BALL STATE UNIVERSITY
Educational Psychology
Doctoral Internship in School Psychology
EDPS 792

Fall 2026

This course is an off-campus full time internship experience in health service psychology and is a required training component for license-eligible doctoral programs in health service psychology.

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CREDIT HOURS: 1-9
PREREQUISITE: Permission of the department chairperson and approval of a Ball State University Internship Contract and/or binding APPIC Match agreement.

COURSE DESCRIPTION:

Directed and supervised experience within a school, clinic, or other appropriate setting as a formal, organized internship in health service psychology. The course section is set up as 1-credit hour off-campus per semester. Most students are interns at independently accredited internships and the instructor monitors and supports interns throughout the training year (usually 12 months).
If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Office of Disability Services coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. The Office of Disability Services can be contacted at 765-285-5293 or *dsd@bsu.edu*

Student Learning Outcomes

Students must demonstrate readiness for entry to practice in the areas of health service psychology:
1. Assessment
2. Intervention/Counseling/Therapy/Evidence-Based Interventions
3. Psychological Consultation
4. Supervision

5. Research
6. Ethics
7. Individual and Cultural Diversity
8. Professional values, attitudes and behaviors
9. Communication and interpersonal skills

COURSE PHILOSOPHY AND STRUCTURE:

The doctoral internship in professional psychology in the School Psychology Program at Ball State University is designed to prepare students for entry to the practice of health service psychology. Internships at the doctoral level conform to training standards of the American Psychological Association (APA) Committee on Accreditation, and the Association of Psychology Postdoctoral and Internship Centers (APPIC). All approved internships must meet the requirements for internships per the guidelines published by the Council of Directors of School Psychology Programs (CDSPP), even if they are not members of APPIC. Doctoral students who wish to pursue licensure in another state after graduating from the program have the responsibility to become familiar with that state's licensure requirements prior to pursuing and completing their doctoral internship.

ACADEMIC AND PROFESSIONAL CONDUCT

Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Students are expected to adhere to the appropriate code of ethics for their particular program and the university. Any behavior, which is deemed unethical, will be grounds for dismissal from the program. Please contact the professor immediately if you are unfamiliar with any of the academic conduct and ethical guidelines of your department or the university.

INTERNSHIP OBJECTIVES

The doctoral internship should be an integrated, individually tailored, balanced, and coordinated series of learning experiences. Students are encouraged to pursue APA accredited internships that follow a scientist-practitioner model with a focus on direct psychological practice that is supported by the current psychological literature on evidence-based practice. The overarching general goals of the internship should be to (a) practice and expand on previously held knowledge, (b) develop new skills and knowledge, and (c) experience personal and professional growth that contribute to the development of a competent health service psychologist. To achieve these overarching goals, interns are expected to achieve the following competencies by the end of the internship year at the level that indicates readiness for entry to practice:

Profession-Wide Competencies.

Competencies include skills and domains endorsed by the National Association of School Psychologists and the American Psychological Association's Standards of Accreditation (SoA) and profession-wide competencies.

The following competencies will be included on the intern evaluations:

Research and program evaluation
Ethical and legal standards of health service psychology
Individual and cultural diversity
Professional values, attitudes, and behaviors
Communication and interpersonal skills
Assessment
Intervention
Supervision
Consultation and Interprofessional/interdisciplinary skills

All interns who are in APA-accredited internships will use the evaluation forms that the internship site has developed.

For interns who are in the Ball State University Internship Consortium, specific goals of the BSU Consortium Internship are:

The interns are expected to meet the level of proficiency at the level of readiness for entry to practice in health service psychology. Skills and competencies include the following areas, which are the specific goals of the BSU Consortium Internship:

- **Goal 1: Understand and utilize the interaction between science, psychological theory, and clinical practice.**
- **Goal 2: Achieve the level of professional application of evidence-based practice in the field of psychology that will prepare interns, upon completion of their doctoral degree, to enter the practice of psychology.**
- **Goal 3: Develop an awareness of and sensitivity to issues of individual and cultural diversity, and the impact of these factors on clinical presentation, assessment, intervention, and follow-up care.**
- **Goal 4: Develop the skills necessary to practice psychology in a highly ethical manner.**
- **Goal 5: Develop interpersonal skills and capacities to support professional longevity and effectiveness working in various systems and with other professionals.**

The internship year experiences are developed to meet the intern's professional needs as well as to provide maximum personal development.

