependability. As with earlier reviews, the faculty may prescribe a remedial course of action for a candidate who has specific identified weaknesses when it is in the best interest of the candidate, the Program, and the profession to do so. Each candidate receives a letter and those for whom concerns exist are required to review their *Candidate Progress Report* with their advisor. These data are also entered into the Program's database for tracking and evaluation. Data are also aggregated for the purpose of program evaluation.

In addition to the above, there are multiple performance appraisals embedded within the school psychology courses that address professional skill development. Each is reviewed and evaluated by the course instructor. Examples include:

a) Mock assessments
b) Video recordings of assessments or interventions
c) Video recordings of simulated counseling sessions
d) Audio and/or video recordings of consultation interviews
e) In-service presentations by candidates in class
f) Role-plays of providing test results to parents in class
g) Case-study analysis

**2. Field-Based Supervisor Rating Form – Practicum:** Field-based supervisors' ratings of practicum candidates, via the *Field-Based Supervisor Rating Form* (see Appendix D), along with evaluated practicum assignments (e.g., psychoeducational evaluation reports, consultation and intervention projects, in-service presentations) are used to assess candidates' emerging pedagogical and professional knowledge, skills, and dispositions. Field-based supervisors complete a practicum rating form twice per academic year, at the end of fall and spring semesters. Toward the mid-point of the fall semester, practicum supervisors also complete the Mid-Term Practicum Evaluation Form (See Appendix C). This document is sent electronically to supervisors by the Coordinator of Practica. In addition to highlighting the practicum candidate's strengths, the mid-term evaluation is used to identify weaknesses early during the practicum experience such that a remediation plan can be immediately implemented, if necessary. Thus, the Coordinator of Practica carefully reviews the mid-term evaluation ratings, with appropriate action taken as indicated. End-of-semester practicum supervisor ratings are maintained for tracking and analysis(ses).

**D: Transition Point IV: Internship**

All school psychology interns are monitored on a continual basis by their field-based supervisors through weekly supervision and direct observations. The intern's performance and progress are reviewed on a routine basis between the field-based supervisor and University-based supervisor.

**1. Intern Evaluation by Coordinator of Internships:** Every school psychology intern is evaluated by his/her university-based supervisor on a regular basis through consultation with the field supervisor. The university-based supervisor maintains contact with interns by telephone, through electronic communication (e.g., e-mail), during on-site visits to the intern's field placement, and during regularly scheduled on-campus meetings with the interns. Feedback that is provided to the university-based supervisor by the field-based supervisor is conveyed to the intern. Care is taken to apprise each intern of their demonstrated strengths, any skill or disposition areas that require further attention, and their overall development as a school psychologist. The university-based supervisor makes one on-site visit per intern each semester, and more if it is deemed to be in the best interest of the intern. Additionally, interns are required to return to campus twice each semester for supervision sessions designed to address issues or problems, clarify developments in the field or in public policy, provide support to the interns through this intensive period of training, highlight upcoming opportunities for conferences and workshops, share experiences, etc. On-campus meetings are also a time for workshops and/or guest speakers on such topics as crisis intervention, threat assessment, etc.

**2. Field-Based Supervisor Rating Form - Internship:** Internship field-based supervisors' ratings of interns, via the *Internship I & II Field-Based Supervisor Rating Form* (see Appendix H) and evaluated internship assignments (e.g., academic and behavioral case studies, psychoeducational evaluation reports, individual counseling, in-service presentations) are used to assess candidates' pedagogical and professional knowledge, skills, and dispositions. Supervisors complete the internship rating form twice per academic year: once at the conclusion of the fall semester, and the other at the conclusion of the internship experience. Toward the mid-point of the fall semester, intern field supervisors also complete the *Internship I Mid-Term Field-Based Evaluation Form* (see Appendix G). This document is sent electronically to field supervisors by the university-based supervisor. In addition to highlighting the intern's strengths, the mid-term evaluation is used to identify weaknesses early in the internship process such that a remediation plan can be implemented early in the intern's experience, if necessary. Thus, the mid-term evaluation is reviewed by the university-based supervisor with appropriate action taken as indicated. Toward the conclusion of each semester, the field-based supervisor completes a more exhaustive evaluation of the intern. Similar to the *Mid-Term Field-Based Evaluation Form,* the *Internship I (or II) Field-Based Supervisor Rating Form* is completed online by the field-based supervisor and it is intended to serve as a comprehensive assessment of the intern's performance over the course of the semester. This rating form is aligned with the NASP Standards for Graduate Preparation of School Psychologists (2020) and addresses multiple skill areas, dispositions, and

competencies that are regarded as important in the context of becoming an effective school psychologist. The ratings yielded by this measure are reviewed by the university-based supervisor in conjunction with the field-based supervisor and then with the intern. The purpose of the rating form is to evaluate the intern's progress, highlight any weaknesses, and plan any remediation, if indicated. Another primary purpose is to highlight the intern's strengths, an often-overlooked part of the evaluation process. This information is entered into a spreadsheet for statistical tracking and analysis(ses).

**3. School Psychology Professional Portfolio:** At the end of the internship year, in partial fulfillment of their internship requirements as well as program requirements for conferral of the Ed.S., each intern submits to the university-based supervisor a School Psychology Professional Portfolio for formal review. The portfolio consists of a collection of documents and work samples produced by, or on behalf of, the candidate over the course of the School Psychology Program. Collectively, the documents and work samples that comprise the portfolio are used not only to contribute to the intern's professional development, but also to evaluate it. The portfolio is formally reviewed by the university-based supervisor based on criteria outlined in a scoring rubric (see *School Psychology Professional Portfolio* scoring rubric in the Internship Guidelines document, Appendix J). Data are entered into a spreadsheet for tracking and analysis(ses). In addition to field-based work samples, course assignments, and other professional documentation (e.g., graduate transcript, Praxis II score report, curriculum vita, evidence of professional development), the student's Portfolio should contain the following:

   i.   **Internship Case Studies:** Every School Psychology intern is required to develop two case studies (one reflecting an academically-based problem, and the other reflecting a behavioral/emotional concern). The university-based supervisor reviews the final written products (as well as a second member of the School Psychology faculty, if necessary). The case studies are used to assess the intern's application of knowledge and professional skill development, their ability to integrate domains of knowledge and integrate skills in delivering services, and their ability to effect positive change and apply his/her knowledge, skills and dispositions in practice. The case studies are long-term projects completed during the internship year and are incorporated into the intern's professional portfolio. The university-based supervisor reviews the case studies with each intern in a formative fashion and provides supervision and feedback during on-site visits and on-campus meetings (also through e-mail, video conferencing, and/or phone calls as necessary). The intern's final written products must be completed at an acceptable level (see *School Psychology Professional Portfolio* rubric in Appendix J) and must include empirical evidence of the intern's positive impact on student functioning. Data are entered into a spreadsheet for tracking and analysis(ses).

   ii.  **Case Demographics Forms:** Each intern completes multiple *Case Demographics Forms* as a reflection of a broad sample of the cases completed during his/her internship experience (i.e., an average of one case per month across the length of the internship).

    **iii.**    **Completion of internship documentation**:  All interns must complete the Internship Summary Form, the Internship Log Form documenting a minimum of 1200 clock hours of supervised experience, and a Categorical Summary of Hours as outlined in the *PSYC 621/622 Internship Guidelines* document (see Appendix J for forms and guidelines).

**4.  Grades:**  All school psychology candidates must successfully complete all course requirements with a minimum GPA of 3.25 by the end of Internship.  All candidates must have earned a grade of *B* or better in PSYC 621/622, the internship course sequence.  All candidates must receive recommendations for internship completion by both field and university-based supervisors before successful completion of the internship.  Continued internship placement under carefully defined conditions may be recommended for candidates who have not progressed at an acceptable rate or level.

**E.  Transition Point V: Candidacy for School Psychologist Certification**

1. Candidates must have completed all requirements for the Ed.S degree as outlined in the *Program Handbook* and the CGC *Academic Catalog.*

2. Professional Portfolios must be reviewed by the university-based supervisor and receive a passing score (i.e., minimally rated as "Meets Standard").

3.  Candidates must be recommended to the Certification Officer of The Citadel for certification as a Level II School Psychologist in South Carolina.

**4**.  **Praxis II National Examination**: Most states require the Praxis II National Examination for certification as a school psychologist and have established minimum passing scores to be eligible for certification.  The South Carolina Department of Education has set the minimum passing score at 155 (Test #5403).  The exam also is a requirement for National Certification (NCSP) with a passing score currently set at 155.  The aggregated scores comprise one of the two core assessments used to assess student acquisition of new knowledge**.**  In addition, many internship sites require candidates to have taken the Praxis II exam prior to internship.  School Psychology students at The Citadel <u>MUST</u> take this exam while enrolled in the program and <u>MUST</u> designate The Citadel (i.e., Citadel Graduate College) as a score recipient of their Praxis II test results each instance they take the exam for Program evaluation purposes.  Information regarding the Praxis II Exam is available at <u>www.ets.org/praxis/prxtest.html</u>. Students must include complete copies of their Praxis II score reports (to include content domain scores) in their School Psychology Professional Portfolio.  Praxis II scores are entered into the Program's database for student and program monitoring, as well as program evaluation.

**IV:  Program Evaluation:**  The evaluation of the School Psychology Program at The Citadel is one of the most important responsibilities of the School Psychology faculty.  The Program is dynamic; therefore, input from a variety of sources is essential to keep the Program vital and responsive to the needs of candidates and the profession. The Program utilizes a multi-modal evaluation design.  The School Psychology Committee (composed of all School Psychology

faculty) meets regularly during the academic year to address any concerns and/or issues related to the operation of the School Psychology Program.  Assessments are reviewed as needed and as available during the school year, and they are formally evaluated on a semester basis and incorporated into the Program's annual report.  Primary program evaluation assessments include:

**A.  Faculty:**  Every faculty member who teaches in the Program is evaluated by his/her students using the Student Evaluation of Instruction Form, administered by the college's Office of Planning and Assessment.  The Head of the Department of Psychology reviews all Student Evaluations of Instruction and course syllabi and provides feedback to each faculty member in their annual review.

**B.  NASP/CAEP Approval:**  Maintaining NASP approval is an evaluation method in and of itself.  The School Psychology Program is a NASP approved and CAEP accredited program and is continually evaluated against the *Standards for Training and Field Placement Programs in School Psychology* to assure adherence to those standards, thus ensuring the quality of the Program.

**C.  Candidate Feedback:**  The School Psychology Program recognizes the importance of candidate participation in curricular and policy decisions at all levels within the Program. Therefore, the Program has established a mechanism that allows candidates to voice their concerns and suggestions about curriculum and policy issues.  Each school year, a student representative is selected to attend the School Psychology Committee meetings.  The candidate representative serves as the liaison between candidates and the faculty when Program decisions are in progress.  The candidate representative obtains input from the candidate population and also reports back to the candidates any issues that are being considered.  In addition, the School Psychology Program faculty works to maintain a positive relationship between the faculty and candidates at The Citadel--one in which candidates feel free to voice their concerns to School Psychology faculty in a more informal manner.

**D.  Review of Databases:**  All Field-Based Rating Forms completed by practicum and internship supervisors are reviewed routinely to provide an aggregated database for use in the periodic evaluation and review of the curriculum, internship/practicum sites, and the Program in general.  The data are reviewed by Program faculty at the end of each academic year.  This is an ongoing evaluation process and databases are kept current for each review and evaluation.

**E.  School Psychology Committee:**  The School Psychology Committee, a standing committee of the Department of Psychology, has the responsibility for all matters relating to the operation of the School Psychology Program.  These include reviewing candidate progress and examining program evaluation data and implications of the data for curriculum and training.  This committee includes Dr. Timothy Hanchon (Program Director; Coordinator of Internships), Dr. Jillian Dawes, Dr. Lori Fernald, and Dr. Kathryn Parker (Coordinator of Practica).  One school psychology graduate candidate, who is a non-voting member, also participates on this committee.  They are charged with bringing information to the committee pertaining to candidate-related issues such as student expectations, perceptions, needs, and complaints.  This committee typically meets once each month during the academic year to review any issues that directly or indirectly pertain to the Program or its students.

**F. Praxis II Scores:** All school psychology candidates must take the Praxis II National Examination (i.e., School Psychology Subject test) prior to completion of the Program. A passing score (155 in the State of South Carolina) is necessary to be eligible for school psychologist certification but is not a requirement for program completion or conferral of the Ed.S. degree. The Program collects Praxis II scores on all candidates for analysis and feedback on core content areas. Praxis II scores are utilized as a program evaluation mechanism to facilitate the monitoring of the curriculum and the candidates' preparation as professionals. On an annual basis, the Program reviews the graduating candidates' Praxis II scores, which are maintained in the Program's database. Of particular importance are the content domain scores as these data shed light on particular subject areas related to curricula strengths and weaknesses. The Program also monitors the percentage of candidates that meet, if not exceed, South Carolina's 155 passing score.

**G. Exit Surveys with Interns:** At the end of the internship, all School Psychology interns respond to a questionnaire (see Appendix I) and are interviewed by a designated faculty member regarding their educational experience at The Citadel. Each interview covers areas for which students felt well prepared, areas for which they felt less prepared, and candidates are encouraged to provide suggestions for improvement of the Program. This format allows for the flexibility needed for students to clarify and expand on ideas and issues that arise during the interview. These quantitative and qualitative data are compiled and are reviewed by the School Psychology Committee at the end of each spring semester. Adjustments or modifications are made to the curriculum as appropriate in conjunction with other data and ongoing analyses.

**H. Advisory Board:** The School Psychology Program at The Citadel periodically convenes an Advisory Board comprised of individuals outside the College. The members of this committee, who are individuals within local school systems or other agencies, are actively involved in the practice of school psychology and the supervision of Citadel school psychology students. This committee exists to address questions regarding current practices, policy changes, etc., that will impact The Citadel's training. Some of this information will be collected informally as faculty interact with school personnel, some more formally through surveys that will be posted on-line, and through meetings scheduled during the academic year in which students, as well as implications for training, are reviewed.

**I. Course Grade Matrix:** The Program Course Grade Matrix is used to assess candidate content knowledge documented in NASP Program Standard 2 (Domains 1 – 10). Aggregated attainment data for each domain is collected each semester for all candidates in the Program.

# FIELD-BASED EXPERIENCES AND PRACTICA

The various field-based experiences enmeshed into the Program provide the candidate with a realistic perspective of the field. Specifically these experiences afford the candidate with an integrating experience for knowledge and skills acquired in the classroom, with situations that maximize self-evaluation and self-direction, and provide Program supervisors with feedback on candidate progress and development. The Citadel acknowledges the importance of close supervision in field and practicum placements as a means of maximizing candidate training and preventing inadvertent harm to subjects with whom the candidate might interact during any applied experience. Toward this end, the Coordinators of Practica and Internships oversee all field experiences in conjunction with designated field-based supervisors (certified and/or licensed school psychologists). Program faculty carefully monitors supervision ratios such that they align with NASP training guidelines. At no point is any candidate to engage in any field-based or practicum experience without the expressed permission of the Coordinator, without having met necessary program requirements, or without adequate supervision. Field experiences and practica are designed such that the focus and intensity of supervision will change as candidates acquire competent beginning, intermediate, and advanced skills. The following is a description of courses that include applied experiences (in order of program course sequence):

## Practical Experiences

**PSYC 502** (Psychological & Educational Exceptionalities: Child and Adolescent): candidates may complete 10-hours of service at a community agency that provides direct services to children with disabilities and/or exceptionalities, or conduct observations of children/youth with various forms of disability.

**PSYC 503** (Objective Assessment): an introductory course into assessment skills and the data collection process. Candidates gain practical experience with administering, scoring, and interpretation of measures of intelligence and visual-motor abilities, with emphasis on utilizing this information within the data-based problem-solving model, particularly the problem definition, problem analysis and intervention planning stages.

**PSYC 504** (Special Techniques in Assessment): candidates are required to assess appropriate subjects through use of major intelligence, achievement, and preschool assessment procedures and write formal reports of their findings with these subjects. An emphasis is placed on the manner by which the assessment results help with problem analysis and intervention stages within the data-based problem-solving process.

**PSYC 505** (Personality, Social, & Emotional Assessment): candidates gain direct experiences in assessment and evaluation with a focus on several diagnostic systems and methodologies (e.g., DSM-5, IDEA, etc.). Emphasis is on acquiring and interpreting information on behavioral tendencies and styles, with special attention to school age children and youth. Candidates gain practical experience in the use and interpretation of a range of assessment tools and data collection techniques, in line with best practice regarding the employment of multiple methods and sources within the context of the data-based problem solving model. Practical experiences are underpinned by and integrated with analysis of the literature relating to legal issues, validity of data, and clinical studies. Further emphasis is on utilization of such information in a model that emphasizes the use of assessment data for the purpose of intervention planning/development at multiple levels across systems.

**PSYC 512** (Foundations of School Psychology: Ethics, Roles, & Law): Candidates are introduced to the field of school psychology and to the many roles/responsibilities of the school psychologist.  Candidates are paired with a practicing school psychologist, whom they shadow, observe, and interview.

**PSYC 605** (Systems Theory & Consultation: Prevention & Intervention): Candidates complete a comprehensive consultation project with one teacher regarding a target student or students. Candidates contract with their consultee to appropriately identify the target problem and identify appropriate interventions.  They also develop a plan to implement, monitor, and modify the interventions as necessary.

**PSYC 606** (Academic Interventions): Candidates develop skills in designing, implementing, and evaluating evidence-based interventions that improve the academic achievement of primary and secondary school students. Candidates also learn how to use curriculum-based assessment (CBA) and measurement (CBM), engage in collaborative problem-solving, and analyze a student's academic strengths and weaknesses. They learn to link assessment data to the development of appropriate reading, writing, and mathematics interventions.

**PSYC 607** (Behavioral & Emotional Interventions): Candidates develop skills in creating, implementing, and evaluating evidence-based interventions that improve the behavior and emotional well-being of children and youth.  They learn to link assessment data to the development of appropriate interventions designed to target specific needs related to internalizing and externalizing behaviors.

**PSYC 612** (Reading Assessment & Intervention: A Neuropsychological Perspective): Candidates learn to evaluate the reading skills of children and youth using both qualitative and quantitative assessment techniques.  Candidates learn how to incorporate assessment data with existing psychological data on the target student served, learn how to incorporate assessment data within a response to intervention framework to develop evidence based reading interventions, and they review reading methods of instruction used to prevent reading problems before they occur.

## Practicum Sequence

**PSYC 615/616** (Practicum in School Psychology: I and II): these practica are part of the final "capping off" of candidates' practical experiences before they begin their school psychology internship.  Applying the data-based problem-solving model, candidates engage in the administration and scoring of traditional and alternative measures of intelligence, achievement, adaptive behavior, visual-perceptual, and socio-emotional functioning that are commonly used by school psychologists. Candidates apply data to problem analysis and recommend or implement appropriate interventions, monitor the effectiveness of the interventions, and adhere to standards of best practice in school psychology. Candidates experience various roles frequently expected of school psychologists in public schools or affiliated agencies with supervision provided by practicing certified/licensed psychologists.