INTERNSHIP REQUIREMENTS

An acceptable internship in health service psychology at Ball State University is designed to meet the guidelines outlined CDSPP. Specifically, in the absence of special circumstances, an organized internship program meeting these guidelines will be identified as an acceptable internship. The requirements for an acceptable internship are as follows:

1. An internship is an organized training program (2000 hours over 12 months, or 1600 hours over 10 months in APA accredited school settings only) that, in contrast to supervised experience (e.g., practica) or on-the-job training, provides the intern with a

planned sequence of training experiences. It is the culminating training experience prior to the granting of the doctoral degree and follows a program of coursework, practica, and field experiences occurring after most of the coursework leading to the degree is completed. The doctoral internship meets the needs of individual graduate students and offers the extension of education and preparation beyond the university program. An internship should include a range of activities such as consultation, assessment, intervention, supervision, and research intended to optimize the health and psychological growth of patients.

2. The intern will spend time in research activity that may include evaluating the outcomes of services delivered and effectiveness of the intern's own training. This time shall not exceed 25% of the internship. At least 25% of the intern's time (500 hours) will be spent in direct (face-to-face) psychological services to clients/patients.

3. The internship placement must have a written statement or brochure that describes the goals and content of its internship program and states clear expectations for the quality of the intern's work, training, and supervision that is made available to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including expectations about the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement that includes, but is not limited to, salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Internship programs have documented due process procedures for interns that are given to interns at the beginning of the training period.

5. Full-time internships may be completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship year must include a minimum of 1,600 hours in activities described above, although a minimum of 2,000 hours is recommended for students who wish to become licensed psychologists. Internship settings must be approved by the program director. Non-license eligible internships in the state of Indiana will not be approved.

6. Internship agencies are required to issue a certificate or "Official Statement" of psychology internship completion to all interns who have successfully completed the placement.

7. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed/certified by the State Regulatory Board of Psychology to practice at the independent level, (b) is responsible for the integrity and quality of the internship program, and (c) is present at the training facility for a minimum of 20 hours per week. Intern supervision may be shared with other appropriately credentialed personnel in the psychological service unit, but the licensed/certified psychologist assumes 100% of the responsibility for the supervision provided. A psychological service unit offering the internship training has at least two psychologists on the staff.

8. The internship includes at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of addressing the quality of the psychological services rendered directly by the intern. The supervisor (described in #7 above) must supply at least one hour per week of supervision.

9. There must be a minimum of two licensed psychologists (licensed at the level of independent practice as health service providers in psychology) who are regular supervisors for the internship experience.

10. In addition to individual supervision an average of at least two additional hours per week of scheduled learning activities such as case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, and in-service training is scheduled. These activities may be completed in conjunction with professionals other than school psychologists.

11. The intern must have regularly scheduled, supervised, and documented training activities with other psychology interns. The internship placement must have two or more full-time equivalent interns; however, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

12. Any product completed by the intern must be co-signed by the licensed psychologist supervisor for the intern. The licensed psychologist providing supervision to the intern must be the individual responsible for the health service psychology services provided by the intern.

13. The trainee has a title such as "intern."

INTERNSHIP COURSE REQUIREMENTS

1. Complete and submit an Internship Agreement Plan or formal offer letter prior to accepting or beginning the internship. The internship welcome letter or offer letter is also acceptable. This document is submitted to the Program Director/Director of Internships (Dr. Sander).
2. Maintain internship log sheets as directed by the primary internship supervisor or site director. BSU Consortium only: submit summary of hours monthly during the year to the BSU Director of Doctoral Internships. Logs must be updated weekly. BSU Consortium interns only: 6-month logs will be printed and included with the 6-month intern evaluation forms.
3. Submit supervisor evaluations two (2) times during the internship year to the BSU Director of Doctoral Internships.
4. BSU Consortium Interns only: Submit Site Supervisor's Summary Evaluation form and the Intern Reaction form Two (2) times during the internship year to the BSU Director of Doctoral internships.