**PSYC 617/618** (Practicum in Consultation and Intervention: I and II): candidates learn to employ empirically-based treatments and to evaluate innovative treatment programs applied to a variety of children and conditions. Intervention and prevention programs target multiple levels within the placement site, including the individual student, classroom, school, and/or system. Demonstration of learning and skill are exhibited in the development of case studies involving

children who are experiencing academic and/or emotional difficulties. Through these case studies, candidates combine the scientist-practitioner model with a data-based problem-solving approach to intervene with children in need of intervention.

## School Psychology Internship

(Note: a full description of internship and its requirements can be found in the *Internship Guidelines* document; contact the Program's Coordinator of Internships for a copy.)

The internship is the final formal training experience for candidates and is meant to successfully transition individuals from "student" to "professional" status. Internships are closely supervised by a field-based supervisor (i.e., a certified or licensed school psychologist or, in some settings, a licensed clinical, counseling, or clinical child psychologist), with an average of two hours of face-to-face supervision required (minimum) per week. Interns also receive supervision from a university-based supervisor (students accepting internship placements outside of the immediate surrounding school districts must make arrangements for supervision with the Coordinator of Internships). The candidate must accrue a minimum of 1200 clock hours in internship activities (a minimum of 600 hours must be accrued in school settings), in accordance with NASP Standards for Graduate Preparation (2020).

Candidates who wish to complete their internship requirements must enroll in PSYC 621: Internship in School Psychology I (3 semester hours) for their first semester, and PSYC 622: Internship in School Psychology II (3 semester hours) for their second semester. All candidates must take both internship components and must complete PSYC 621 requirements prior to beginning PSYC 622 requirements. The minimum 1200 clock hours can be divided between a public school setting and a non-school setting (e.g., child agency, child development facility, special school setting, etc.) as long as a minimum of 600 hours are completed in the school setting under the supervision of a certified or licensed school psychologist.

It is also expected that the candidate will follow the work calendar of the agency/school systems providing the internship experience including working past the actual date of graduation and degree award date. In most instances, candidates will be issued a grade of "IP" (i.e., In Progress) for PSYC 622 until all internship requirements have been satisfied, including the final day of placement as indicated on the internship Letter of Agreement that is signed by all parties involved in the internship placement (e.g., school district, candidate, program representative; see Appendix G). A maximum of two calendar years are permitted to complete the 1200 clock hours.

Additional guidelines that candidates must be aware of are as follows:

1. All pre-internship course work MUST be completed prior to beginning internship with grades for all courses recorded on the student's official academic transcript.

2. Interns are required to attend twice-per-semester on-campus meetings. These meetings are arranged by the university-based supervisor (Coordinator of Internships) with the goal of facilitating transition from student to professional status. Meetings will be organized around group supervision activities, candidate presentations with particular focus on problem-solving at individual and systems levels, and/or colloquiums or professional development opportunities presented by invited speakers addressing trends and/or concerns within the profession of School Psychology.

3. Interns are required to complete two comprehensive case studies. The university-based supervisor will review the candidate's work while completing these projects and provide supervision/feedback during on-site visits and on-campus meetings (and via E-mail or phone calls as necessary). The candidate's final written case studies must be completed at an acceptable level (see requirements and evaluation rubric in the School Psychology Professional Portfolio document) prior to receiving a grade for PSYC 622.

4. The university-based supervisor will make at least one on-site visit per semester with the intern and their field-based supervisor (for in-state interns). During this meeting, an evaluation of the intern's progress will be made revolving around the goals and objectives of the internship and the progress of the student toward independent professional functioning. "Site visits" with out-of-state interns are conducted via video conferencing or phone.

5. Candidates whose internship sites are outside the State of South Carolina may be required to pay a supervisory fee that will go toward travel costs of the university-based supervisor for on-site visits.

The Coordinator of Internships maintains a database of addresses, previous internship sites, contact persons, etc.

Any candidate who completes their internship in the State of South Carolina must apply for an Internship Certificate with the South Carolina Department of Educator Licensure prior to the start of internship. This provisional certification requires a recommendation from the Coordinator of Practica. An application for certification can be obtained from the following URL:

http://ed.sc.gov/educators/certification/

Each candidate must maintain a formal log of all professional activities while on internship. The hourly log should be in sufficient detail that the candidate can demonstrate evidence of 1200 supervised clock hours across the suggested experiences contained in the internship guidelines. Candidates should be careful to protect the confidentiality of children/youth/families with whom they work in detailing their internship activities.

**The Log Sheets, Internship Summary Form by Category Hours Logged, and the School Psychology Internship Summary Form, with appropriate addresses and signatures, MUST be submitted to the Coordinator of Internships, prior to receiving a grade for PSYC 622. Failure to do so may delay degree conferral. Activities expected of the candidate are described in Appendix J.**

The Citadel advocates a "formative evaluation" model designed to provide support and corrective feedback to the candidate while on internship.  The structure used to attain this goal includes the following:

1. Consultation with all field-based supervisors about goals and expectations;
2. Weekly scheduling by the candidate of at least two hours of supervision with the field-based supervisor;
3. Site visit by the Coordinator of Internships per the Internship Guidelines at least once per semester (candidates on internship at more distant sites are expected to develop a written supervision plan with the Coordinator of Internships **prior** to leaving for their internship.  Failure to do so could jeopardize receiving credit for part or all of the internship);
4. Regular communication between the field-based supervisor and the Coordinator of Internships at The Citadel through e-mail, virtual conferencing, telephone, and on-line evaluations, etc.;
5. Informal as well as formal evaluations of the candidate by the field-based supervisor (forms provided by the Coordinator of Internships);
6. Attendance at on-campus meetings for in-state interns held periodically throughout the internship experience; out-of-state interns may use video conferencing;
7. Review of the completed School Psychology Professional Portfolio, log sheets, and School Psychology Internship Summary Form.

# SCHOOL PSYCHOLOGY PROGRAM COURSE DESCRIPTIONS

### PSYC-500—Human Growth and Development
Three Credit Hours
An analysis of the principles of human development with emphasis on the contributions of biological, social, psychological, and multicultural influences as applied to an understanding of cognitive, emotional, social, and physical development across the life-span. Particular emphasis will be given to the psychobiological nature and social context of development as well as cultural and ethnic variations impacting on developmental processes.

### PSYC-501—Principles of Behavior and Cognitive Change
Three Credit Hours
This course will provide a systematic review of key concepts and principles of contemporary behavior and social learning theory. This material serves as a backdrop for an examination of a functional analytic approach to behavioral assessment and cognitive-behavioral
therapeutic interventions. The theoretical rationale and empirical basis of traditional and more recently developed cognitive-behavioral interventions will be reviewed. Examples of these interventions
include exposure techniques, contingency management, child-parent training, social skills training, cognitive therapy interventions, motivational interviewing, acceptance and commitment therapy, mindfulness, and dialectical behavioral therapy.

### PSYC-502—Psychological and Educational Exceptionalities: Children and Adolescents
Three Credit Hours
This course is an overview of child and adolescent educational and behavioral disorders. The course will focus on definition, etiology, epidemiology, diagnosis, and treatment/intervention. Overlap and
distinguishing characteristics of educationally and psychiatrically defined disorders (e.g., DSM-IV) will be emphasized.

### PSYC-503—Objective Assessment
Three Credit Hours
This course is critical to data collection in the School Psychology program's data-based problem-solving model. It is an introduction to the administration, scoring, and interpretation of measures of intelligence and visual-motor abilities. The student will have practical experiences in the use of appropriate instruments. Each
student must demonstrate proficiency with these instruments with emphasis on utilizing this information within the data-based problem-solving model, particularly the problem definition, problem analysis and intervention planning stages.
Prerequisite: Officially admitted into School Psychology Program

### PSYC-504—Special Techniques in Assessment
Three Credit Hours
This course is critical to data collection in the School Psychology program's data-based problem-solving model. It is an advanced assessment course, building on skills learned in PSYC503, where students gain practical experience with intelligence, achievement, visual-motor measures as well as adaptive behavior and preschool assessment. Emphasis is on integrating information from all sources (i.e., problem analysis) into information utilized in intervention planning within the problem-solving model.
Prerequisite: Objective Assessment (PSYC 503).

### PSYC-505—Personality, Social, and Emotional Assessment
Three Credit Hours
Students will have direct experiences in assessment and evaluation with a focus on several diagnostic systems and methodologies (e.g., DSM-5, IDEA, etc.). Emphasis will be on acquiring and interpreting information on behavior tendencies and styles with special attention to school age children and youth. Students will gain practical experience in the use and interpretation of objective, projective, and observational techniques. Practical experiences will be integrated with analysis of the literature relating to legal issues, validity of data, and clinical studies. Emphasis will be on utilization of such information in a model that emphasizes data-based problem solving, planning and intervention at multiple levels across systems.
Prerequisites: Objective Assessment (PSYC-503) and Special Techniques in Assessment (PSYC-504).

### PSYC-508—Counseling and Personalities Theories

Three Credit Hours

This course is designed to provide a balanced and systematic study of the major counseling and personality theories. The course will integrate personality theory (including assessment and research techniques), and normal, and abnormal personality with a particular emphasis on therapeutic application of the major theories of counseling intervention. Prerequisite: Human Growth and Development (PSYC-500).

### PSYC-512—Foundations of School Psychology: Ethics, Roles, and Law

Three Credit Hours

This course will provide a survey of the field of school psychology.  The role and function of the school psychologist, legal, ethical and professional issues in school psychology will be topics covered in this course. Field experiences, research methods and contemporary trends in school psychology will also be addressed. Students will be oriented to a data-based problem-solving model of school psychology that is empirically driven and intervention focused within an ecological framework. An important outcome for this course is to foster participant's dispositions towards appreciating the diverse opportunities for school psychologists to positively impact communities, and to value implementing best practices as a school psychologist.

### PSYC-523—Applied Statistics and Psychometrics

Three Credit Hours

Course will focus on descriptive and inferential statistics as tools for exploration of quantitative research methods. Students will develop competence in generating basic research designs to answer questions in schools, agencies, and practice.

### PSYC-525—Basic Counseling Techniques

Three Credit Hours

Course focuses on fundamental skills of interviewing, assessment, case conceptualization, and intervention. These preparatory skills are taught through role-play and other practical approaches. The course is practice-oriented and designed to assist the student in developing professional skills. The student will be involved in analyzing his or her own counseling style and performance.

Prerequisites: completion of all or concurrent registration in: Human Growth and Development (PSYC-500), Principles of Cognitive and Behavioral Change (PSYC-501), General Psychopathology (PSYC-507), and Counseling and Personality Theories (PSYC-508).

### PSYC-507—Child Psychopathology

Three Credit Hours

This course will focus on child and adolescent psychopathology and its treatment. We will take a developmental approach in examining the presentation and etiology of a broad range of disorders commonly encountered in practice with children and adolescents. The course will begin with an overview of relevant frameworks for studying child psychopathology and cross-cutting issues in the field before moving into discussion of specific disorders and their treatment. Discussions of disorders will typically focus on symptom presentation, diagnostic considerations, major theories of etiology, developmental considerations, comorbidity, evidence-based treatment strategies, and cultural considerations.

### PSYC 545—Graduate Research Design and Evaluation

Three Credit Hours

This course will focus on research design for descriptive and experimental studies in the field of psychology, with an emphasis on statistical analysis of data, methods of conducting program evaluation, and empirically-based decision making.  Students will use this information to think critically about appropriate methods for studying different types of behaviors, as well as consider how to carefully evaluate research designs used in the field.  This course will also train students on the evaluation of existing programs, to determine their efficacy and application in psychological settings. The course is designed to provide students with experience in conducting a supervised research project related to a topic or issue in psychology.  Toward this end, students will formulate and address an original research question via several options, including descriptive or experimental design or program evaluation.  The student's research project will culminate in an APA-formatted written report and presentation.

### PSYC-561—Cultural Perspectives in Psychological Practice

Three Credit Hours

This course uses principles of social psychology to examine the influences of cultural, ethnic, minority, gender, and life-styles on psychological, educational and social development. Particular attention will be focused on variations in experiences and perceptions of individuals from divergent backgrounds as these impact on educational and psychological environments. Students will be provided practical experiences that will enable them to shift focus from their own perspectives. Prerequisite: Human Growth and Development (PSYC-500).

**PSYC-602—Social and Biological Basis of Child and Adolescent Behavior**
Three Credit Hours
This course is an advanced course with a contemporary focus on the child and adolescent with particular attention to biological and social forces that shape development. Developmental processes will be examined through a review of current research. Part of the course will focus on cultural/technological forces (e.g., computers, television, video games) which are particularly important to today's youth and which are important forces impacting on development.
Prerequisite: Human Growth and Development (PSYC-500).

**PSYC-605—Systems Theory and Consultation: Prevention and Intervention**
Three Credit Hours
This course is critical to the intervention stage of the School Psychology program's data-based problem-solver model. School psychology students will develop skills in systems theory and intervention, consultation, and alternative delivery services to schools. Traditional test-and-place perceptions will be replaced with perceptions based on the principles of prevention, consultation, alternative intervention methods, and intervention progress monitoring. Students will cover systems theories and models of consultation to include mental health consultation, behavioral consultation, organizational change, and collaborative decision-making as well as primary/secondary prevention methods with a focus on the learning and psychology of the school age child/adolescent. Interventions that promote positive school cultures will be examined across classroom, school, family, and community systems.
Prerequisite: Ethics, Roles and Law (PSYC-512).
Co-requisites: Practicum in School Psychology I (PSYC 615) and Practicum in Consultation and Intervention I (PSYC 617)

**PSYC-606—Academic Interventions**
Three Credit Hours
This course is critical to the School Psychology program's data-based problem-solving model and emphasizes a multi-tiered model including primary, secondary, and tertiary prevention (e.g., Response to Intervention; RTI). It is an applied course for school psychologists-in-
training designed to develop skills in designing, implementing, and evaluating evidence-based interventions that improve the academic achievement of primary and secondary school students. The course will cover curriculum-based assessment (CBA) and measurement (CBM), collaborative problem-solving, and analysis of students' academic strengths and needs. Emphasis will be placed on linking assessment data to development of appropriate interventions designed to address specific needs in reading, writing, and mathematics.
Co-requisites: Practicum in School Psychology I (PSYC 615) and Practicum in Consultation and Intervention I (PSYC 617)

**PSYC-607—Behavioral and Emotional Interventions**
Three Credit Hours
This course is critical to the School Psychology program's data-based problem-solving model. It is an applied course for school psychology students designed to develop skills in designing, implementing, and evaluating evidence-based interventions that improve the behavior and emotional well-being of primary and secondary school students. The course will cover behavioral principles and appropriate assessment techniques, including systematic observation of behavioral and functional behavioral assessment. Emphasis will be placed on linking assessment data to development of appropriate interventions designed to target specific needs related to internalizing and externalizing behaviors. Crisis intervention and threat assessment will also be addressed.
Co-requisites: Practicum in School Psychology II (PSYC 616) and Practicum in Consultation and Intervention II (PSYC 618)

**PSYC 608 – Advanced Counseling Techniques for School Psychologists**
Three Credit Hours
An applied course designed for school psychology students to further develop and cultivate their counseling skills, with particular emphasis on practices useful within school settings.  Through didactic as well as experiential methods, the course builds off of content and skills learned in PSYC 525.  Students will apply previously learned content, theories, and modalities to counseling practices that are useful for promoting mental health and psychological wellness among children and youth.  Under the supervision of the course instructor as well as certified/licensed school psychologists, students will gain practical experiences in delivering counseling techniques.
Prerequisite: PSYC 525

**PSYC-612—Reading Assessment and Intervention: A Neuropsychological Perspective**
Three Credit Hours
Students will learn to evaluate the reading ability of children and youth using both qualitative and quantitative assessment techniques. This course will emphasize diagnosis leading to scientifically validated instructional interventions. Reading problems will be couched in a neuropsychological framework and will be consistent with the DSM and IDEA. Students will learn how to incorporate assessment data with existing psychological data on the person served to generate a more complete psychological profile. Students will also learn how to incorporate assessment data within a response to programs and methods of instruction used to prevent reading problems before they occur will also be reviewed.
Co-requisites: Practicum in Consultation and Intervention: I and II (PSYC 616/618)

**PSYC-615/616 —Practicum in School Psychology: I and II**
Two Credit Hours each
These practica courses are part of the final "capping off" of students before they begin professional school psychology internships. Applying the data-based problem-solving model, students will engage in the administration and scoring of traditional and alternative measures of intelligence, achievement, adaptive behavior, visual-perceptual, and socio-emotional functioning that are commonly used by school psychologists. Students will apply data to problem analysis and recommend or implement appropriate interventions, monitor the effectiveness of the interventions, and adhere to standards of best practice in school psychology. Students will experience various roles frequently expected of school psychologists in public schools or affiliated agencies with supervision provided by practicing certified/licensed psychologists.
Co-requisites: Practicum in Consultation and Intervention: I and II (PSYC-617/618)
Prerequisites: Objective Assessment (PSYC 503), Special Techniques in Assessment (PSYC 504), and Personality, Social, and Emotional Assessment (PSYC 505)

**PSYC-617/618 —Practicum in Consultation and Intervention: I and II**
One Credit Hour Each
These practica courses involve the application of principles and theories of consultation and intervention through field-based experiences. Students will learn to employ empirically-based treatments and to evaluate innovative treatment programs applied to a variety of children and conditions. Intervention and prevention programs will target multiple levels within the placement site, including the individual student, classroom, school, and/or system. Demonstration of learning and skill will be exhibited in the development of case studies involving children experiencing academic and/or emotional difficulties. Through these case studies, students will combine the scientist-practitioner model with a data-based problem solving approach to intervene with children in need of school psychology intervention.
Co-requisites: Practicum in School Psychology: I and II (PSYC 615/616).
Prerequisites: Objective Assessment (PSYC 503), Special Techniques in Assessment (PSYC 504), and Personality, Social, and Emotional Assessment (PSYC 505)

**PSYC-620—Contemporary Issues in School Psychology**
Three Credit Hours
This course provides an in-depth study of current issues and research in school psychology. Course content will cover contemporary issues in the field that impact the school psychologist's ability to competently and effectively deliver services across multiple levels within the school system.  In addition to other topics related to professional practice, the course will focus on school crisis prevention and response skills.

**PSYC-621/622—Internship in School Psychology: I and II**
Three Credit Hours Each
A field placement in school psychology utilizing either a clinic setting (for no more than half the internship) and/or a public school setting in which the student works under the direct supervision of a certified school psychologist in conjunction with The Citadel Coordinator of School Psychology Practicum and Internships. Internship training represents the cumulative experience and the synthesis of all course work and practice. The goal is to prepare the intern for independent function as a school psychologist, i.e., data-based problem-solver, capable of providing a full range of services with a multiculturally diverse client population. Students are required to complete 1200 clock hours (PSYC 621 and 622) of supervised internship experience.
Prerequisite: Completion of all other course work for the Ed.S. degree (including thesis)

# School Psychology Program Handbook Appendices

# Appendix A
# Admissions Questionnaire
# School Psychology Program

# THE CITADEL
## GRADUATE COLLEGE

171 Moultrie Street • Charleston, South Carolina 29409-6250
Phone: (843) 953-5089 • Fax: (843) 953-7630

## Admissions Questionnaire
## School Psychology Program

Name                    _____

Address                 _____        Telephone Number        _____

                        _____        Today's date            _____

Current Employment:     _____

Work Address:           _____

Email Address:          _____

Work Phone:             _____

Summary of Work Experience (From Present to Past)

| Dates | Institutions | Position | Address |
|-------|--------------|----------|---------|
|       |              |          |         |
|       |              |          |         |
|       |              |          |         |
|       |              |          |         |

Do you plan to attend  _____ part-time (less than 12 hrs/semester) or _____ full-time (12 hrs./semester)?

Are you requesting a transfer from another program?

_____ No _____ Yes (If yes, I am requesting a transfer from): _____

_____ at The Citadel (please specify program or Non-degree status).

_____

_____ at another institution (please specify).

_____

Please answer the following questions (use additional paper if necessary)

1)  Briefy describe your reasons for applying to The Citadel's program (as opposed to other programs in the state, region, or country).

2)  Briefy describe your reasons for pursuing a graduate degree in School Psychology at this time.

3) What career plans do you have following completion of this program?

4) What characteristics do you possess that you believe will facilitate your career in School Psychology?

5) Are there any other factors that you believe are important for the Admissions Committee to consider when reviewing your application?

6) Have you ever been arrested, convicted or indicted for any offenses other than minor traffc violations?
_____Yes  _____No  (If yes, attach separate statement of date, charge, and disposition).

7)  I am aware of the provisions of the Family Educational Rights and Privacy Act.  I hereby authorize release of the personal information requested and an offcial copy of my academic record to The Citadel. I am aware that this information will be forwarded to The Citadel without my review.  I, therefore, waive right of access to said information.

I understand that if the information I present in the application changes after it is submitted, I must immediately inform The Citadel Graduate College.

I also certify that none of the information on this form is false or has been withheld.  I further certify that I understand that giving false information or withholding information may make me ineligible for admission or to continue my enrollment at The Citadel Graduate College.  I understand it is my responsibility to read and comply with the CGC Catalog.

_____        _____
Signature of Applicant                                        Date

# Appendix B
# Candidate Progress Report
# Faculty Rating Form

**SCHOOL PSYCHOLOGY CANDIDATE PROGRESS REPORT**

The School Psychology Program faculty maintains a continuous monitoring of candidate progress through the program (a full Committee review of each candidate annually, including input from all Psychology faculty and adjunct faculty members) and gives specific feedback with regard to problem areas, related to the candidate's academic standing, as well as attitudes, behaviors, and personal development.  Remediation of identified problem areas may be planned for a candidate when the faculty believes it to be in the best interest of the candidate, the Program, and the profession.  Assistance plans for remediation steps may include, but are not limited to, taking an extra course, repeating a course, entering counseling and slowing down academic progress.  In rare instances, a candidate may be encouraged to re-examine their chosen career path.

Candidate Name:          _____

Advisor:          _____

Name of Rater(s):          _____

Date of Rating:          _____

This process is designed to assist candidates in becoming competent in the overall Citadel School Psychology Program goals of academic excellence, ethical and professional behavior, and personal growth.

I. <u>Academic Progress</u>

Courses taken and grades earned in previous/current semester:

_____

Comments on Academic progress:

For each factor below, select the behavior description along the 3-point scale. **Rate each item without reference to any other. Comments, clarifications, and/or specific examples may be provided for both positive and negative ratings below each factor.**

1 = Below Average    2 = Fine/Average    3 = Above Average    N/R = Cannot Rate

## Attitudes and Behaviors Related to Professional Role

Punctuality

       1       2       3       NR

Meets deadlines

       1       2       3       NR

Preparedness for classes and meetings

       1       2       3       NR

Ability to plan and organize work

       1       2       3       NR

Participation in classroom discussions

       1       2       3       NR

Interpersonal skills

       1       2       3       NR

General Attitude towards School Work

       1       2       3       NR

Professionalism

       1       2       3       NR

Honesty and integrity

       1       2       3       NR

Coping skills

       1       2       3       NR

Confidence in one's own abilities

       1       2       3       NR

Ability to work independently

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Takes initiative

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Oral communication skills

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Written communication skills

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Seeks supervision appropriately

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Receptiveness to feedback and supervision

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Professional Attire

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Demonstrates Adequate Professional Judgment

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Demonstrates adherence to NASP ethical guidelines

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Adheres to state and federal laws

|  |  |  |  |
|---|---|---|---|
| 1 | 2 | 3 | NR |

Recommendations:

# Appendix C
# Fall Practicum (PSYC 615/616/617/618)
# Mid-Term Practicum Candidate Evaluation

**Midterm Practicum Candidate Evaluation**
**School Psychology Program - The Citadel**

This formative evaluation is intended to serve as a gauge of the practicum candidate's progress as a school psychologist-in-training.  By using this tool, we hope to be able to identify as early as possible the candidate's overall strengths and weaknesses with respect to their overall functioning within the school setting.  Information that is gleaned from this rating form will be used to provide the practicum candidate with feedback regarding their performance thus far, and to aid in the development of remediation plans (when necessary).

Each semester of the practicum year, the Coordinator of Practica meets individually with every practicum candidate individually to review their progress.  Thus, your cooperation in completing this form will assist us in advising the practicum candidate as well as in improving our program.

After completing this form, we encourage you to review your observations with your practicum candidate in the interest of cultivating the candidate's skills and maximizing their performance during practicum.  If you have reservations about your candidate's development thus far or about sharing your observations with the candidate, please contact the Practicum Coordinator at The Citadel (Jillian Dawes - 953-1538; jdawes@citadel.edu) so your concerns may be addressed.

Thank you for participating as a practicum supervisor and for your support of our program!

## Midterm Practicum Candidate Evaluation
## School Psychology Program - The Citadel

| | |
|---|---|
| Practicum Candidate Name | |
| Supervisor Name | |
| Practicum Site | |
| Date of rating | |

**Please rate the practicum candidate in the areas below according to the following scale:**

**5 - Exceptional** = the candidate demonstrates outstanding abilities and stands out in comparison to peers or others you have supervised given his/her level of training and preparation.

**4 - Above average** = the candidate demonstrates solid abilities and performs at a higher than expected level given their training and preparation.

**3 - Average** = the candidate performs at a level expected given their training and preparation. The candidate performing at this level is on track to successfully complete practicum and, with continued preparation, will be able to function effectively as a school psychology intern.

**2 - Below average** = the candidate is performing below a level expected given his/her training and preparation.  Mild to moderate concerns exist regarding the candidate's ability to effectively function in the school setting or meet the demands as a school psychology intern.

**1 - Unacceptable** = the candidate is performing well below a level expected given their training and preparation.  Significant concerns exist regarding the student's ability to effectively function in the school setting or meet the demands as a school psychology intern.

**N/A - Not Applicable** = inadequate opportunity to observe the candidate

| | Unacceptable | Below Average | Average | Above Average | Exceptional |
|---|:---:|:---:|:---:|:---:|:---:|
| | 1 | 2 | 3 | 4 | 5 |

| Evaluation Criteria | Rating | N/A |
|---|---|---|
| Dependability (e.g., punctual, meets deadlines, follows through on tasks) | | |
| Conducts self in a professional manner (e.g., dress, language, behavior) | | |
| Communicates clearly and effectively with others | | |
| Demonstrates a caring, fair, honest, responsible, and respectful attitude in the school setting | | |
| Demonstrates a positive and/or constructive attitude | | |
| Takes initiative in identifying needs and/or completing tasks | | |
| Demonstrates a commitment to a safe, supportive learning environment | | |
| Receptive to supervision (e.g., responds well to feedback, suggestions, and advice from supervisor) | | |
| Establishes rapport with students | | |
| Establishes rapport with other school personnel | | |
| Accurately administers and scores standardized measures (e.g., cognitive, achievement, behavior, CBM) | | |
| Effectively interprets and integrates all data into written reports | | |
| Demonstrates understanding and use of a multi-method, multi-source approach to data collection | | |
| Demonstrates understanding of linking assessment data to intervention selection | | |
| Contributes to discussions and development of IEPs or other planning/intervention processes (e.g., pre-referral meetings) | | |
| Values diversity and exhibits sensitivity to and respect for other cultures | | |
| Demonstrates awareness of the impact of diversity on assessment results and intervention strategies | | |

| | Rating | N/A |
|---|---|---|
| Overall rating of practicum student | | |

**Please respond to the short narrative items below**

1. What do you consider to be this student's areas of strength?

2. What do you consider to be this student's area(s) of weakness (or in need of further development)?

# Appendix D
# Practicum in School Psychology
# (PSYC 615/616/617/618)
# Field-Based Supervisor Rating Form

**Field-Based Supervisor Rating Form – School Psychology Practica**
**Specialist in Education (Ed.S.) Program in School Psychology**
**The Citadel**

Name of Citadel Candidate:                                                             Date:
Field-Based Supervisor:
School District:

**Rating Scale:**

**3 - Exceeds Expectation:**  This is a candidate who, in comparison to peers at this stage of training and preparation, is performing at a level above what is expected with respect to the knowledge, skills, and/or competencies demonstrated in the indicated area.  The candidate requires minimal supplemental supervision relative to the indicated knowledge/skill/competency area.  At this stage of the candidate's training, he/she exhibits strong potential to engage in independent practice in the indicated area.  The candidate exhibits excellent professional dispositions and characteristics in comparison to peers.

**2 - Meets Expectation:**  This is a candidate who, in comparison to peers at this stage of training and preparation, is performing at a level that is expected and/or appropriate with respect to knowledge, skills, and/or competencies demonstrated in the indicated area.  The candidate requires an expected amount of supervision relative to the indicated knowledge/skill/competency area.  Given his/her level of training and preparation, the candidate exhibits sufficient potential to engage in independent practice in the indicated area.  The candidate exhibits adequate professional dispositions and characteristics in comparison to peers.

**1 - Below Expectation:**  This is a candidate who, in comparison to peers at this stage of training and preparation, is performing at a level below what is expected with respect to the knowledge, skills, and/or competencies demonstrated in the indicated area.  The candidate requires more supervision than is developmentally expected or appropriate relative to the indicated knowledge/skill, competency area.  Given his/her level of training and preparation, concerns exist with respect to the candidate's potential to engage in independent practice in the indicated area (i.e., additional planning, practice, and/or remediation is necessary to build the candidate's knowledge/skill/competency, or improve his/her performance).  The candidate exhibits professional dispositions and/or characteristics that are either below average, or represent an area of concern relative to his/her professional development.

**N/A**  **Not Applicable**: Inadequate opportunity to observe for purposes of rating or not expected given the candidate's specific practicum placement, level of training, etc.

| I.  Professional Dispositions and Characteristics | Rating | |
|---|---|---|
| a. Dependability - follows through on tasks, completes assigned tasks, meets deadlines | | |
| b. Enthusiasm - appears interested and engaged, displays positive and/or constructive general attitude in the school setting | | |
| c. Punctuality - arrives to placement and/or scheduled meetings/appointments in a timely manner | | |
| d. Interpersonal skills - interacts with others in professional manner, personal interactions reflect attempts to establish rapport and positive working relationships with others | | |
| e. Oral communication skills – presents thoughts and ideas clearly and effectively | | |
| f. Written communication skills – writing is clear and well organized, free of grammatical errors | | |
| g. Listening skills – hears and attempts to understand others' perspectives | | |
| h. Displays respect and courtesy for others (e.g., teachers, staff, parents, students, community partners) | | |
| i. Initiative - identifies needs, is able to complete tasks independently or with little assistance needed | | |
| j. Displays an acceptable level of effort and general work ethic | | |
| k. Displays commitment to making a positive contribution to the school setting | | |
| l. Receptiveness to supervision - accepts feedback/guidance/suggestions from supervisor or others | | |
| m. Professional appearance – clothing and general appearance are appropriate for the school setting | | |
| n. General adherence to standards of behavior – personal conduct and/or deportment, language, respect for others | | |

| II.  Data-Based Decision Making | Rating | N/A |
|---|---|---|
| a. Adheres to standardized procedures when administering norm-referenced assessment measures (e.g., cognitive, achievement, adaptive) | | |
| b. Adheres to standardized procedures when scoring norm-referenced assessment measures (e.g., cognitive, achievement, adaptive) | | |
| c. Adheres to standardized procedures when administering criterion-referenced assessment measures of academic functioning | | |
| d. Soundly interprets norm-referenced and criterion-referenced assessment measures (e.g., cognitive, achievement, adaptive) | | |
| e. Utilizes a multi-method, multi-source model to facilitate data-based decision-making practices | | |
| f. Utilizes the following assessment techniques to support and facilitate data-based decision-making: | | |
|     1. Interview with parents | | |
|     2. Interview with teachers and/or other relevant school personnel | | |
|     3. Interview with students | | |
|     4. Classroom observations (to include data-based techniques such as momentary time sampling) | | |
| g. Uses technological and other resources to support efficient and effective practices (e.g., scoring software, word processing, spreadsheets) | | |
| h. Selects psychometrically, culturally, and developmentally appropriate assessment tools, measures, strategies, and/or data collection techniques to appropriately address referral concern(s) and/or other issues | | |
| i. Analyzes and synthesizes assessment data to identify students' strengths, weaknesses, and needs | | |
| j. Writes comprehensive psychoeducational reports that meaningfully address the referral concern(s) and represent sound case conceptualization | | |
| k. Handles multiple cases and/or professional tasks simultaneously | | |

| III.  Consultation and Collaboration | Rating | N/A |
|---|---|---|
| a. Demonstrates understanding of the importance of a team approach to the problem-solving process | | |
| b. Establishes positive, collaborative working relationships with diverse audiences (e.g., parents, teachers, school personnel, community representatives) | | |
| c. Engages in practices that help to facilitate the problem identification process | | |
| d. Elicits input from school personnel to facilitate the consultation process | | |
| e. Collects and reviews relevant data to facilitate the problem analysis process | | |
| f. Seeks to collaborate with others in the selection, development, and/or implementation of appropriate interventions | | |

| IV.  Academic Interventions and Instructional Supports | Rating | N/A |
|---|---|---|
| a. Applies multi-tiered strategies to support and promote students' learning and academic achievement | | |
| b. Selects appropriate evidence-based interventions, strategies, and practices to address and/or remediate students' academic needs and promote learning | | |
| c. Utilizes a data-based approach to accurately identify students' academic strengths, weaknesses, and needs | | |
| d. Utilizes a data-based approach to develop appropriate academic goals for students | | |
| e. Links assessment data to the development/selection of appropriate interventions, strategies, and/or treatments designed to address students' learning problems and/or targeted academic deficits | | |
| f. Utilizes formative assessment practices (e.g., progress monitoring) to support data-based decision-making | | |
| g. Includes and/or implements measures designed to evaluate treatment integrity and/or fidelity | | |
| h. Contributes to planning/intervention practices, discussions, and processes | | |
| i. Demonstrates awareness of impact of diversity, culture, and social influences on data collection and intervention selection/implementation strategies and practices | | |
| k. Demonstrates knowledge of appropriate techniques to monitor intervention effectiveness | | |

| V.  Mental and Behavioral Health Services and Interventions | Rating | N/A |
|---|---|---|
| a. Demonstrates knowledge of salient influences on students' behavior and social-emotional functioning and their effect on learning/academic achievement | | |
| b. Demonstrates knowledge and understands value of utilizing multi-tiered strategies to support and promote students' mental health and social-emotional well being | | |
| c. Demonstrates knowledge of evidence-based strategies and interventions to promote students' mental health and life skill development | | |
| d. Administers and scores measures of social-emotional functioning | | |
| e. Soundly interprets measures of social-emotional functioning | | |
| f. Attempts to meaningfully integrate social, emotional, and behavioral data with information collected from other sources (e.g., background, medical, psychometric assessments) | | |
| g. Demonstrates willingness and ability to build positive working relationships with students | | |
| h. Demonstrates interpersonal skills that are conducive to the counseling process (e.g., caring, listens well, genuineness, empathetic) | | |

| VI. School-Wide Practices to Promote Learning | Rating | N/A |
|---|---|---|
| a. Demonstrates a commitment to policies and practices that help to promote a safe, supportive learning environment | | |
| b. Demonstrates emerging knowledge of systems level, evidence-based policies, strategies, and practices that help to promote students' learning and academic outcomes | | |
| c. Demonstrates emerging knowledge of systems level, evidence-based policies, strategies, and practices that help to promote students' mental health | | |
| d. Demonstrates understanding of school organization, to include general and special education, and related educational services | | |

| VII. Services to Promote Safe and Supportive Schools | Rating | N/A |
|---|---|---|
| a. Demonstrates emerging knowledge of considerations/factors (e.g., risk factors, resilience) that influence behavior, mental health, development, psychopathology, and learning | | |
| b. Understands role of primary prevention programs/strategies in promoting effective practices at all levels of the school system | | |
| c. Understands salient differences among primary (universal), secondary (selected), and tertiary (targeted) prevention strategies | | |
| d. Demonstrates emerging knowledge of the school's crisis prevention and response plan | | |

| VIII. Family, School, and Community Collaboration | Rating | N/A |
|---|---|---|
| a. Demonstrates knowledge of family characteristics (e.g., strengths, needs, culture) that impact students' development and well-being | | |
| b. Understands the importance of family-school collaboration as a means of promoting students' learning | | |
| c. Demonstrates developmentally appropriate skill in communicating effectively with parents (e.g., presenting assessment findings) | | |
| d. Demonstrates consideration for parent/caregiver needs, values, and cultural characteristics when interacting with parents/caregivers | | |

| IX. Equitable Practices for Diverse Student Populations | Rating | N/A |
|---|---|---|
| a. Demonstrates sensitivity to issues of cultural characteristics, traditions, and diversity | | |
| b. Understands the importance of addressing sources of diversity in the design, implementation, and evaluation of services | | |
| c. Accounts for various contexts (e.g., cultural, religious, linguistic) of the child and family in the planning of service delivery (e.g., assessment, intervention, consultation) | | |
| d. Understands the importance and need to adapt services (e.g., assessments, interventions) based on relevant sources of diversity (e.g., culture, ethnicity, general, social, economic) | | |
| e. Demonstrates sensitivity to, and understands the impact of, own ethnocentric perspective on professional functioning | | |

| X. Research and Evidence-Based Practice | Rating | N/A |
|---|---|---|
| a. Demonstrates knowledge of relevant psychometric properties and methodological principles associated with assessment instruments utilized | | |
| b. Understands importance of psychometric soundness as it pertains to the selection of assessment instruments and data collection techniques | | |
| c. Demonstrates understanding of varied methods of data collection as part of the data-based decision-making process, to include their respective strengths and limitations | | |
| d. Demonstrates knowledge about relevant statistical and/or alternative data analysis techniques for the purpose of interpreting data within the school setting | | |
| e. Applies and uses various technological and/or information resources to support effective practice | | |

| XI. Legal, Ethical, and Professional Practice | Rating | N/A |
|---|---|---|
| a. Exhibits behavior and conducts self in a manner that is consistent with ethical principles governing the field of school psychology (e.g., NASP, APA) | | |
| b. Exhibits behavior that reflects respectful, professional, and collegial interaction and/or relations with others | | |
| c. Demonstrates awareness of relevant local, state, and federal laws governing the practice of school psychology and the field of education | | |
| d. Adheres to legal standards and regulations that underpin school-based practice | | |
| e. Understands the importance of and demonstrates a commitment to continuing professional development and personal growth | | |
| f. Engages in self-assessment as applicable to evaluating his/her own knowledge and skill development | | |
| g. Demonstrates a commitment to engaging in practices that reflect professional concern for the confidentiality of others | | |