5. BSU Consortium Interns only: Complete and submit the Internship Summary form at the completion of the internship.
6. BSU Consortium Interns only: Interns will complete self-reflection activities and ongoing self-assessment, to discuss with supervisors, related to interpersonal effectiveness and diversity sensitivity and professional development related to cultural competence.
7. BSU Consortium Interns only:Interns will participate in training activities and complete a summary of knowledge reflection about interdisciplinary practice and interpersonal relationship effectiveness.
8. BSU Consortium Interns will complete a self-reflection activity and plan for self-care as an assignment that will be documented and reviewed as part of group supervision.
9. BSU Consortium on-campus only: Complete an ethical problem solving worksheet that will be scored using a rubric; passing score is considered 90% of rubric points and may be resubmitted if corrections are necessary.
10. Offer presentations to other professionals in similar or various disciplines, such as in course didactics, for internship site professionals, or professional conferences, that can be scored using a rubric for case presentations and evidence-based practice and meets 90% of rubric points. (Scoring rubrics are below)

All interns must submit these documents in order to earn credit for this course:
1. Final internship evaluations demonstrating readiness for entry to practice in health service psychology.
2. Final internship certificate of completion

CREDIT HOURS

Students are required to sign-up for this course each fall and spring semester they are on internship. For example, an intern beginning the internship on August 1 and completing the internship on July 31 should enroll in three credit hours of EDPSY 792 for the fall and spring semester. Registration for summer session credit hours is optional. The total number of hours may not exceed 9 hours. Interns will receive a grade of "EC" until all the requirements as stated in this syllabus have been completed. **It is the responsibility of the intern to find out the state licensure requirements in the state they wish to practice in after internship to determine if a minimum number of credit hours is associated with internship requirements in that state.**

INTERNSHIP PLAN

All interns in non-APA accredited internships must submit a plan. All interns who match in APPIC or accept an APA-accredited internship must submit their internship offer letter. Each student must submit a written internship plan indicating the number of internship hours to be completed, the beginning and ending dates of the internship, the expected number of direct patient contact hours, total individual face-to-face supervision hours, supervision hours provided by each supervisor and his/her credentials (including licenses), group supervision hours, and the number of seminar hours anticipated during the internship prior to accepting an internship. In addition, a short description of the internship site and brochure should be attached to the internship plan. The Internship Plan

form must be approved and signed by the Director of Doctoral Internships prior to a student accepting an internship.

INTERNSHIP LOGS

BSU Consortium Interns are required to submit a summary of their hours twice during the internship. The first summary should be received by the BSU Director of Doctoral Internships no later than the last class day of the fall semester. The second summary should be attached to the last evaluation and internship summary.

SUPERVISOR EVALUATIONS

Interns need to have their supervisor(s) complete the intern evaluation forms (see Appendix E) two times during the year. The first evaluations are due by the end of the fall semester with the second evaluations due at the end of the internship. Interns need to have all supervisors complete both evaluation forms. Supervisors must sign evaluations; interns also are required to sign.

In addition to the aforementioned evaluations, each intern is required to have their supervisors complete the Site Supervisor's Summary Evaluation form. The intern also is requested to complete the Intern Reaction form. These forms should be completed twice a year and submitted along with the evaluation forms.

FINAL INTERNSHIP SUMMARY

A summary of the internship documenting the total number of internship hours completed, the beginning and ending dates of the internship, the total number of direct patient contact hours, the total number of individual face-to-face supervision hours completed, the number of supervision hours provided by each supervisor and his/her credentials (include licenses), the number of group supervision hours, and the number of seminar hours completed must be submitted at the end of internship. In addition, a short description of the internship site and brochure should be attached to the internship summary. It is important to supply a completed Internship Summary form because this will be placed in the intern's doctoral file and used for future reference when he/she applies for licensure.

PRELIMINARY EXAMINATION AND DISSERTATION PROPOSAL REQUIREMENT

The Doctoral Program in School Psychology requires that students to have their dissertation proposal accepted by their doctoral committee **prior to applying** for an internship. It is the responsibility of the student to notify the Director of Doctoral Internships when these requirements have been met. Students may not apply for any internship until they are given permission to do so from the Director of Doctoral Internships.