What grade would you suggest for your student's practicum experience? Please suggest a **numerical grade**, using the following guidelines: A=90-100, B=80-89, C 70-79, D=60-69, and F=below 60

Grade:

Briefly address the following:

1. Over the course of the semester, in what types of activities has this student been engaged? Check all that apply. If additional activities have been completed, please describe in the "Other" response box.

   o Observe school psychologist administering assessments
   o Observe school psychologist scoring assessments
   o Observe school psychologist communicating with parents and families
   o Observe school psychologist engaging in team meetings (e.g., IEP, pre-referral, systems-level planning)
   o Observe school psychologist consulting with other educational staff
   o Conduct student observations
   o Conduct cognitive assessments
   o Conduct summative academic assessments
   o Conduct formative academic assessments
   o Conduct social-emotional-behavioral assessments
   o Interview students
   o Interview teachers
   o Interview parents and families
   o Score assessments
   o Write portions of comprehensive psychoeducational assessment reports
   o Write full comprehensive psychoeducational assessment reports
   o Write portions of a functional behavior assessment report
   o Write a full functional behavior assessment report
   o Consult with other educational staff
   o Contribute to systems-level planning
   o Engage in professional development trainings
   o Other: _____

2. What are your overall impressions of this student's performance?

3. What do you consider to be this student's areas of strength? Weakness?

4. In your opinion, at this stage of his/her professional training and preparation, is this student on track to meet the demands of a full-year internship? If not, please identify any weaknesses and/or areas in need of further development (please be as specific as possible).

Other comments/suggestions:

# Appendix E
# Sample Cover Letter -
# Internship Letter of Agreement

Date

Dear ___,

Enclosed you will find a copy of our "Letter of Agreement," which effectively outlines the responsibilities for all parties concerned as they relate to the school psychology internship placement for ___ with your school district.

The first page of the agreement will help to structure the internship in terms of specifying a field-based supervisor, the number of hours the intern will be expected to work over the course of the school year, and specific dates around which the intern will be contracted (the first and last days of the school year, including teacher work days, are customary for most districts). Please provide all relevant information on this page. Note: summer classes at The Citadel generally conclude after the second week of August, which may pose a conflict with the date which school psychologists in your district are expected to report. I would advise you to take this into consideration and communicate with the intern to identify a mutually agreeable start date.

The next two pages outline the responsibilities for the internship site, the School Psychology Program at The Citadel, and the Intern. Please take time to review these.

On page 4, the "Designated Agency Representative" should provide his/her signature as an indicator of the school district's willingness to accept ___ as an intern. As you'll note, ___ has already signed the document. After securing this signature, please make a copy of the agreement for your records and return the original Letter of Agreement in its entirety back to me.

Finally, it should be noted that I have not signed the agreement on page 4 where indicated. Per our program policy, I will not sign the agreement until the prospective intern has met all of the requirements necessary to participate in the internship experience. These include (but are not necessarily limited to) completing the thesis requirement as well as all coursework at a satisfactory level. Any student who fails to satisfy these conditions will be unable to proceed with internship until they are met.

If you have any questions about these documents or the program policies outlined above, please do not hesitate to contact me. Thank you for agreeing to be a partner in our effort to develop competent and effective school psychologists.

Sincerely,



Timothy A. Hanchon, Ph.D., NCSP
Associate Professor
Director, School Psychology Program
Coordinator of School Psychology Internships
The Citadel

# Appendix F
# Sample Internship Letter of Agreement

**Letter of Agreement -- School Psychology Internship**
**The Citadel**

The Citadel is pleased that you have agreed to be a partner in our efforts to develop highly effective school psychologists.  A critical aspect of that effort is the establishment of collaborative arrangements with intern placements where a breadth and richness of experience, as well as appropriate, high quality supervision are available.  We are convinced that these intern placements create a situation that is of benefit to all concerned.  While these interns are clearly learners, their level of training should also enable them to be significant contributors.  It is The Citadel's expectation that your experience will confirm that perception.

Over the years we have found that it is best to clarify the specifics of the internship placement. The following items provide that structure, which we believe will help to protect all parties.

Name of intern: _____

Designated supervisor: _____

Certification: _____

Telephone number: _____

Email address: _____

Internship site and address: _____

_____

_____

Anticipated length of internship placement (in hours): _____

Start date of placement: _____          End date of placement: _____

Salary/Stipend: _____

Responsibilities of the Internship Site:

1. The internship site must provide the intern with a qualified supervisor (i.e., an appropriately certified or licensed school psychologist or, in the case of a non-school internship, a certified or licensed school or clinical psychologist). The supervisor must have a minimum of three years of full-time experience as a certified/licensed practitioner, and must be able to schedule a minimum of two hours per week of face-to-face supervision with the intern (on average over the duration of the internship experience).

2. The intern must be afforded the opportunity to take part in any/all district-based training activities (e.g., in-service presentations, workshops) that are presented to other agency school psychologists.

3. Office space, testing materials, and secretarial support will be provided to the intern in a manner consistent with that afforded agency school psychologists.

4. In recognition that the internship is an educational experience, the intern should be provided opportunities to engage in a range of school psychological services, with activities in no one major area predominating the intern's time or work load. When possible, the intern should be provided with opportunities to work with children and adolescents of varying ages, ethnicities, socioeconomic backgrounds, and with varying abilities and disabilities, characteristics, and needs.

5. The internship site endeavors to assign a student-to-intern ratio that is less than NASP guidelines for credentialed, full-time school psychologists. Actual assignments will be based on such factors as the needs of the students to be served, the intern's prior experience and level of expertise, and the intensity of intern supervision and support.

6. The supervisor must agree to participate in the evaluation of the intern's level of competence through:

> a) completion of written evaluations of the intern's performance (forms to be provided by the University-Based Supervisor) along with a suggested grade;
> b) consultation with the University-Based Supervisor through telephone, e-mail, and on-site visits (in South Carolina).

7. The supervisor must be familiar with the *Internship Guidelines* of the School Psychology program at The Citadel and endeavor to provide learning experiences that encompass a full range of professional activities and are consistent with the educational objectives.

8. The internship site will provide written documentation to the intern regarding expense reimbursement, salary, and benefits as appropriate.

9. The supervisor must promptly inform the University-Based Supervisor if the intern's performance is below acceptable standards.

Responsibilities of The Citadel School Psychology program:

1. The University-Based Supervisor will provide a copy of the complete *Internship Guidelines* to the internship site and clarify them as needed.

2. The University-Based Supervisor will maintain contact with each student and each on-site supervisor to monitor performance in accordance with the *Internship Guidelines*.

3. The University-Based Supervisor will give feedback and support to the internship site during the internship experience.

4. The University-Based Supervisor will provide an evaluation process for the internship site to follow.  At a minimum, the evaluation process will include the following:
    a) one written mid-term evaluation per semester to be completed by the on-site supervisor
    b) one written end-of-semester evaluation per semester to be completed by the on-site supervisor
5. Under circumstances in which concerns exist with respect to the intern's development as a school psychologist-in-training, the University-Based Supervisor will work directly and collaboratively with the on-site supervisor to identify specific areas of weakness or deficiency, and to develop a plan to remediate the identified areas.

Responsibilities of the Intern:
1.  The school psychology intern will be familiar with and comply with all class requirements, assignments, activities, etc. as outlined in the *Internship Guidelines*.
2.  The school psychology intern will conduct his/her duties in accordance with ethical, professional, and legal standards governing the practice of school psychology (e.g., NASP Principles of Professional Practice / Ethics).
3.   The school psychology intern will maintain frequent contact with the University-Based Supervisor at The Citadel via e-mail and phone contact as necessary.
4.  The school psychology intern will maintain appropriate and accurate Log Sheets and Case Characteristics/Efficacy Rating Forms during the internship experience and will submit these along with the Internship Summary Form by Category Hours Logged and School Psychology Internship Summary Form at the end of the internship experience that are provided in the *Internship Guidelines*.
5.  The school psychology intern will adhere to all regulations and guidelines established within the internship site with respect to completing paperwork in a timely and accurate manner.
6.  The school psychology intern will assure that the on-site supervisor is kept fully informed about client contacts and internship activities.
7.  The school psychology intern will conduct him/herself in a professional manner (i.e., punctuality, initiative, appearance/dress, motivation, etc.) and is expected to demonstrate a commitment to a safe, supportive learning environment.

Mutual Responsibilities of the Internship site and The Citadel School Psychology program:
1.  The School Psychology program and the internship site shall each appoint a designated representative to coordinate the internship experience.
2.  Each party shall keep the other informed of changes in curriculum, program, and staff which may affect the internship experience.
3.  The parties agree not to discriminate against a person on the basis of race, color, creed, sex, national origin, or physical handicap.

*The "Responsibilities" outlined above contain language from the following resource:

Prus, J. (June 2009). Best practice guidelines for school psychology internships. *NASP Communiqué, 37(8)*

This agreement contains the entire understanding of the parties and shall not be altered, amended, or modified except by an agreement in writing executed by the duly sworn authorized officials of both The Citadel and the internship site.

I agree that The Citadel School Psychology program will abide by all expressed requirements and responsibilities of the internship experience as described in the above document.

_____
Timothy A. Hanchon, Ph.D., NCSP
Coordinator of Internships
School Psychology Program
The Citadel

_____
DATE

I attest that I have read all the requirements comprising the internship experience of the above-named School Psychology student. I agree to accept this student as an intern under the various stipulations as outlined in the above document.

_____
Signature - Designated Agency Representative

_____
DATE

I agree to accept this internship placement and to abide by the requirements of the Internship as described above.

_____
School Psychology Intern

_____
DATE

# Appendix G
# Internship I (PSYC 621)
# Mid-Term Field-Based Supervisor Evaluation

**Graduate Program in School Psychology**
**The Citadel**

**Midterm Internship Field-Based Supervisor Evaluation**

| | |
|---|---|
| Intern Name | |
| Supervisor Name | |
| Internship Site | |
| Date: | |

The purpose of this formative evaluation is to identify the intern's strengths as well as his/her areas of deficiency that require further attention.  This form is also intended to aid in the development of a remediation plan under circumstances in which it is determined the intern's competencies and/or skills do not meet the expectations of the supervisor at the time the ratings are provided.

Supervisors are requested to complete the following rating form at the midpoint of the first semester of internship (PSYC 621) and as needed and/or applicable during the second semester (PSYC 622)

**Note -** Additional ratings may be necessary if significant concerns exist with respect to the intern's ability to fully carry out the typical roles and responsibilities of a school psychology intern.

Your cooperation in this activity will assist us in advising the intern and in improving our program.  In order to cultivate the intern's skills and maximize his/her performance while on internship, we ask that you discuss your ratings with the intern upon completion of this form.  If you have reservations about doing so, please contact our program's university based supervisor so your concerns may be addressed.


Thank you,
The Citadel School Psychology Program

**Please rate the intern in the areas below according to the following scale:**

**5 - Exceptional** = the intern demonstrates outstanding abilities and stands out in comparison to peers or others you have supervised given their level of training and preparation.

**4 - Above average** = the intern demonstrates solid abilities and performs at a higher than expected level given their training and preparation.

**3 - Average** = the intern performs at a level expected given their training and preparation. The intern performing on this level should be able to successfully complete the internship and function autonomously as a school psychologist.

**2 - Below average** = the intern is performing below a level expected given their training and preparation. Mild to moderate concerns exist regarding the intern's ability to successfully complete internship or fully meet the demands of a school psychologist.

**1 - Unacceptable** = the intern is performing well below a level expected given their training and preparation. Significant concerns exist regarding the intern's ability to successfully complete internship or fully meet the demands of a school psychologist.

**N/A - Not Applicable** = inadequate opportunity to observe the intern

| Unacceptable | Below Average | Average | Above Average | Exceptional |
|:---:|:---:|:---:|:---:|:---:|
| 1 | 2 | 3 | 4 | 5 |

| Dispositions | Rating | N/A |
|---|---|---|
| Dependable (punctual, meets deadlines, follows through on tasks) | | |
| Conducts self in a professional manner (conduct, language, dress) | | |
| Demonstrates enthusiasm and/or a positive / constructive attitude | | |
| Demonstrates effective interpersonal skills | | |
| Receptive to supervision and feedback | | |
| Demonstrates a commitment to a safe, supportive learning environment | | |
| Demonstrates initiative and openness to accepting tasks/responsibilities | | |
| Shows courtesy and respect for others | | |

**Comments:**

|  | Unacceptable | Below Average | Average | Above Average | Exceptional |
|---|---|---|---|---|---|
|  | **1** | **2** | **3** | **4** | **5** |

| Assessment practices | Rating | N/A |
|---|---|---|
| Selects measures that are appropriate for the referral issue(s) | | |
| Demonstrates standardized administration of assessment tools | | |
| Accurately scores cognitive, achievement, and behavioral measures | | |
| Accurately interprets cognitive, achievement, and behavioral measures | | |
| Interprets and integrates all evaluation data effectively in written reports | | |

**Comments:**

| Data-Based Decision Making | Rating | N/A |
|---|---|---|
| Demonstrates problem conceptualization by integrating data from multiple sources | | |
| Uses data effectively to make appropriate decisions or recommendations for services | | |
| Demonstrates an understanding and use of multi-method, multi-source, &/or multi-approach data collection | | |
| Uses data and outcome results to evaluate effectiveness of interventions | | |

**Comments:**

| Consultation & Collaboration | Rating | N/A |
|---|---|---|
| Works well within a team approach | | |
| Clearly and effectively communicates data and ideas to others | | |
| Establishes rapport with school personnel and parents | | |
| Effectively elicits input from school personnel and parents | | |
| Demonstrates an understanding of a systems perspective to problem solving | | |

**Comments:**

|  | Unacceptable | Below Average | Average | Above Average | Exceptional |
|---|:---:|:---:|:---:|:---:|:---:|
|  | 1 | 2 | 3 | 4 | 5 |

| Intervention practices | Rating | N/A |
|---|---|---|
| Uses appropriate data (psychological, CBA, CBM) to monitor pupil strengths | | |
| Effectively integrates data to formulate interventions germane to the referral issue(s) | | |
| Uses data and outcome results to evaluate the effectiveness of interventions | | |
| Demonstrates awareness of impact of diversity on data and intervention strategies | | |
| Effectively uses counseling techniques | | |
| Meaningfully contributes to discussions and development of IEPs and other planning/intervention processes (e.g., pre-referral meetings) | | |

**Comments:**

| School-Wide Practices | Rating | N/A |
|---|---|---|
| Upholds policies and/or practices that help to promote a safe, supportive learning environment | | |
| Understands the school's organizational structure, including general and special education as well as related educational services | | |
| Attempts to collaborate with others to identify systems level needs and effectively address them | | |

**Comments:**

| Preventive and Responsive Services | Rating | N/A |
|---|---|---|
| Understands risk/resilience factors that influence students' behavior, development, and learning | | |
| Understands differences among primary, secondary, and tertiary prevention strategies | | |
| Understands the school's crisis prevention and response plan | | |
| Understands the school psychologists' role in addressing and/or responding to a crisis situation | | |

**Comments:**

| Unacceptable | Below Average | Average | Above Average | Exceptional |
|:---:|:---:|:---:|:---:|:---:|
| 1 | 2 | 3 | 4 | 5 |

| Family-School Collaboration | Rating | N/A |
|---|---|---|
| Demonstrates knowledge of family characteristics that may impact students' development | | |
| Demonstrates a commitment to collaborating with parents and families | | |
| Effectively communicates with parents and caregivers (e.g., presenting test findings) | | |

**Comments:**

| Sensitivity toward Diversity | Rating | N/A |
|---|---|---|
| Values diversity and exhibits sensitivity to and respect for other cultures | | |
| Recognizes various factors that influence learning (social, cultural, etc.) | | |
| Demonstrates awareness of the impact of diversity on assessment results and intervention strategies | | |
| Adapts assessments and/or interventions or cultural, ethnic, gender, social, and economic diversity | | |

**Comments:**

| Research and Program Evaluation | Rating | N/A |
|---|---|---|
| Selects appropriate assessment measures and data collection techniques based on consideration of psychometric soundness | | |
| Effectively uses various technological and/or information resources to support practices | | |
| Effectively translates research into practice | | |

**Comments:**

|  | Unacceptable | Below Average | Average | Above Average | Exceptional |
|--|--------------|---------------|---------|---------------|-------------|
|  | 1 | 2 | 3 | 4 | 5 |

| Legal, Ethical, and Professional Practice | Rating | N/A |
|-------------------------------------------|--------|-----|
| Conducts self in a manner consistent with ethical principles governing the field of school psychology |  |  |
| Demonstrates knowledge of relevant laws and/or guidelines governing the practice of school psychology and field of education |  |  |
| Demonstrates a commitment to practices that show respect for and safeguard the confidentiality of others |  |  |
| Handles feedback constructively and incorporates it into professional practices |  |  |

**Comments:**

**Please provide any additional comments you feel would be helpful regarding the intern's performance:**

# Appendix H
# Internship I & II (PSYC 621 & 622)
# Field-Based Supervisor Rating Form

**Field-Based Supervisor Rating Form – Internship I & II (PSYC 621 & 622)**
**Specialist in Education (Ed.S.) Program in School Psychology**
**The Citadel**

Name of Citadel Candidate:                                              Date:
Field-Based Supervisor:                                                   Semester:
School District:

**Rating Scale:**

**5 - Well Above Expectation (Exceptional):**  This is a candidate who, in comparison to peers at this stage of training and preparation, is performing at an exceptional level and demonstrates outstanding ability with respect to the knowledge, skills, and/or competencies reflected in the indicated area.  The candidate requires only minimal, if any, supervision relative to the indicated knowledge/skill/competency area.  At this stage of the candidate's training, they exhibit very strong potential to engage in independent practice in the indicated area. The candidate exhibits excellent professional dispositions and characteristics in comparison to peers.

**4 - Above Expectation (Strong):** This is a candidate who, in comparison to peers at this stage of training and preparation, is performing above expectation relative to the knowledge, skills, and/or competencies reflected in the indicated area.  The candidate requires a less than expected amount of supervision relative to the indicated knowledge/skill/competency area.  Given their level of training and preparation, the candidate exhibits above average potential to engage in independent practice in the indicated area.  The candidate exhibits above average professional dispositions and characteristics in comparison to peers.

**3 - Meets Expectation (Satisfactory):**  This is a candidate who, in comparison to peers at this stage of training and preparation, is performing at a level that is expected and/or appropriate with respect to the knowledge, skills, and/or competencies reflected in the indicated area.  The candidate requires an expected amount of supervision relative to the indicated knowledge/skill/competency area.  Given their level of training and preparation, the candidate exhibits sufficient potential to engage in independent practice in the indicated area. The candidate exhibits adequate professional dispositions and characteristics in comparison to peers.

**2 - Below Expectation (Weak):**  This is a candidate who, in comparison to peers at this stage of training and preparation, is performing below expectation relative to the knowledge, skills, and/or competencies reflected in the indicated area.  The candidate requires more supervision than expected relative to the indicated knowledge/skill/competency area.  Given their level of training and preparation, the candidate exhibits below average potential to engage in independent practice in the indicated area.  The candidate exhibits below average professional dispositions and characteristics in comparison to peers

**1 - Well Below Expectation (Deficient):**  This is a candidate who, in comparison to peers at this stage of training and preparation, is performing at a level well below what is expected with respect to the knowledge, skills, and/or competencies reflected in the indicated area.  The candidate requires much more supervision than is developmentally expected or appropriate relative to the indicated knowledge/skill, competency area.  Given their level of training and preparation, significant concerns exist with respect to the candidate's potential to effectively engage in independent practice in the indicated area (i.e., additional planning, practice, and/or remediation is necessary to build the candidate's knowledge/skill/competency or improve their performance). The candidate exhibits professional dispositions and/or characteristics that are either well below average or represent an area of significant concern relative to their professional development.

**N/A   Not Applicable**:  Inadequate opportunity to observe for purposes of rating or not expected given the candidate's specific practicum placement, level of training, etc.

| Domain 1: Data-Based Decision Making | Rating | N/A |
|---|---|---|
| a. Proficiency (error free) in administering norm-referenced assessment measures (e.g., cognitive, achievement, adaptive) across diverse populations; proper adherence to standardized procedures (**Max. rating for this item = 3**) | | |
| b. Proficiency (error free) in scoring norm-referenced assessment measures (e.g., cognitive, achievement, adaptive) (**Max. rating = 3**) | | |
| c. Proficiency (error free) in the application (administration, scoring) of criterion-referenced assessment measures of academic functioning across diverse populations (**Max. rating = 3**) | | |
| d. Soundly conceptualized interpretation of assessment measures (e.g., cognitive, achievement, adaptive) | | |
| e. Understands and demonstrates developmentally appropriate skill in utilizing a multi-method, multi-source model to facilitate data-based decision-making practices | | |
| f. Developmentally appropriate skill in utilizing the following assessment techniques to support and facilitate data-based decision making: | ███ | ███ |
|     1. Interview with parents | | |
|     2. Interview with teachers and/or other relevant school personnel | | |
|     3. Interview with students | | |
|     4. Classroom observations (to include data-based techniques such as momentary time sampling) | | |
| g. Proficiency in the use of technological and other resources to support efficient and effective practices (e.g., scoring software, word processing, spreadsheets) | | |
| h. Proficiency in the selection of psychometrically, culturally, and developmentally appropriate assessment tools, measures, strategies, and/or data collection techniques to appropriately address referral concern(s) and/or other issues | | |
| i. Demonstrates developmentally appropriate skill in analyzing and synthesizing assessment data to identify students' individual and/or unique strengths, weaknesses, and needs | | |
| j. Demonstrates developmentally appropriate skill in writing comprehensive psychoeducational reports that meaningfully address the referral concern(s) and represent sound case conceptualization | | |
| k. Proficiency in handling multiple cases and/or professional tasks simultaneously and within specified time frames (e.g., adherence to deadlines) | | |

| Domain 2: Consultation and Collaboration | Rating | N/A |
|---|---|---|
| a. Demonstrates knowledge of the problem solving model, consultation, and collaboration | | |
| b. Demonstrates understanding of the importance of a team approach to the problem solving process | | |
| c. Demonstrates willingness to contribute (e.g., offers ideas, insights, perspectives) to the multidisciplinary team as part of the problem solving process | | |
| d. Clearly and effectively communicates data and ideas to other school professionals | | |
| e. Establishes positive, collaborative working relationships with diverse audiences (e.g., parents, teachers, school personnel, community representatives) | | |
| f. Understands and demonstrates skill in applying appropriate models, procedures, and/or techniques to facilitate the consultation process with parents, teachers, and school personnel | | |
| g. Engages in practices that lead to accurate problem identification | | |
| h. Effectively elicits input from school personnel of diverse backgrounds to facilitate the consultation process | | |
| i. Effectively elicits input from parents of diverse backgrounds | | |
| j. Proficiency in the collection and review of relevant data to facilitate the problem analysis process | | |
| k. Demonstrates skill in collaborating with others to develop appropriate goals for students; accounts for student's unique characteristics (e.g., abilities, disabilities, strengths, needs) in developing goals | | |
| l. Demonstrates skill in collaborating with others to select, develop and/or implement appropriate interventions | | |
| m. Demonstrates skill in collecting and utilizing data for the purpose of treatment evaluation (e.g., ability to discern whether an implemented intervention is effective) | | |
| n. Demonstrates effective verbal communication skills throughout the consultation process | | |

| Domain 3: Academic Interventions and Instructional Supports | Rating | N/A |
|---|---|---|
| a. Uses knowledge of salient influences (e.g., developmental, biological, cultural, social) in understanding students' cognitive abilities, academic skills, and learning processes | | |
| b. Understands and demonstrates developmentally appropriate skill in the application of multi-tiered strategies to support and promote students' learning and academic achievement | | |
| c. Proficiency in utilizing a data-based approach to accurately identify students' academic strengths, weaknesses, and needs | | |
| d. Proficiency in utilizing a data-based approach to develop appropriate academic goals for students | | |
| e. Demonstrates developmentally appropriate skill in linking assessment data to the development/selection of appropriate interventions, strategies, and/or treatments designed to address students' learning problems and/or targeted academic deficits | | |
| f. Demonstrates developmentally appropriate skill in utilizing formative assessment practices (e.g., progress monitoring) to support data-based decision making | | |
| g. Understands the need and/or benefit of evaluating treatment/intervention integrity and/or fidelity | | |
| h. Effectively contributes to planning/intervention practices, discussions, and processes | | |
| i. Demonstrates awareness of impact of diversity, culture, and social, and other influences on data collection and intervention selection/implementation strategies and/or practices | | |
| j. Selects and utilizes appropriate techniques to monitor the effectiveness of academic interventions | | |
| k. Understands the benefit of assessing positive impact of intervention services on students' learning and achievement (e.g., calculation of effect size, PND) | | |

| Domain 4: Mental and Behavioral Health Services and Interventions | Rating | N/A |
|---|---|---|
| a. Uses knowledge of salient influences (e.g., developmental, biological, cultural, social) in understanding students' behavior, social-emotional functioning, and mental health | | |
| b. Demonstrates developmentally appropriate skill in considering various contextual influences on students' behavior and social-emotional functioning and their effect on learning/academic achievement | | |
| c. Demonstrates developmentally appropriate skill in the application of multi-tiered strategies to support and promote students' mental health and social-emotional well being | | |
| d. Possesses knowledge of and demonstrates developmentally appropriate skill in the selection of evidence-based strategies and/or interventions to promote students' mental health and life skill development | | |
| e. Proficiency in the use (i.e., administration, scoring, interpretation) of measures of social-emotional functioning | | |
| f. Proficiency in the integration of social, emotional, and behavioral data with information collected from other sources (e.g., background, medical, psychometric assessments) | | |
| g. Understands the benefit of assessing positive impact of intervention services on students' social-emotional and/or behavioral functioning (e.g., calculation of effect size) | | |
| h. Provides effective individual counseling services to students | | |
| i. Demonstrates developmentally appropriate skill in addressing students' acute problems when they arise (e.g., de-escalation, "putting out fires") | | |
| j. Demonstrates skill in effectively linking assessment data to the selection of appropriate, culturally responsive interventions, strategies, and/or treatments designed to address students' social, emotional, and behavioral problems | | |
| k. Selects and utilizes appropriate techniques to monitor the effectiveness of social, emotional, and/or behavioral interventions | | |

| Domain 5: School-Wide Practices to Promote Learning | Rating | N/A |
|---|---|---|
| a. Demonstrates a commitment to upholding policies and/or practices that help to promote a safe, supportive learning environment | | |
| b. Demonstrates knowledge of systems level, evidence-based policies, strategies, and practices that help to promote students' learning and academic outcomes | | |
| c. Demonstrates knowledge of systems level, evidence-based policies, strategies, and practices that help to promote students' mental health | | |
| d. Demonstrates understanding of school organization, to include general and special education, and related educational services | | |
| e. Demonstrates understanding of the value of a multi-tiered systems framework to promote and maintain a safe, supportive learning environment | | |
| f. Attempts to work collaboratively with others to identify needs of the school and/or system | | |
| g. Attempts to work collaboratively with others to develop and/or implement policies, strategies, and/or services to positively address system-level needs | | |

| Domain 6: Services to Promote Safe and Supportive Schools | Rating | N/A |
|---|---|---|
| a. Demonstrates knowledge of variables (e.g., risk factors, resilience) that influence behavior, mental health, development, and learning | | |
| b. Understands role of primary prevention programs in promoting effective practices at all levels of the school system | | |
| c. Understands salient differences among primary (universal), secondary (selected), and tertiary (targeted) prevention strategies | | |
| d. Demonstrates understanding of the school's crisis prevention and response plan | | |
| e. Demonstrates understanding of the school psychologist's unique role in addressing and/or responding to a crisis situation | | |
| f. Works collaboratively with others to support the school's crisis response and prevention program/services | | |

| Domain 7: Family, School, and Community Collaboration | Rating | N/A |
|---|---|---|
| a. Demonstrates knowledge of family characteristics (e.g., strengths, needs, culture) that impact students' development and well-being | | |
| b. Understands importance of family-school collaboration as a means of promoting students' learning | | |
| c. Demonstrates a commitment to involving parents in the educational and learning process | | |
| d. Proficiency in communicating effectively with parents (e.g., presenting assessment findings) | | |
| e. Demonstrates understanding of family characteristics and dynamics as influences on students' feelings, behavior, and learning | | |
| f. Demonstrates knowledge of available community resources to help families and, by extension, promote students' development and well being | | |
| g. Demonstrates consideration for parent/caregiver needs, values, and cultural characteristics when interacting with parents/caregivers | | |

| Domain 8: Equitable Practices for Diverse Student Populations | Rating | N/A |
|---|---|---|
| a. Demonstrates sensitivity to issues of cultural characteristics, traditions, and diversity | | |
| b. Understands the importance of addressing sources of diversity in the design, implementation, and evaluation of services | | |
| c. Accounts for various contexts (e.g., cultural, religious, linguistic) of the child and family in the planning of service delivery | | |
| d. Demonstrates developmentally appropriate skill in adapting services (e.g., assessments, interventions) based on relevant sources of diversity (e.g., culture, ethnicity, general, social, economic) | | |
| e. Recognizes various factors that contribute to individual differences and influence learning | | |
| f. Demonstrates sensitivity to (and understands the impact of) own ethnocentric perspective on professional functioning | | |
| g. Demonstrates a commitment to ensuring students learn in safe, supportive, and inclusive environments (i.e., promotes equity and social justice in educational programs and/or services) | | |

| Domain 9: Research and Evidence-Based Practice | Rating | N/A |
|---|---|---|
| a. Demonstrates knowledge of relevant psychometric properties and methodological principles associated with assessment instruments utilized | | |
| b. Understands importance of psychometric soundness as it pertains to the selection of assessment instruments and data collection techniques | | |
| c. Demonstrates understanding of varied methods of data collection as part of the data-based decision making process, to include their respective strengths and limitations | | |
| d. Demonstrates knowledge about relevant statistical and/or alternative data analysis techniques for the purpose of interpreting data within the school setting | | |
| e. Proficiency in the application and use of various technological and/or information resources to support effective practice | | |
| f. Demonstrates developmentally appropriate skill in evaluating the effectiveness of universal (e.g., Tier I) or secondary (e.g., Tier II) programs within the school setting | | |
| g. Demonstrates skill in effectively and appropriately translating research into practice | | |

| Domain 10: Legal, Ethical, and Professional Practice | Rating | N/A |
|---|---|---|
| a. Exhibits behavior and conducts self in a manner that is consistent with ethical principles governing the field of school psychology (e.g., NASP, APA) | | |
| b. Exhibits behavior that reflects respectful, professional, and collegial interaction and/or relations with others | | |
| c. Demonstrates knowledge of relevant local, state, and federal laws governing the practice of school psychology and the field of education | | |
| d. Adheres to legal standards and regulations that underpin school-based practice | | |
| e. Avails self to opportunities for supervision, consultation, and mentoring to support the development of effective school-based practice | | |
| f. Accepts feedback constructively | | |
| g. Attempts to incorporate feedback/suggestions into professional practices | | |
| h. Engages in professional decision making practices that reflect recognition of students' and families' diverse characteristics, needs, and circumstances | | |
| i. Engages in professional decision making practices that account for the diverse needs, characteristics, and circumstances of teachers, educational administrators and staff, and other professionals | | |
| j. Understands the importance of, and demonstrates a commitment to, continuing professional development and personal growth | | |
| k. Demonstrates a commitment to introspection as applicable to evaluating his/her own knowledge and skill development | | |
| l. Demonstrates a commitment to engaging in practices that safeguard the confidentiality of others | | |
| m. Demonstrates a commitment to engaging in practices that enhance the quality of services offered in their placement(s) | | |

| Professional Dispositions and Characteristics | Rating | |
|---|---|---|
| a. Dependability - follows through on tasks, completes assigned tasks, meets deadlines | | |
| b. Enthusiasm - appears interested and engaged, displays positive and/or constructive general attitude in the school setting | | |
| c. Punctuality - arrives to placement and/or scheduled meetings/appointments in a timely manner | | |
| d. Interpersonal skills - interacts with others in professional manner | | |
| e. Cooperative - presents self as a contributory team member | | |
| f. Oral communication skills – presents thoughts and ideas clearly and effectively | | |
| g. Listening skills – hears and attempts to understand others' perspectives; shows appropriate concern | | |
| h. Displays respect and courtesy for others (e.g., teachers, staff, parents, students, community partners) | | |
| i. Initiative - identifies needs; is able to complete tasks independently or with little assistance | | |
| j. Openness – willingly accepts assignments/tasks; willing to try new things | | |
| k. Displays an acceptable level of effort and general work ethic | | |
| l. Displays commitment to making a positive contribution to the school setting | | |
| m. Receptiveness to supervision - accepts feedback/guidance/suggestions from supervisor or others | | |
| n. Appearance – clothing and general appearance are appropriate for school and/or professional setting | | |
| o. General adherence to standards of behavior – personal conduct and/or deportment, language, respect for others are appropriate for school and/or professional setting | | |
| p. Adaptability – able to adapt or adjust well to changing circumstances / events | | |
| q. Collegiality - personal interactions with others reflect attempts to establish rapport and positive working relationships | | |

Other comments/suggestions:

# Appendix I
# Intern Exit Survey

# Specialist Program - School Psychology
# Exit Survey - Class of 2024

The School Psychology program faculty at The Citadel routinely conducts a survey of pending graduates in order to assess the extent to which the program provided you with critical training experiences and helped you develop the competencies you need to practice as a school psychologist. Please complete and return this questionnaire as soon as possible.

During internship - time spent engaged in: (please place an approximate percentage in each box)

| Psychoed. Eval-related activities | MTSS-related activities (RTI, PBS, etc.) | Consultation w teachers & parents | Counseling | Crisis Response / Intervention | Prevention/School-wide Activities | Other |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

**Please answer the following questions**

In your opinion what are the strengths and weaknesses of the School Psychology Program at The Citadel?

Strengths:

Weaknesses:

What type of professional development opportunities would you like The Citadel to provide or sponsor in the future?