PRIOR TO LEAVING ON INTERNSHIP

Prior to leaving for internship, it is important that students provide the following information to the department staff:

- home address and phone number
- name of internship site, address, and phone numbers
- an e-mail address not affiliated with Ball State (i.e., name@gmail.com).

CONNECTION BETWEEN COURSE, UNIVERSITY, AND ACCREDITING AGENCIES

Ball State University Internship Consortium Only

Rubrics for professional competencies used to assess intern performance :

Clinical Case Presentation (2 per semester).

Every student is expected to lead a class discussion for 2 of your clinical cases. The student should change the name and identifying information to protect the confidentiality and anonymity of the patient. Each case presentation should be offered using Powerpoint and detailing the specifics of the case, and two relevant current research articles (including APA format citation) relevant to the case. The case presentations (2 required per semester) will be graded according to the following rubric:

1	2	3	4	5
Not present	Minimal	needs improvement	Present/appropriate	Outstanding

Area for ratings	Rating (1-5)
1. Summarize descriptive information about case	
2. Provide assessment highlights or data points	
3. Provide succinct clinical summary of overall impressions	
4. Describe evidence-based interventions used or recommended	
5. Provide information about the relevant ethical and legal areas, or mention areas for further professional development	
TOTAL GRADE (sum of ratings 25/25 is 100%)	

Competency is considered met at 90%

Special Topic Presentation (1 per semester).

Every student will be expected to lead a class discussion on a topic that will be assigned in class. The presentation should be research-based and reflect current philosophy and research. Each presentation will last approximately 25 minutes. Students will be expected to lead the presentation in front of the class. The quality of materials presented in class should be similar to what is expected in a professional meeting at APA or another national professional psychology organization. The scoring rubric is provided below.

The class presentation will be graded according to the following rubric:

1	2	3	4	5
Not present	Minimal	Moderate/needs improvement	Present/appropriate	Outstanding

Area for ratings	Rating (1-5)
1. Relevance to psychological practice and school psychology	
2. Inclusion of scholarly peer reviewed literature	
3. Clear presentation of background information appropriate for the audience	
4. Method for conducting literature review or study is clearly described	
5. Literature is cited using APA style	
TOTAL GRADE (sum of ratings 25/25 is 100%)	

Competency is considered met at 90%

Ethics Problem Solving Individual Case Worksheet

A formal problem-solving model will be presented and discussed in this course. Students will be provided with an ethical dilemma and will complete an assigned ethical problem solving worksheet about the scenario. **This assignment is to be completed independently.** Numbers represent points possible. Total score will be sum of scores in each row.

Domain	Unsatisfactory	Marginal	Satisfactory	Accomplished	Exemplary
Description of ethical dilemma	1	2	3	4	5
Analysis of dilemma	2	4	6	8	10
Presentation of alternatives	2	4	6	8	10
Action and rationale	2	4	6	8	10
Adherence to overall model	1	2	3	4	5
Total score = _____ For doctoral interns, competency is met with 90% of total points (36/40 points). Worksheet may be revised or repeated to meet competency.					

Topic	**Presenter and date**
Evidence-Based Intervention for Reading Difficulties	**NAME** **Date**
Evidence-Based Intervention for Disruptive Behaviors in school settings	**Date** **Date**

Anger management	
Providing feedback to clients: best practices	**NAME** **Date**
Administrative Consultation in School Settings	**NAME** **Date**
Sensory-motor tests and connection to school psychology vs. other related disciplines	**Date**
Speech/language tests and connection to school psychology vs. other related disciplines	**Date**
Electronic security, testing online and data storage in schools	**NAME** **Date**
School psychologists as health service providers in psychology	**Date**
Managing burnout and career development for the long haul	**Date**
School wide crisis prevention and intervention planning: best practices	**Date**
Home-school collaboration: models and best practices	**Date**
Pediatric Psychology Considerations in School Settings	**Date**
Parent training	**Date**

Didactic Topics and Schedule

Intern (EDPS 792) didactics schedule meets with externship (EDPS 791) during semesters