**How would you rate your training at The Citadel in the following areas?**

| Program Context / Structure | Strongly | Agree | Disagree | Strongly |
|---|---|---|---|---|

| | Agree | | | Disagree |
|---|---|---|---|---|
| I understood the training philosophy/mission, goals and objective of the program | | | | |
| Human diversity was recognized, valued, and respected | | | | |
| The program contributed to continuing professional development opportunities for school psychologists | | | | |
| The faculty demonstrated interest and respect about the welfare of all students | | | | |
| The faculty made apparent efforts to infuse scientific research findings and documented best practice approaches into courses and teachings | | | | |

| Data-Based Decision Making & Accountability | | | | |
|---|---|---|---|---|
| The program prepared me to collect the following data and information on children and youth to be used in decision making and evidence-based interventions | Strongly Agree | Agree | Disagree | Strongly Disagree |
| Intellectual (cognitive, achievement) | | | | |
| Social-emotional | | | | |
| Interview data (parent, teacher, student) | | | | |
| CBM/CBA | | | | |
| Observational data | | | | |
| The program prepared me to synthesize data to identify students' individual strengths, weaknesses, and/or needs | | | | |
| The program prepared me to utilize a multidimensional approach (multi-method, multi-source) in making data-based decisions | | | | |
| The program prepared me to translate assessment results into empirically based decisions about service delivery | | | | |
| The program prepared me to utilize relevant technological resources to support effective practices | | | | |

| Consultation and Collaboration | | | | |
|---|---|---|---|---|
| The program prepared me adequately to consult and collaborate using the following models: | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     Instructional Consultation Model | | | | |
|     Behavioral/Problem Solving Consultation Model | | | | |
| The program prepared me to collaborate effectively with others in the planning and decision-making process at the individual, group, and system levels | | | | |
| The program prepared me to provide consultation services to: | | | | |
|     Parents | | | | |
|     Teachers | | | | |
|     Administrators | | | | |
|     Problem-solving Teams | | | | |

| Academic Interventions and Instructional Supports | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| The program provided me with adequate knowledge about learning processes | | | | |
| I learned to develop appropriate cog / academic goals for students with different abilities, disabilities, strengths, and needs | | | | |
| The program provided me with the knowledge and techniques necessary to implement interventions to achieve treatment goals related to cognitive and academic skills | | | | |
| The program provided me with the knowledge and techniques necessary to evaluate & determine academic intervention effectiveness | | | | |

| Mental and Behavioral Health Services and Interventions | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| The program provided me with adequate knowledge about typical & atypical aspects of human development | | | | |
| I learned to develop appropriate behavioral, affective, adaptive and social goals for students with varying abilities and presenting issues | | | | |
| The program provided me with the knowledge and techniques necessary to implement interventions to achieve treatment goals related to students' mental health, pro-social behaviors, and/or social skill development | | | | |
| The program provided me with the knowledge and techniques necessary to evaluate & determine behavioral / social-emotional intervention effectiveness | | | | |
| The program provided me with knowledge and skills to provide counseling services with students | | | | |

| School-Wide Practices to Promote Learning | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| The program provided me with adequate knowledge about general education, special education, and other education and related services | | | | |
| The program helped me to develop adequate knowledge of systems level, evidence-based policies, strategies, and practices that help to promote students' learning and academic outcomes | | | | |
| The program helped me to develop adequate knowledge of systems level, evidence-based policies, strategies, and practices that help to promote students' mental health & well being | | | | |

| Services to Promote Safe and Supportive Schools | | | | |
|---|---|---|---|---|
| The program provided me with adequate knowledge in the following areas: | Strongly Agree | Agree | Disagree | Strongly Disagree |
| Universal-level prevention | | | | |
| Tier 2 and 3 Interventions | | | | |
| Crisis response | | | | |
| School psychologist's role in crisis response | | | | |
| Knowledge of salient factors (risk, resilience) that influence behavior, mental health, & learning | | | | |

| Family, School, and Community Collaboration | | | | |
|---|---|---|---|---|
| The program provided me with adequate knowledge of family influences on: | Strongly Agree | Agree | Disagree | Strongly Disagree |
| Student wellness | | | | |
| Learning and academic achievement | | | | |
| I developed skills necessary for collaborating with and forming partnerships among families, schools and communities | | | | |

| Equitable Practices for Diverse Student Populations | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| The program helped me to understand the potential influence of biological, social, ethnic, and cultural factors in development and learning | | | | |
| The program helped me to learn the skills needed to work with individuals of diverse characteristics | | | | |
| The program provided me with knowledge and skills necessary to select, implement, and adapt strategies based on individual characteristics and strengths | | | | |

| Research and Evidence-Based Practice | | | | |
|---|---|---|---|---|
| The program provide me with adequate knowledge and skills in the following areas: | Strongly Agree | Agree | Disagree | Strongly Disagree |
| Research methodology | | | | |
| Statistics | | | | |
| Program evaluation | | | | |
| Single-subject research design | | | | |
| Translating research into practice | | | | |

| Legal, Ethical, & Professional Practice | | | | |
|---|---|---|---|---|
| I learned and understood the following standards: | Strongly Agree | Agree | Disagree | Strongly Disagree |
| NASP Ethical standards | | | | |
| NASP Professional standards | | | | |
| Legal standards (e.g., IDEA) | | | | |
| I gained knowledge about the history of the field and the roles / responsibilities of school psychologists | | | | |
| I learned to behave and practice in a manner consistent with ethical principles governing the field of school psychology (e.g., NASP) | | | | |
| The program helped to instill in me the importance of engaging in "best" (i.e., ethical, legally defensible) practices | | | | |

In considering all of the courses you took as part of The Citadel's Ed.S. School Psychology program, which three courses contributed LEAST to your preparation and/or development as a school psychologist? Stated differently, in your opinion which three courses could be eliminated from the program without significantly compromising the training you received?

1. _____

2. _____

3. _____

Please include below any pertinent comments you would like to share regarding your training and experience at The Citadel:

# Appendix J
# Internship Guidelines

# GUIDELINES   rev. 6/24
## PSYC 621 & 622: INTERNSHIP IN SCHOOL PSYCHOLOGY I & II

**Note:** the School Psychology faculty has unanimously voted to adopt this *PSYC 621/622 Internship Guidelines* document as official policy in the School Psychology program at The Citadel.

**These guidelines should be shared with the intern's field-based supervisor immediately upon, if not prior to, commencement of the internship.**

The school psychology internship is a closely supervised experience that entails the development and evaluation of specific knowledge, skills, and competencies that require the integration and application of the full range of school psychology practices, in line with the National Association of School Psychologists "Model for Comprehensive and Integrated School Psychological Services." The overarching goal of the internship experience is to prepare the intern to attain the primary competencies (i.e., knowledge and skills) necessary for independent functioning as a school psychologist (i.e., a data-based problem-solver, capable of providing a full range of services that convey benefit to a diverse client population at the individual, family, group, and broader systems levels). In particular, the internship experience is oriented toward assuring competent decision-making and practice in the following broad areas:

**DATA-BASED DECISION MAKING:**
    **A.** the administration, interpretation, and use of a wide range of standardized assessment tools, other diagnostic instruments, and data collection methods to be used in the identification of strengths and weaknesses, diagnosis of problems that affect pupils' learning/achievement, as well as the development of effective services, treatments, and/or programs intended to address identified issues

    **B.** the application and synthesis of data (including consideration/influence of relevant ecological factors) derived/collected from multiple sources for decision-making and problem-solving at the individual, family, group and systems levels

    **C.** the use appropriate of data to inform decision-making regarding program/service effectiveness in formative (e.g., progress monitoring) as well as summative (e.g., outcome) fashions

**CONSULTATION AND COLLABORATION:**
    **D.** varied consultation methods applicable with teachers, administrators, program coordinators, and other educational professionals

    **E.** participation in pre-referral intervention and/or –pre-placement team decision-making meetings and/or processes

    **F.** effective collaboration and communication of information to diverse audiences, including teachers, parents, administrators, and community professionals

**ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS:**

    **G**. development and implementation, in consultation/collaboration with other school personnel, of evidence-based interventions and/or plans for children / youth who present with academic difficulties in reading, mathematics, written language, or other related academic areas

    **H**. knowledge and application of evidence-based, multi-tiered methods and/or strategies to promote development of students' cognitive and academic skills, achievement, and learning across levels (i.e., individual, family, group, system)

    **I**. development and implementation of appropriate and useful data-based decision-making mechanisms for the purposes of assessing, determining, evaluating, and promoting academic intervention effectiveness, to include implementation fidelity/integrity

**MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS:**

    **J**. development and implementation, in consultation/collaboration with other school personnel, of evidence-based interventions and/or services (e.g., individual and group counseling, behavioral interventions, family-school collaboration) for children / youth who present with social, emotional, and/or behavioral difficulties

    **K**. knowledge and application of evidence-based, multi-tiered methods and/or strategies to promote students' development of social-emotional, behavioral, and mental health across all levels (i.e., individual, family, group, system)

    **L**. development and implementation of appropriate and useful data-based decision-making mechanisms for the purposes of assessing, determining, evaluating, and promoting behavioral / mental health intervention effectiveness, to include implementation fidelity/integrity

    **M**. implementation of behavioral and/or mental health services (e.g., individual and/or group counseling) that holistically support students' well being and promote learning

**SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING:**

    **N**. practices and demonstration of professional characteristics that promote a safe, effective, and supportive learning environment for students, educational professionals, and others

    **O**. development and provision of professional development opportunities for teachers, administrators, school personnel, and/or parents (e.g., in-service presentations, workshops, mentoring psychology students)

**SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS:**

    **P**. participation in the preparation, development, and planning of services designed to prevent, address, respond to, and recover from crisis events that impact the immediate school setting, the school district, and/or the community

**Q**. consultation and collaboration with principals, administrators, guidance counselors and community leaders for the purposes of promoting a positive school climate, enhancing student resilience, bolstering school-wide achievement patterns, and addressing other school-based concerns within a primary prevention framework

**R**. demonstration of familiarity with community support services to facilitate appropriate referrals

## FAMILY, SCHOOL, AND COMMUNITY COLLABORATION:

**S**. consultation and collaboration with parents and families to promote students' academic, social, emotional, and behavioral well-being

## EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS:

**T**. knowledge of principles pertaining to various sources of individual difference, including (but not limited to) child development, cultural identity, race/ethnicity, religion, gender identity/expression, sexual orientation, and socioeconomic status, as well as understanding of how such characteristics impact development and learning

**U**. demonstration of skills that are intended to render professional services for the purpose of promoting effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds

## RESEARCH AND EVIDENCE-BASED PRACTICE:
**V**. development and execution of applied, school-based research projects (e.g., program evaluation), to include demonstration of research design and planning, data collection and other forms of measurement, data analysis, and determination of outcomes, needs, etc.

## LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE:
**W**. demonstration of sensitivity to and respect for all categories of handicapping conditions, diverse cultural and ethnic groups, and other characteristics that elicit individual differences, across all levels and modalities of service provision

**X**. development of an awareness of the school as a system which operates in a larger community system by attending meetings such as school board meetings, parent-teacher meetings, professional meetings, etc.

**Y**. development of a professional identity by participation in professional organizations and ongoing professional training

**Z**. development of sensitivity to ethical and legal concerns and/or issues that are germane to the profession of school psychology, and underpin responsive, effective decision making

**AA**. appropriate utilization of technology and other information resources for the purpose of promoting student learning and well being

To achieve this broad-based range of objectives, the intern should participate in the following specific **minimal** activities under the direct supervision of a licensed and/or certified school psychologist (i.e., an appropriately credentialed field-based supervisor with a minimum of three-years of professional experience as a school psychologist). Exposure across these activities should target the greatest range of diversity possible with respect to clients served, presenting issues encountered, and organizations interfaced. **NOTE** – the suggested hours of involvement that accompany each professional activity identified below should not be construed as "mandates" or strict requirements, per se (i.e., these ranges should not be interpreted as necessary minimum criteria). Actual involvement in each activity will vary across interns and depend greatly on the needs and resulting opportunities of individual internship placements/sites.

| Suggested hours of involvement | Activity |
|---|---|
| | **1**. Psychoeducational assessment and evaluation of children/youth. To the extent possible, the following should be met at a minimum:<br>    a) 5 academic-based referrals<br>    b) 5 social/emotional/behavioral-based referrals (to include ADHD and Autism) |
| 175-250 hours | To the extent possible, evaluations should be proportionally spread across ethnic and cultural representation of the school system and should reflect a multi-method, multi-source approach, to include: various observations; review of extant records and/or data; interviews with teachers, parents, and administrators where indicated; and norm referenced, criterion referenced, and/or curriculum based assessment instruments as required (i.e., RIOT). Sound and conceptually appropriate data-based decision making should be reflected throughout the assessment process, including written work products and other forms of information dissemination (e.g., presentation to parents and other team members). |
| 175-250 hours | **2**. General paperwork/administrative duties and/or activities, to include: computerized or hand scoring of test protocols, writing comprehensive reports, and other forms of data input and/or integration. |
| 125-175 hours | **3**. Consultation/collaboration with teachers/school personnel regarding children/youth of concern, issues related to general classroom management, and broader school-based issues with a primary prevention focus. |

**150-250 hours**

**4**. Development, implementation, and monitoring of direct interventions with students, to include:

   a) interventions intended to remediate academic problems

   b) interventions intended to address, social, and/or behavioral problems; suggested modalities:

   - individual counseling
   - group counseling
   - behavior management

   c) intervention activities that involve students' parents and/or primary caregivers

At least 2 interventions should involve children/youth who require intensive and/or extended support (internship case studies are applicable).

**75-125 hours**

**5**. Participation in problem-solving and/or multidisciplinary team meetings, including pre-referral activities and/or pre-placement decision making processes (e.g., student intervention team meetings).

**50-100 hours**

**6**. Periodic follow-up consultation with teachers, school personnel, and/or parents relative to students previously seen for evaluation and/or intervention in order to monitor/determine/enhance the effectiveness of implemented educational and/or social/emotional/behavioral interventions (i.e., post-intervention follow up).

**25-75 hours**

**7**. Provision of consultation-based services for parents, and/or activities that help to facilitate and cultivate collaborations between family and school.

**15-25 hours**

**8**. Consultation with community agencies in reference to children/youth served by the intern's school(s) relative to exploration of community support for children/youth and families, placement possibilities, etc. Examples of agencies include (but are not limited to):

   a) social services

   b) external mental health agency

   c) court system / probation

   d) physician's office / hospital / treatment facility

   e) vocational rehabilitation

| | |
|---|---|
| 75-125 hours | **9**. Systems-level activities to promote student learning and a safe, supportive educational environment:<br>    a) facilitation of and participation in professional development opportunities for school personnel (e.g., in-service training or workshop presentation)<br>    b) consultation with school/community leaders about systems-wide interventions aimed at eliminating/reducing issues that affect the school at the system level.<br>    c) participation in activities and/or programs designed to prevent, address, and/or respond to acute situations/events that arise within the school building/district (e.g., program development, "table-top" or other drills, assigned response activities during live events) |
| 10-15 hours | **10**. Attendance at school/district-based functions (e.g., school board meetings, PTA meetings, school planning meetings) and/or district, local, regional, or national school psychology meetings/conferences/workshops in the interest of enhancing and/or maintaining the intern's ability to engage in legal, ethical, professional, and culturally responsive practices. |
| 10-25 hours | **11**. Research-related activities necessary to support effective data-based decision making and practice at all levels, including:<br>    a) program evaluation (e.g., techniques and resources necessary to identify needs, collect and analyze data, and determine outcomes)<br>    b) utilization of literature- and empirically-based resources as the bases for professional decision making and service delivery |
| 80-120 hours | **12.** Supervision with field-based and/or university-based supervisors, including group supervision on campus. **Note:** per NASP training standards, the intern is <u>required</u> to receive an average of two hours of face-to-face contact with his/her field-based supervisor per week across the duration of the internship placement. |

**Minimum hourly total required across PSYC 621 and PSYC 622 = 1,200 hours**

## Internship Evolution

It is the sole responsibility of the student to search for and secure his/her own internship placement (i.e., the School Psychology program does not make direct placements on behalf of interns).  Once a tentative agreement has been reached between the student and a school district (or other agency, when relevant), the university-based supervisor will contact a designated representative of the school district to ensure the student will receive an adequate training experience as well as sufficient supervision from an appropriately credentialed school psychologist.  Thereafter, all parties will sign a "Letter of Agreement" which outlines the roles and responsibilities for everyone involved in the internship (Note - the university-based supervisor will not sign the "Letter of Agreement" until the student has successfully completed all of his/her course requirements leading up to the internship).

Per the guidelines contained in the School Psychology Program Handbook, all course requirements (i.e., 66-credit hours preceding PSYC 621) must be completed before any student is permitted to enroll in PSYC 621 or begin accruing internship hours.

In order to be eligible for the Ed.S. in School Psychology, students must register for / enroll in PSYC 621 and PSYC 622 regardless of any certification or credentialing requirements they may be subject to outside the state of South Carolina.

It is anticipated that the intern will develop over the course of the internship into a mature, competent data-based problem-solver.  The intern and the supervisors (field- and university-based) should anticipate increased responsibility and increased, yet closely monitored, autonomy in decision making by the intern as the internship experience progresses.  By the end of the internship experience, it is expected that the intern will have sufficiently developed his/her skills and competencies such that he/she is able to function competently and relatively independently (i.e., the intern is prepared to take on his/her own school with minimal supervision necessary).  To accomplish this evolution, the following activities will occur:

a) pre-internship contact with a school district representative and the field-based supervisor by the university-based supervisor to discuss placement, objectives, expectations, supervision requirements, evaluation methods, case study requirements, special considerations or circumstances of the intern or the school, etc.;

b) regular communication between the field and university-based supervisor through email, telephone, field-based evaluations, etc.;

c) if safe/permissible, personal on-site visits by the university-based supervisor with the intern and field-based supervisor for the purposes of observation and review of work by the university-based supervisor once each semester, minimally;

d) attendance by the intern at scheduled group supervision meetings (two per semester; **required for all interns within a reasonable driving distance to campus\***);

e) minimum of two-hours of **face-to-face** supervision per week (on average) provided by the field-based supervisor to the intern; field-based supervisor should have at least three-years of professional experience as a school psychologist;

f) completion of a "School Psychology Professional Portfolio" that presents the intern's collection of field-based work samples, professional development documentation, and other work samples / artifacts produced over the intern's time in the program (see the attached "Professional Portfolio" rubric);

g) two written comprehensive case studies completed by the intern. The case studies are regarded as all-encompassing projects that represent the culmination of in-depth cases in which the intern was actively involved. Each case study focuses on performance outcomes for a particular student (or group, system) and is evaluated by the university-based supervisor (see portfolio rubric for further details);

h) routine analysis of the intern's progress toward meeting expectations and objectives by the field-based supervisor (communicated through regular supervision meetings);

i) periodic evaluation of the intern's progress toward meeting expectations and objectives by the field-based supervisor in conjunction with the university-based supervisor (e.g., mid-term evaluation form provided by the university-based supervisor);

j) written evaluation of the intern's progress across multiple areas to be completed at the end of each semester by the field-based supervisor (evaluation form provided by the university-based supervisor);

k) coordinated plan, if necessary, to correct any deficiencies or weaknesses of the intern. The plan is to be developed by the field- and university-based supervisors, and explicitly communicated with the intern.

**\*Note: On-site visits are not typically scheduled for students whose internship placements are outside of South Carolina. However, if the intern's field-based supervisor and/or the university-based supervisor determine that concerns exist with respect to the intern's development as a school psychologist-in-training, an on-site visit will be scheduled. <u>The intern will be responsible for reimbursing all expenses that are incurred</u> under these circumstances.**

## <u>Internship Expectations</u>

Students enrolled in PSYC 621: Internship in School Psychology I (3 semester hours) and in PSYC 622: Internship in School Psychology II (3 semester hours) must complete 600 clock hours of internship, respectively (minimum of 1,200 clock hours cumulatively). All students must take both internship components and must complete PSYC 621 requirements prior to beginning PSYC 622 requirements. Ideally, PSYC 621 should be completed during the fall semester, and PSYC 622 should be completed during the spring semester.

The intern is expected to abide by the placement "Start" and "End" dates of placement as indicated on the "Letter of Agreement" that is signed by all parties (i.e., the intern, university-based supervisor, and designated agency representative). Typically, the "End" date indicated on the "Letter of Agreement" occurs after the completion of The Citadel's spring semester. Under these circumstances, a grade of "In Progress" (IP) will be recorded for PSYC 622 until such time

that the intern (1) has fully reached the "End" date indicated on the "Letter of Agreement" and (2) has successfully fulfilled all of his/her internship obligations (see attached "Internship Completion Checklist"). Thereafter, a "Change of Grade" form will be submitted for PSYC 622 by the university-based supervisor to the Registrar's Office.

The intern is expected to conduct him/herself in accordance with all ethical, professional, and legal standards governing the practice of school psychology (see "NASP Professional Standards 2020" - **https://www.nasponline.org/standards-and-certification/professional-ethics**) and is further expected to adhere to all regulations and guidelines established within the internship site. The intern will conduct him/herself in a professional manner (e.g., punctuality, initiative, appearance/dress, motivation) and is expected to demonstrate a commitment to a safe, supportive learning environment. Failure to comply with these expectations places the intern at risk of being subject to disciplinary action, including possible termination from the internship site and the recording of an "F" for PSYC 621 or PSYC 622, resulting in termination from the School Psychology Program. Additional information regarding professional and ethical expectations for interns is located in the PSYC 621/622 course syllabus.

The intern must carry a professional liability insurance coverage policy to cover him/herself over the entire duration of the internship experience. Proof of coverage must be provided to the Coordinator of Internships before the intern is permitted to begin accruing internship hours. Two options are offered to NASP student members through the following carriers:

Forest T. Jones & Co.: https://www.ftj.com/products/detail/78#sthash.WcvGeAay.dpbs

American Professional Agency, Inc.: http://www.americanprofessional.com/covered-professions/nasp-school-psychologists/

The intern is expected to maintain and turn in (upon completion of the internship) the following documentation:

**1. Internship Hour Log** - the intern will keep a log of **all of his/her activities** during the internship. The intern may use the attached "Log Sheet" or may log his/her hours electronically (e.g., Excel spreadsheet, Word document). The intern will be required to maintain this log throughout the entire duration of the internship.

**2. Categorical Summary of Hours -** the intern will summarize his/her year-long experience on the "Internship Hourly Summary by Category" (see p. 13) which will be signed by his/her field-based supervisor.

**3. Internship Summary Form -** the intern will turn into the university-based supervisor a one-page form (included in this packet) that outlines his/her placement information, including certification/licensure information for his/her field-based supervisor.

**4.  School Psychology Professional Portfolio -** the portfolio represents a collection of the intern's work and professional documentation that has been prepared / accumulated across his/her classroom and practical experiences in the program.  It includes field-based work samples (e.g., reports completed during the Practica and Internship experiences), other work samples (e.g., class papers, presentations, projects), and other professional documentation (e.g., identity statement, PRAXIS scores, copy of transcript, evidence of professional development).  The university-based supervisor will review the portfolio upon the completion of the internship (see attached rubric).

**5.  Case Demographics forms** - during his/her internship experience, the intern will select a sampling of the cases in which he/she was engaged and complete a Case Demographics Form (i.e., "form"). The form is completed by the intern and is intended to provide data to the University-based supervisor regarding the diversity of the population served by the intern, including basic student demographic information (e.g., gender, race/ethnicity), referral concern(s), and services rendered by the intern. **Approximately 9-10 cases (i.e., 1 case per month) should be selected for recording across the entire internship.**  The form should be duplicated as necessary (see the "School Psychology Professional Portfolio" rubric attached for a copy of the form).

**6.  Case Studies –** each intern must complete two comprehensive case study projects – one must involve an academically oriented referral and the other a behavioral and/or social-emotionally oriented referral.  The case study serves as an opportunity for the intern to apply the data-based problem-solving model in a comprehensive fashion.  It is a "long-term" project that will be supervised by both the intern's field-based supervisor as well as the university-based supervisor (during on campus meetings, site visits, and additional correspondence as necessary).  The case study is an <u>original</u> written document although data, information, and/or content from other documents (e.g., psychoeducational evaluation report) may be integrated into it as applicable.  During the final on-campus meeting in the spring semester, **ALL interns** are required to orally present one case study of their choosing before their peers, the university-based supervisor, and other school psychology faculty who attend.  At a minimum, the case study must reflect a case in which the intern was actively involved over an extended period of time (i.e., weeks, if not months).  Moreover, the case must include and sufficiently document an intervention component that is designed to result in positive impact on functioning for the student(s) involved.  **Note – calculation/assessment of positive impact on student functioning is a <u>required</u> component of the case study.  Progress monitoring data and empirical evidence for the effectiveness of the implemented intervention must be presented.** Examples of possible case studies include (but are not limited to) a behavior modification program, a consultation project with a teacher, an intervention that is tied to results from a psychoeducational evaluation, or a counseling case.  The case studies are thoroughly evaluated by the university-based supervisor and must be satisfactorily completed before a final grade for PSYC 622 will be submitted on behalf of the intern (see the attached "Case Study" rubric contained in the "School Psychology Professional Portfolio" rubric).  If areas of weakness or deficiency are identified in either case study document, specific feedback and suggestions for improvement will be provided to the intern by the university-based supervisor.

**No grade for internship can be submitted until all forms, the School Psychology Professional Portfolio, and Case Studies are completed and reviewed by the Internship Coordinator for adequacy**.

# Hourly Log Sheet
## The Citadel School Psychology Program

* Use Activity number from Guidelines (i.e., 1-12)
** Log times to the nearest quarter hour: .25, 1.75, etc.

| Date | Activity Number * | Hours spent in Activity ** | Comments |
|---|---|---|---|
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## Internship Hourly Summary by Category
## The Citadel

| Activity | Guidelines | Hours Logged | Comments |
|---|---|---|---|
| 1. Psychoeducational assessment and evaluation | 175-250 | | |
| 2. Paperwork & administrative duties (Protocol scoring, report writing, paperwork) | 175-250 | | |
| 3. Consultation with teachers and school personnel | 125-175 | | |
| 4. Direct intervention – development, implementation, & monitoring | 150-250 | | |
| 5. Multidisciplinary or pre-placement team participation | 75-125 | | |
| 6. Follow-up consultation re: intervention effectiveness | 50-100 | | |
| 7. Consultation &/or collaboration with parents | 25-75 | | |
| 8. Consultation with community agencies | 25-50 | | |
| 9. Systems level activities to promote learning | 75-125 | | |
| 10. Attendance at meetings to enhance practice | 10-15 | | |
| 11. Research-related activities (e.g., activities to conduct program evaluation) | 10-25 | | |
| 12. Supervision | 80-100 | | |
| Other experiences not listed above (e.g., travel): specify | N/A | | |
| Total | **1200** **(minimum)** | | |

Field-based supervisor's signature _____ Date _____

**The Citadel**

**School Psychology Internship Summary Form**

Intern: _____

Internship Placement I

    Address: _____
_____
_____
_____

    Supervisor name and signature: _____

_____

    Supervisor certification/license_____

    Supervisor telephone number:  (\_\_\_)_____

    Hours Completed:  [_____]

Internship Placement II

    Address: _____
_____
_____
_____

    Supervisor name and signature: _____

_____

    Supervisor certification/license_____

    Supervisor telephone number:  (\_\_\_)_____

    Hours Completed:  [_____]

**School Psychology Professional Portfolio**
**The Citadel**

The School Psychology Professional Portfolio (i.e., portfolio) is an important component of the student's (i.e., "candidate's") on-going professional development as a school psychologist-in-training and should reflect learning and experiences that have occurred throughout the program. Although the portfolio is not formally evaluated as a final product until the candidate's internship year, it should be regarded as a "work in progress." As such, the candidate should plan to compile materials for the portfolio starting with year one of the program.

Because of its importance to the candidate's development as a school psychologist, **the portfolio must be completed satisfactorily by the end of the internship year** in order for the candidate to graduate with his/her Specialist in Education degree (Ed.S.). The portfolio is comprised of the following:

- ♦ Professional Documentation
- ♦ Evidence of Developing Competencies
- ♦ Internship Case Study and Case Demographics Forms

When fully completed, the university-based supervisor will review the portfolio and rate each of the areas indicated. Additionally, the portfolio will be rated with respect to the presentation and organization of the content. The following scale will be used:

*1 = Below Standard* – the candidate's work samples do not adequately reflect the specified domain or component for his/her level of training

*2 = Meets Standard* – the candidate's work samples adequately reflect the specified domain or component for his/her level of training

*3 = Exceeds Standard* – the candidate's work samples exceed the specified domain or component for his/her level of training

After the university-based supervisor has rated each of the individual components that comprise the portfolio (e.g., portfolio presentation, documents, internship case studies), he/she will calculate an average score for each of the content areas identified above (Note – each of the four "Field-Based Work Samples" documents will receive its own rating and, thus, will not be included in the calculation of an average score). All content areas must be rated as meeting standard (i.e., a faculty rating of 2.0 or above) in order to successfully meet the portfolio requirement. When one or more content areas are rated as falling below the minimum standard, the portfolio will be returned to the candidate, at which time he/she will have an opportunity to make any suggested revisions and resubmit the portfolio for re-evaluation.

**Presentation and Organization**

The candidate's school psychology portfolio should be presented in an organized, electronic/digital format. A folder should be created for each content area should and labeled for easy reference. All supporting documentation should be uploaded into the appropriate folder. The candidate <u>must carefully proofread</u> all documents included in the portfolio to ensure they are free of any spelling, grammatical, or other typographical errors. Each criterion will receive its own rating, after which an average "Presentation and Organization" score will be calculated.

| Criterion | Exceeds Standard (3) | Meets Standard (2) | Below Standard (1) | Faculty Rating of Candidate (1 – 3) |
|---|---|---|---|---|
| Presentation | Portfolio is presented in electronic/digital means. Proofreading is evident with no spelling or grammatical errors noted among documents included | Portfolio is electronic/digital. Less than two typographical errors are noted among documents included | Portfolio is bound or appearance is haphazard. More than two typographical errors are noted | _____ |
| Organization | Portfolio is methodically organized; section tabs and tables of contents are present | Portfolio is sufficiently organized for reader to locate documents | Portfolio is poorly organized; reader struggles to locate information | _____ |
| Content | | All specified content areas are presented in the portfolio; all required documentation is included | One or more content areas is missing from the portfolio; one or more required documents is missing | _____ |

Candidate's "Presentation and Organization" average rating _____

## Professional Documentation

The professional documents that appear below are to be included in the candidate's portfolio and should be current at the time the portfolio is submitted for review by the school psychology faculty. Each document will receive its own rating, after which an average "Professional Documentation" score will be calculated.

| Document | Exceeds Standard (3) | Meets Standard (2) | Below Standard (1) | Faculty Rating of Candidate (1 – 3) |
|---|---|---|---|---|
| Vita | Current vita is included; achievements that occurred during most recent semester at the time of review are included | Current vita included; only minor updating is required | Vita is missing or requires significant updating (i.e., achievements that occurred during most recent semester at the time of review are absent | _____ |
| Professional Identify Statement *(completed during first year; revised during practicum & internship years)* | Reflection paper addresses why student has chosen school psychology as a career; career goals are clearly indicated | Reflection paper addresses why student has chosen school psychology but rationale lacks clarity or career goals are not clearly indicated | Reflection paper is not included or it minimally addresses why student has chosen school psychology as a field | _____ |
| Copy of Candidate's Transcript | | Current, up-to-date transcript included | Transcript is not included | _____ |
| Copy of Candidate's PRAXIS II Score Report | | Complete PRAXIS II score report is included (with domain scores) | Complete PRAXIS II score report is not included | _____ |
| Evidence of Professional Development *(e.g., activities, workshops, memberships)* | Four or more pieces of evidence reflecting professional development provided (1 must be membership in a professional organization) | Three pieces of evidence reflecting professional development provided (1 must be membership in a professional organization) | Lack of evidence (i.e., 2 or less) of professional development; no evidence of a professional membership | _____ |

Candidate's "Professional Documentation" average rating _____

## Evidence of Professional Competencies

Examples of work samples completed across the program are identified below.  Each candidate should select a minimum of one assignment that (1) reflects his/her best work, and (2) sufficiently represents the domain indicated.  **A table of contents listing each assignment by domain should precede any work samples included.**  Each domain will receive its own rating, after which an average "Evidence of Developing Competencies by Domain" score will be calculated.

Important Note: Alone, these work samples do not constitute sufficient evidence of competence in any given domain, but evidence that the candidate is developing such competence.  Evidence of competence must come from multiple measures, varying across domains but generally including field supervisor ratings (practicum and internship), course grades, PRAXIS II scores, and the comprehensive case studies completed during the internship year.

| Domain | Course - Assignment | Faculty Rating of Candidate (1 – 3) |
|---|---|---|
| 1   Data-Based Decision-Making | PSYC 501 Course Project<br>PSYC 505 Case Data Report<br>PSYC 527 Case Study | |
| 2   Consultation and Collaboration | PSYC 605 Consultation Case Study<br>PSYC 607 Behavior Consultation Project | |
| 3   Academic Interventions and Instructional Supports | PSYC 606 Academic Intervention Project<br>PSYC 606 Academic Intervention Reviews<br>PSYC 612 Reading Intervention Project | |
| 4   Mental and Behavioral Health Services and Interventions | PSYC 508 Personal Counseling Theory Paper<br>PSYC 525 Recorded Video Session Review<br>PSYC 608 Counseling Case Study | |
| 5   School-Wide Practices to Promote Learning | PSYC 512 PBIS Table-Top Activity<br>PSYC 605 SHARE Project Review<br>PSYC 607 Positive Behavior Support Recs. | |
| 6   Services to Promote Safe and Supportive Schools | PSYC 620 Crisis Response "Table Top" Drill<br>PSYC 620 School Crisis Plan Review | |
| 7   Family, School, and Community Collaboration | PSYC 502 Community Service Provider Reaction<br>PSYC 616 Mock Parent Feedback | |
| 8   Equitable Practices for Diverse Student Populations | PSYC 502 Exceptionality Project<br>PSYC 561 Immersion Experience Reflection | |
| 9   Research and Evidence-Based Practice | PSYC 500 Position Paper<br>PSYC 523 Measurement Project<br>PSYC 545 Research Project | |

| 10 | Legal, Ethical, and Professional Practice | PSYC 512 Legal Case Study<br>PSYC 512 School Psych. Shadow Reflection<br>PSYC 618 Ethics Case Study<br>PSYC 620 Digital Story | |

Candidate's "Evidence of Developing Competencies" average rating _____

**Internship Field-Based Work Samples**

During the practicum and internship years, school psychologists-in-training participate in a range of activities that are intended to facilitate positive change in the pupils with whom they work, including conducting psychoeducational evaluations; utilizing data collection techniques that assist in problem identification at all levels of the school system; devising, implementing, and monitoring interventions using a variety of methods (e.g., observation, curriculum based assessment, response to intervention), and; consulting/collaborating with parents, teachers, and other school personnel to address pupils' needs.

Two work products completed during the candidate's internship experience must be submitted for review (one each at the conclusion of the fall and spring semesters). Each candidate may select two work products from the options presented below (necessary criteria for each work sample follow):

♦ Full psychoeducational evaluation report
♦ Functional Behavior Assessment / Behavior Intervention Plan

Each work sample will receive its own rating. At a minimum, each document must be rated as meeting standard (i.e., faculty rating = 2.0 or above) in order for the student to satisfactorily pass this content area of the portfolio.

| Assignment | Components | Faculty Rating of Candidate (1 – 3) |
|---|---|---|
| Full psychoeducational evaluation report | <ul><li>Clear overview of the referral issue(s) is provided; problem is defined clearly and objectively (i.e., observable and measurable terms)</li><li>Sufficient relevant background information is presented to understand historical contexts of the student (i.e., family, medical, academic, social)</li><li>A variety of data collection procedures (e.g., RIOT - review, interview, observe, test) from multiple sources and settings are integrated and presented</li><li>Data from teacher, parent, and student interviews are presented (as applicable)</li><li>Observations (e.g., classroom, testing) are presented in language that clearly and objectively describes the student's behavior</li><li>Observation data considers student's behavior / performance in the context of local norms (as appropriate)</li><li>Comprehensive assessment procedures that are relevant to the referral issue(s) are utilized and described, including norm-referenced measures, curriculum based measures (CBM), student's response to intervention, informal assessments, etc. (as applicable)</li><li>Assessment results are analyzed and conceptualized correctly</li><li>Practical evidence-based recommendations are included and are derived from the assessment results (i.e., data-based)</li><li>Report is organized well and free of any grammatical, spelling, or other typographical errors.</li></ul> | _____ |

| Assignment | Components | Faculty Rating of Candidate (1 – 3) |
|---|---|---|
| Functional Behavior Assessment / Behavior Intervention Plan | ▪ Clear overview of the referral issue(s) is provided; problem is defined clearly and objectively (i.e., observable and measurable terms)<br>▪ Sufficient relevant background information is presented to understand factors that could potentially impact the student's functioning (i.e., family, medical, academic, social); previously attempted interventions are sufficiently addressed (if applicable)<br>▪ A variety of data collection procedures (e.g., RIOT - review, interview, observe, test) from multiple sources and settings are integrated and presented<br>▪ Screening measures (e.g., classroom observations, interviews, rating scales) are included and help to clarify referral issue(s)<br>▪ Problem analysis considers relevant and alterable factors from curriculum, instruction, environment, and student domains<br>▪ Hypotheses regarding the functions of behavior (i.e., antecedents, consequences) are generated from the obtained data and are clearly addressed<br>▪ The proposed intervention(s) clearly addresses antecedents and problem behavior(s), suggests socially-acceptable replacement behaviors, and outlines consequences as appropriate<br>▪ Data are collected on the problem behavior(s) for an extended period prior to intervention implementation in order to establish a stable baseline<br>▪ Evidence is presented that the integrity of the intervention has been monitored<br>▪ Ongoing data collection and revision of intervention (if necessary) are documented<br>▪ Visual representations (e.g., charts, tables, graphs) of baseline, intervention, and follow-up data are presented<br>▪ The impact of the intervention on the student's functioning at school (or home) is addressed in a summative fashion<br>▪ Samples of behavioral contracts, data collection forms, etc. are included as appendices | _____ |

**Intern Case Demographics Form**

During the internship year, each candidate must select a sampling of cases in which he / she has been involved and complete a corresponding "Case Demographics Form."  On average, each intern should document approximately once case per month over the course of the internship experience (i.e., 9-10 forms total).  These data will help the program to verify that the intern is receiving a breadth of professional experiences and is providing services to a diverse student population.

The Intern Case Demographics Form appears below.