Week	Topic	Special Notes
1	Overview and expectations	
2	Prescriptions and Neurotransmitters	
3	**Labor Day BSU holiday**	**No meeting**
4	Review of Indiana's Article 7, Ethical Problem Solving, and Ethics **Assigned Reading:** *Chapter 1: Ethics in School Psychology: An Introduction In Jacob, Decker, & Hartshorne*	
5	Personality Disorders **Assigned Reading:**	

	Brief skim of one of the personality disorders within the DSM-5 Please be ready to share 1 or 2 things that you learned/reminded by this reading.	
6	Special Topic Presentation Intern Case Presentation*2	: Special Topic 1 : case presentation 1 : case presentation 1
7	Special Topic Presentation Intern Case Presentation*1 Extern Case Presentation*1 **Assigned Reading:** *Chapter 3: Privacy, Informed Consent, Confidentiality, and Record Keeping* *In Jacob, Decker, & Hartshorne*	: special topic presentation 2 : Case Presentation 1 : case presentation 1
8	**BSU fall break** Research: human subjects protections and renew IRB required CITI training if needed (online module)	**No meeting** Online module for interns if needed; American Psychological Association peer review online training also suggested
9	Special Topic Presentation Extern Case Presentation*2	: special topic presentation 3 : case presentation 1 : case presentation 1
10	Special Topic Presentation Extern Case Presentation*2	: special topic presentation 4 : case presentation 1 : case presentation 1
11	Special Topic Presentation Licensure process and EPPP	: Special Topic 5
12	Special Topic Presentation Extern Case Presentation*2	: special topic presentation 6 : case presentation 1 : case presentation 1
13	Special Topic Presentation Extern Case Presentation*2	: Special Topic 7 : case presentation 1 : case presentation 2
14	Special Topic Presentation Extern Case Presentation*2	: Special Topic 8 : case presentation 2 : case presentation 2
15	Special Topic Presentation	: special topic 9

	Extern Case Presentation*2	: case presentation 2 : case presentation 2
16	Special Topic Presentation Extern Case Presentation*2	: special topic 10 : case presentation 2 : case presentation 2
17	Special Topic Presentation Extern Case Presentation*2	: special Topic 11 : case presentation 2
	No meeting for didactics or group supervision – university offices closed	Complete online module: trauma focused CBTweb (10 credits) (http://tfcbt.musc.edu/); Alternative online module must be submitted to intern director for approval
	No meeting for didactics or group supervision; complete online module if necessary	

By 12/31, interns should have a total of 36 hours of didactics; online modules will be suggested to complete to make up the difference. Training at conferences and through the doctoral program as part of special events may also apply.

BALL STATE UNIVERSITY

REVIEW AND EVALUATION OF DOCTORAL INTERN'S PERFORMANCE

Please note that this form is to be used with doctoral level full time interns who are completing a 2,000 hour internship. All interns who are completing internships in APA accredited doctoral level internships will use their site's forms. This evaluation is for non-accredited internships including the Ball State University Internship Consortium

School Psychology Doctoral Student Clinician Evaluation Form

Ball State University
Based on Standards of Accreditation Profession-Wide Competencies and NASP 2020 Practice Model[1] Domains
Revised 8.19.22

Doctoral Student:_____ Supervisor: _____

Training Setting: _____

Training Experience (EDPS 791, 778, 792, 698, or other): _____

Midyear Final (circle one)
Date_____

Please rate the student clinician using the following performance scale on each of the following items. Indicate the level which best reflects the student clinician's knowledge and/or skills in that particular profession-wide competency area. **Direct observation is a requirement of the course tied to this training experience.**

Direct observation must be used during the evaluation period, but it is not required that direct observation be used to evaluate all items within the competencies. If the supervisor has had conversations with the student clinician and the student demonstrates knowledge applicable to the item on this evaluation tool, that is an allowable mechanism to rate the student clinician for the knowledge-focused items.