**Case Demographics Form**
**School Psychology Program – The Citadel**

**Directions - This form should be started and completed on approximately one case per month – 9-10 cases total – during the internship experience, with cases selected such that each problem area is addressed at least once.**

| | |
|---|---|
| Intern | |
| Student ID / Case # | |
| Field Supervisor | |
| Date intern's involvement was initiated | |
| Date intern's involvement was completed | |

Student's Gender: ☐ male         Student's Race: ☐ White
                  ☐ female                        ☐ Black
                                                 ☐ Hispanic
                                                 ☐ Other:
                                                     (Specify: _____)

Student's age     _____

Student's grade     _____

Students' placement at initiation:

                 ☐ regular education
                 ☐ special education

| Referral issue (check column to the right) | √ | Final disposition following intern's involvement (check all applicable in column to the right) | √ | Services Provided by Intern (check all applicable in column to the right) | √ |
|---|---|---|---|---|---|
| behavioral | | regular education | | psychoeducational assessment/evaluation | |
| emotional | | special education--new | | curriculum-based assessment/measurement | |
| academic | | special education--continuing | | initial consultation--school staff | |
| non-school related | | diagnosis change | | follow-up consultation: school staff | |
| | | counseling | | multi-disciplinary team meeting | |
| | | consulting | | pre-placement intervention meeting | |
| | | referral for evaluation | | individual counseling services | |
| | | resource | | group counseling services | |
| | | home-bound | | behavioral intervention(s) | |
| | | other (specify) | | academic intervention(s) | |
| | | | | social-emotional intervention(s) | |
| | | | | consultation with parents | |
| | | | | counseling with parents | |
| | | | | consultation with community agencies | |
| | | | | other (specify) | |

**Program Evaluation**

During the intern year, each intern will complete a comprehensive program evaluation that is designed to evaluate the effectiveness of an intervention and/or program at the group or systems level.  This project will culminate in a written product that includes the following elements:

a. Program description (to include: vision, mission, and or goals and objectives of the program; intended outcomes for students and/or the school setting; design and/or set up of the program)
b. Stakeholders (descriptions of the individuals served by the program as well as the personnel who oversee the program)
c. Research questions (questions that guide the evaluation of the program based on what is known)
d. Evaluation plan (to include: methods and measures – participant selection/sampling, tools - to be used for data collection; intended data analysis procedures; description of how data will be used to address research questions)
e. Results of data collection / analysis
f. Conclusions and discussion (review of the salient findings relative to each research question addressed in the evaluation.  To include: areas of noted strength and weakness; opportunities for growth or further development of the program; identified threats to the well-being of the program; limitations of the study conducted)
g. Recommendations

Examples of possible projects include (but are not limited to) evaluating the effectiveness of a school-wide bullying prevention program, determining whether a school's Positive Behavior Supports (PBS) program is showing positive impact on students' discipline referrals, and analyzing the effects of a school's Tier III reading intervention program on student reading achievement (and by extension, the resulting influence on psychoeducational evaluation referrals). Project topics relevant to the intern's specific placement can also be identified through consultation with the intern's field-based supervisor.

| Criterion | Exceeds Standard (3) | Meets Standard (2) | Below Standard (1) | Rating |
|---|---|---|---|---|
| Program Description | The description provides a clear and complete understanding of the program. All essential elements are comprehensively and clearly addressed (program vision, mission, goals, objectives; intended outcomes; design of the program; important stakeholders in the program) | The description is mainly complete and sufficient to gain an understanding of the program. No more than one key piece of information is missing in the description (important stakeholders must be addressed) | The description is either presented unclearly, or is too brief to understand the program. Two or more key pieces of information are missing in the description | |
| Research questions | Research questions are clearly articulated and are presented using objective language; questions appear to comprehensively address the program being studied; questions can clearly be tied to a relevant plan for statistical analysis of the data | Research questions are sufficiently articulated and presented in objective language; key aspects of the program being studied are addressed; questions can be meaningfully linked to relevant statistical analyses | Research questions are unclear and/or are not stated objectively; meaningful links between questions and statistical analysis are not apparent | |
| Evaluation plan (Methods) | The proposed plan for conducting the evaluation is clearly presented and addresses all key aspects necessary to execute the plan and replicate (if needed); participants, assessment tools and/or measures, data collection methods, and a proposed statistical plan of analysis are comprehensively addressed | The proposed evaluation plan is sufficiently presented to understand how the plan will be executed; all key aspects necessary to execute the plan are presented in sufficient clarity | The proposed evaluation plan is unclear or is missing at least one of key element to understand how the plan will be executed | |

| Results | The proposed plan for statistical analysis of the data is executed correctly; all analyses conducted are explicitly tied to and specifically address the research questions posed; the results of the statistical analyses are presented clearly and comprehensively | The proposed plan for statistical analysis of the data is executed correctly; all analyses conducted sufficiently address the research questions posed; the results of the statistical analyses are presented in sufficient clarity and coverage | One or more errors in executing the plan for statistical analysis is noted; one or more analyses conducted is not sufficient to address the research question(s) posed; results of the statistical analyses are not presented clearly or lack adequate coverage | |
|---|---|---|---|---|
| Conclusions and discussion | Conclusions about the evaluation conducted reflect sound data-based decision-making and comprehensively address the program; strengths as well as weaknesses of the program are comprehensively and clearly defined; limitations of the study conducted are clearly addressed and detailed | Conclusions about the evaluation conducted reflect sound data-based decision-making and sufficiently address the program; strengths and weaknesses of the program are defined; limitations of the study are noted | Sound data-based decision-making is not apparent in the conclusions drawn about the evaluation; strengths and/or weaknesses are either not addressed, or lack sufficient clarity/coverage; limitations of the study are either not addressed or are unclear | |
| Writing and APA Style | Final document is written in clear, understandable language; content is presented in an organized and logical fashion; correct grammar and structure are noted throughout the document; any citations and/or references are correct and complete | Final document is written in sufficiently clear, understandable language; only minor errors noted with respect to organization or flow of content; no more than two minor grammar or structural errors noted within the document; citations and/or references are correct and complete | Final document lacks sufficient clarity or language is difficult to understand; multiple errors (i.e., more than two) are noted with respect to organization or flow of content; several grammar/structural errors are noted within document; citations and/or references are incorrect or not complete | |

Candidate's "Program Evaluation" average rating _____

**Family-School Collaboration Project**

During the internship year, each intern must develop and implement a service-oriented project designed to foster a collaborative family-school partnership, in the interest of promoting positive academic, social, and/or behavioral outcomes for students. This project may entail targeting a specific family in need of assistance and/or services (e.g., consultation with parents), or offering a psychoeducational workshop that is appropriate for a larger audience (e.g., parent workshop). This project must include the collection of data to measure the intern's effectiveness relative to the service(s) provided (e.g., measurement of positive impact on student functioning, feedback survey completed by session participants). Each intern must communicate his/her plan for the family/school collaboration project to the university-based supervisor no later than the completion of PSYC 621. A written summary of the intern's project must be turned in no later than the completion of the internship (i.e., PSYC 622). The summary should include the following elements:

a. Introduction / context of the project
  1. Selection of target student and/or focus of the project
b. Participants (demographics)
c. Methods / materials used for the project
d. Results
  1. Data analysis (determination of effectiveness)
  2. Salient findings
e. Discussion and summative evaluation of the project
f. Limitations of the project and recommendations

| Criterion | Exceeds Standard (3) | Meets Standard (2) | Below Standard (1) | Rating |
|---|---|---|---|---|
| Introduction (project context) | The introduction provides a comprehensive account of all contextual factors necessary to understand the aim and scope of the project; the problem or barrier to be addressed by the project is clearly stated; the goal(s) for positive outcome(s) is clearly identified and comprehensively described | The introduction provides a sufficient account of contextual factors necessary to understand the aim / scope of the project; the problem or barrier to be addressed by the project is clearly stated; the goal(s) for positive outcome(s) is identified and described in sufficient detail | The introduction provides minimal accounting of contextual factors necessary to understand the aim/scope of the project, or: the problem or barrier to be addressed by the project is not clearly stated, or; the goal(s) for positive outcomes(s) is not identified or described | |

| Participants | The target student, family, or audience is clearly identified and described, including sample size; three or more demographic characteristics of the student, family, or audience are included in the written product | The target student, family, or audience is described in sufficient detail, including sample size; an account of at least two demographic characteristics are included in the written product | The target student, family, or audience is not sufficiently described; zero or one demographic characteristics are included in the written product | |
|---|---|---|---|---|
| Methods & Materials | The proposed plan for conducting the family-school project is clearly presented; plan addresses all key aspects necessary for execution and replication (if needed); assessment tools and/or measures, intervention description (if applicable), data collection methods, and a proposed plan for data analysis are included and described in clear detail | A proposed plan for conducting the family-school project is presented; plan addresses most key aspects necessary for execution; assessment tools and/or measures, intervention description (if applicable), data collection methods, and a proposed plan for data analysis are included | A proposed plan for conducting the project is either not presented or lacks sufficient clarity to promote understanding; key aspects necessary for execution of the plan are not addressed; assessment tools and/or measures, data collection methods, and a proposed data analysis are not sufficiently addressed | |
| Results | The proposed plan for statistical analysis of the data is executed correctly; the results of the statistical analyses are presented clearly and comprehensively; findings can be interpreted objectively; at least one measure of the intern's impact is included and comprehensively analyzed | The proposed plan for statistical analysis of the data is executed correctly; the results of the statistical analyses are presented in sufficient clarity and coverage; findings can be interpreted objectively; a measure of the intern's impact is included and is sufficiently analyzed | One or more errors in executing the plan for statistical analysis is noted; results of the statistical analyses are not presented clearly or lack adequate coverage; interpretation of findings lacks objectivity; a measure of the intern's impact is either not included or lacks sufficient clarity | |

| Discussion & Summative Evaluation | Conclusions made about the project conducted are comprehensive and reflect sound data-based decision-making and; strengths as well as weaknesses of the project are comprehensively addressed and detailed | Conclusions about the project conducted are sufficiently detailed reflect sound data-based decision-making and sufficiently address the program; strengths and weaknesses of the program are defined; strengths as well as weaknesses of the project are sufficiently detailed | Conclusions about the project conducted lack sufficient clarity to promote the reader's understanding; strengths and/or weaknesses are either not addressed, or lack sufficient clarity/coverage; | |
| --- | --- | --- | --- | --- |
| Limitations & Recommendations | Limitations of the project (e.g., methods used, sample size) are comprehensively addressed and detailed; multiple recommendations to promote positive outcomes are offered | At least one limitation of the project is sufficiently addressed and detailed; at least one recommendation to promote positive outcomes is offered | Limitations of the study are either not addressed or are unclear; No recommendations to promote positive outcomes are offered | |
| Writing and APA Style | Final document is written in clear, understandable language; content is presented in an organized and logical fashion; correct grammar and structure are noted throughout the document; any citations and/or references are correct and complete | Final document is written in sufficiently clear, understandable language; only minor errors noted with respect to organization or flow of content; no more than two minor grammar or structural errors noted within the document; citations and/or references are correct and complete | Final document lacks sufficient clarity or language is difficult to understand; multiple errors (i.e., more than two) are noted with respect to organization or flow of content; several grammar or structural errors are noted within document; citations and/or references are incorrect or not complete | |

Candidate's "Family-School Collaboration Project" average rating _____

**<u>Internship Case Study</u>**

During his/her internship experience, each candidate is required to complete two in-depth case studies – one reflecting an academic-based referral and the other reflecting a behavioral and/or social-emotional-based referral.  These case studies represent "capstones" to the candidate's training experience in the School Psychology Program and provide the candidate with opportunities to apply the data-based problem-solving model in a comprehensive fashion.  The case studies are long-term projects that will be supervised by both the candidate's internship field-based supervisor and the university-based supervisor at The Citadel.  The university-based supervisor will review the candidate's case studies periodically throughout the internship year and provide supervision / feedback during on-site visits as well as on-campus meetings (also via e-mail and telephone calls as needed/desired).  Both of the candidate's case studies will culminate in comprehensive written products to be submitted for formal review.  One case study will be selected for oral presentation before the candidate's peers and the school psychology faculty.

At a minimum, the candidate's case studies must reflect sound data-based decision-making and include the following elements:

- ♦ clear definition of the referral issue(s)
- ♦ relevant background information for problem identification/analysis
- ♦ discussion of any assessment procedures utilized
- ♦ a clearly detailed analysis of the problem
- ♦ an intervention that is developed and monitored by the intern to address the referral issue(s)
- ♦ evidence of progress monitoring (pre-, during, and post-intervention)
- ♦ a summative evaluation of the intervention's impact on student functioning
- ♦ demonstration of measurable positive impact on student functioning
- ♦ recommendations for continued support of the student

Possible projects that may be considered for the candidate's case study include (but are not limited to) a behavior modification program, a consultation project with a teacher, a consultation project with a student's parents/family, an evaluation of a child that is directly tied to an intervention, a counseling case, etc.  Case studies are evaluated in the areas outlined below.  In order to receive a passing grade for PSYC 622, t**he candidate's two case studies must both be rated as meeting standard or better (i.e., an average faculty rating of 2.0 or above).**

The final written case study should be formatted in 12-point, Times New Roman font with one-inch page margins.  For the candidate's oral presentation of his/her case study, visual enhancements (e.g., Power Point presentation, transparencies) should be used to facilitate understanding of the candidate's case among the audience.

| Case Study Criterion | Exceeds Standard (3) | Meets Standard (2) | Below Standard (1) | Faculty Rating of Candidate (1 – 3) |
|---|---|---|---|---|
| Referral problem | Clear overview of the referral issue(s) is provided and succinctly addressed | An overview of the referral issue(s) is provided and sufficiently addresses the primary concern(s) of the student | The description of the referral issue(s) lacks sufficient clarity for reader to understand primary concern(s); information included confounds referral issue(s) | _____ |
| Background information | Background information presents clear understanding of factors that could potentially impact student functioning (e.g., family, medical, academic, social); all information included is relevant to referral question | Background information provides reader with basic understanding of factors that could potentially impact student functioning; | Background information provides reader with minimal understanding of factors that could potentially impact student functioning; multiple factors insufficiently addressed and information presented confounds reader understanding | _____ |
| Use of data collection procedures | A multi-method, multi-source approach is used to collect data relevant to the referral issue(s) (e.g., RIOT – review, interview, observe, test); data are used to consider potential interventions, to identify pupil strengths and weaknesses, and to alter target behavior(s) | At least two sources of data relevant to the referral issue(s) are collected and presented; data are linked to potential interventions and to alter student behavior(s) | Data collected and presented do not sufficiently address the referral issue(s); data are inadequately linked to potential interventions | _____ |

| Case Study Criterion | Exceeds Standard (3) | Meets Standard (2) | Below Standard (1) | Faculty Rating of Candidate (1 – 3) |
|---|---|---|---|---|
| Assessment procedures *(includes observations, interviews, standardized measurement, CBM, etc. as appropriate)* | Assessment procedures utilized are comprehensive and relevant to the referral issue(s); assessment results are interpreted accurately and reported clearly | Assessment procedures utilized sufficiently address the referral issue(s); assessment results are interpreted accurately and reported clearly | One of the following is noted: (1) assessment procedures utilized do not adequately address the referral issue(s); (2) errors are noted in the interpretation of assessment results; (3) reporting of assessment results lacks clarity | _____ |
| Problem definition | Problem is defined in objective terms; language is measurable and observable; specific examples of problem as well as desired behaviors are clearly identified; enough data are collected to establish a stable baseline | An operational definition of the student's problem is presented in measurable and observable language; a baseline of behavior or performance is established | The definition of the problem lacks either clarity or objectivity; the problem can not be explicitly observed or measured according to the definition; a baseline of behavior is not established | _____ |
| Problem analysis | Problem is analyzed in the context of appropriate age, grade, or peer expectations (e.g., local norms); the discrepancy between current and desired level is clearly explained; relevant and alterable factors from curriculum, instruction, environment, and student domains are comprehensively considered | Problem is analyzed in the context of both current and desired levels of performance; at least two relevant and alterable factors from curriculum, instruction, environment, and student domains are considered | The examination of the problem lacks consideration of either current or desired (or both) levels of performance; consideration of relevant and alterable factors is lacking | _____ |

| Case Study Criterion | Exceeds Standard (3) | Meets Standard (2) | Below Standard (1) | Faculty Rating of Candidate (1 – 3) |
|---|---|---|---|---|
| Intervention | Proposed intervention systematically addresses antecedents and consequences in the context of the referral issue(s); suggests socially appropriate replacement behaviors (as appropriate); intervention is clearly stated in terms of procedures and strategies, necessary materials, and person(s) responsible for implementation to allow for replication by the reader; evidence for integrity of intervention is included; intern's role in intervention is clearly described | Proposed intervention addresses antecedents and consequences in the context of the referral issue(s); suggests socially appropriate replacement behaviors (as appropriate); intervention is sufficiently described such that it can be replicated by the reader; intern's role in intervention is addressed | Proposed intervention insufficiently addresses antecedents or consequences in context of the referral issue(s); suggestions of replacement behaviors are lacking; description of intervention is insufficient to be replicated by the reader; intern's role in intervention is not addressed or lacks clarity | \_\_\_\_\_ |
| Measurement of student response to intervention *(e.g., progress monitoring)* | Relevant data (e.g., CBM/CBA, behavior rating scales) are consistently collected throughout intervention period; pre- and post-intervention data are included; data are used to inform problem solving and decision making (e.g., continue or modify intervention) | Relevant data are sufficiently collected during baseline and intervention periods to inform problem solving and decision making | Data collected are not sufficient to inform problem solving and decision making regarding intervention efficacy; follow up data after intervention period are not included | \_\_\_\_\_ |

| Case Study Criterion | Exceeds Standard (3) | Meets Standard (2) | Below Standard (1) | Faculty Rating of Candidate (1 – 3) |
|---|---|---|---|---|
| Measurable positive impact on student | Intervention and follow up data clearly demonstrate a measurable positive impact on the referral issue(s); multiple methods are used to demonstrate positive impact (e.g., goal attainment scaling; percentage of non-overlapping data; calculation of effect size) | Intervention and follow up data demonstrate a measurable positive impact on the referral issue(s); at least one method is used to demonstrate positive impact | Intervention and follow up data insufficiently address impact of the intervention on the referral issue; methods to demonstrate positive impact are missing | \_\_\_\_\_ |
| Summative evaluation | Judgment of intervention efficacy (i.e., student outcome) is based on objective data and thoroughly addressed in a summative fashion; visual representations of data (e.g., charts, tables graphs) of baseline, intervention, and follow up data are presented and are supportive of the outcome decision | Objective data are used to judge efficacy of intervention and are sufficiently summarized; at least one visual representation of the data that supports outcome decision is presented | Objective data insufficiently support outcome decision; subjective data are relied upon to judge intervention efficacy; visual representations of the data are either not included or do not support the outcome decision | \_\_\_\_\_ |
| Future recommendations | Multiple data-based follow up strategies are offered to promote continued impact on the referral issue(s) | At least one data-based follow up strategy is offered to promote continued impact on the referral issue(s) | Follow up strategies are missing or do not sufficiently promote continued impact on the referral issue(s) | \_\_\_\_\_ |

Candidate's "Internship Case Study" average rating _____