Raters: scale your ratings to the student's level of training. A rating of 3 is considered the minimal level of achievement throughout the program. A rating of 3 in all practicum experiences, advanced practicum, externship, or internship means the student is on track to reach the level of "readiness for internship" and is on track for "readiness for entry to practice." By the end of the program, "readiness for entry to practice" indicates the

[1] NASP 2020 Domains all included (1-10); SoA PWCs include i, ii, iii, iv, v, vi, vii, and ix

student is capable of providing health service psychology activities without supervision for routine cases, only seeking consultation when needed or receiving supervision only if required by the practice jurisdiction or employer. The rating of N/A should be used very sparingly for all items on this evaluation tool.

Level of Mastery:
5—Excellent
4—Above Average
3—Satisfactory[2]
2—Developing
1—Unsatisfactory
NA—Not Applicable/Haven't Observed

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent

A. Research and Evaluation SoA PWC (i)/NASP Domain 6: Services to Promote Safe and Supportive Schools, Domain 7: Family, School, and Community Collaboration, and Domain 9: Research and Evidence-Based Practice

1. Demonstrates knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for interpreting data and/or evaluating programs in applied settings (i.e., response to intervention, multi-tiered system of support or intervention effectiveness decision-making)
2. Demonstrates the ability to apply research as a foundation for service delivery
3. Demonstrates ability to use various techniques and technology for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems level.
4. Understands principles and research related to social–emotional well-being, resilience and risk factors in learning, and mental and behavioral health.
5. Understands principles and research related to family systems, strengths, needs and cultures.
6. Demonstrates understanding of how to design, implement, and evaluate services that respond to culture and context.

Comments:

[2] Rating of 3 or higher is required for all domains at the end of the training period to demonstrate minimal levels of achievement (MLA). Students who are rated below 3 at the end of the training period will be considered for a remediation plan.

B. Ethics and Legal Standards SoA PWC (ii) / NASP Domain 10: Legal, Ethical and Professional Practice

7. Demonstrates knowledge of professional standards of practice, including current versions of the APA Ethical Principles and Code of Conduct and the NASP Principles for Professional Ethics.

8. Demonstrates ability to recognize and resolve ethical dilemmas using an identifiable decision-making process

9. Demonstrates knowledge of state and federal laws and regulations related to the practice of health service psychology

10. Demonstrates knowledge of special education laws and regulations

11. Conducts self in an ethical manner in all professional activities, including a commitment to social justice and equity

Comments:

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent

C. Individual and Cultural Diversity SoA PWC (iii)/NASP Domain 8 Equitable Practices for Diverse Student Populations

12. Demonstrates understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people, including clients, trainees, and consultees, who are different from themselves

13. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including:

a. assessment,
b. intervention,
c. research,
d. training,
e. supervision,
f. consultation, and

g. Professional service

☐ 14. Integrates awareness and knowledge of individual and cultural differences in provision of professional services. This includes the ability to apply a framework for working effectively within areas or with individual and cultural diversity not previously encountered over the course of a career. It also includes the ability to work effectively with individuals whose group membership, demographic characteristics or worldview is highly dissimilar from their own

☐ 15. Implements evidence-based strategies to enhance services and address potential influences related to diversity

☐ 16. Recognizes that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery

☐ 17. Demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools or other settings with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts.

Comments:

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent

D. Professional values, attitudes, beliefs and behaviors SoA PWC (iv)/NASP Domain 10: Legal, ethical and professional practice

☐ 18. Behaves in ways that reflect the professional values and attitudes of health service psychology.

Note: Professionalism means the student demonstrates behaviors consistent with values of the profession, including integrity, deportment (conducting oneself in a professional manner, wearing professional attire and demonstrating appropriate professionalism in a variety of settings), showing commitment to a professional identity as a member of the health service psychology profession, demonstrates professional accountability, and demonstrates concern for the welfare of others.

Comments:

19. Behaves in ways that reflect professional standards, including appropriate and professional qualities and skills including:

- [ ] a. responsibility,
- [ ] b. adaptability,
- [ ] c. initiative,
- [ ] d. dependability,
- [ ] e. technological competence,
- [ ] f. advocacy skills,
- [ ] g. respect for human diversity,
- [ ] h. commitment to social justice and equity.

☐ 20. Recognizes a need to participate in professional development activities to maintain knowledge of current research and practice related to the field of psychology.

☐ 21. Demonstrates a life-long attitude toward learning.

☐ 22. Responds professionally to increasingly complex situations with a greater degree of independence as the student progresses across levels of training and advances in their career.

☐ 23. Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

☐ 24. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

Comments:

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellen

E. Communications and interpersonal skills SoA PWC (v)/NASP Domain 10: Legal, Ethical and Professional Practice

☐ 25. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services

☐ 26. Demonstrates effective interpersonal skills

☐ 27. Demonstrates the ability to manage difficult communication well

☐ 28. Communicates effectively with clients, patients, educational personnel, and caregivers

Comments:

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent

F. Assessment SoA PWC (vi)/ NASP Domain 1: Data-Based Decision Making and Domain 6: Services to Promote Safe and Supportive Schools

☐ 29. Selects and uses assessment methods that draw from best available empirical literature and that reflect the science of measurement and valid and reliable psychometrics

☐ 30. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

☐ 31. Interprets assessment results while following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, and distinguishing the aspects of assessment that are subjective from those that are objective.

☐ 32. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment, diagnostic process, or special education eligibility and service delivery decisions.

☐ 33. Appropriately uses assessment data to inform the development of interventions

☐ 34. Understands and utilizes assessment methods to measure relevant progress and outcomes.

☐ 35. Communicates orally the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

☐ 36. Communicates in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

☐ 37. Demonstrates the ability to systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

☐ 38. Understands how to use assessments and other relevant data to inform and support multitiered prevention and health promotion and evidence-based strategies for creating safe and supportive schools.

Comments:

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent

G. Intervention SoA PWC (vii) / NASP Domain 3: Academic Intervention, NASP Domain 4: Mental and Behavioral Health Services and Interventions, NASP Domain 5: School-Wide Practices to Promote Learning and Domain 6: Services to Promote Safe and Supportive Schools and Domain 7: Family, School and Community Collaboration

☐ 39. Establishes and maintains effective relationships with the recipients of psychological services

☐ 40. Demonstrates skills necessary to develop and implement an intervention or prevention program specific to the service delivery goals

☐ 41. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics and contextual variables

☐ 42. Demonstrates the ability to apply the relevant research literature to clinical decision making

☐ 43. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

☐ 44. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking

☐ 45. In collaboration with others, uses assessment and data collection methods to implement and evaluate services that support academic skill development in children

☐ 46. In collaboration with others, designs, implements, and evaluates services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

☐ 47. Demonstrates understanding of systems structures, organization, and theory;

☐ 48. Demonstrates understanding of school-wide practices that promote learning, positive behavior, and mental health and well-being.

☐ 49. Promotes preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety in school and/or community settings.

☐ 50. Demonstrates understanding of effective crisis prevention, mitigation, response and recovery in school and/or community settings

☐ 51. Demonstrates knowledge of how to design, implement, and evaluate services that respond to family and/or individual and community culture and context.

Comments:

H. Consultation SoA PWC (ix) / NASP Domain 2: Consultation and Collaboration

☐ 52. Demonstrates knowledge and understanding of different models of consultation

☐ 53. Demonstrates knowledge and respect for the roles and perspectives of other professionals, consultees, and clients/patients

☐ 54. Demonstrates skills to consult, collaborate, and communicate effectively with others as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery

Comments:

I certify that I have read the evaluation and my supervisor has discussed feedback with me.

_____ _____

Student's Signature Date

_____ _____

Supervisor's Signature Date

Additional Verification for Supervisors of Doctoral Students:

As a supervisor of a doctoral student, I certify that this evaluation is based in part on direct observation of the student clinician. Direct observation is a requirement of the course tied to this training experience.

Note: Direct observation includes the following methods: live observation with clients, video recording of interactions with clients, audio recording of interactions with clients, or one-way mirror observation of interaction with clients.

Was tele-supervision used during the training period of this evaluation?

Please circle: Yes or No

If yes, what % of supervision was provided as tele-supervision or other virtual meeting format? _____%

_____ _____
Individual Supervisor's Signature Date

_____ _____
University Supervisor's Signature Date

Thank you for taking the time to complete the evaluation form!

If you have additional comments, please note them below: