

North Carolina State University

School Psychology Program

Student Handbook

Prepared by NC State

School Psychology Program Faculty

Fall 2017

Preface

The contents of the *Handbook* apply to students entering the NC State School Psychology Program in Fall 2017. Students admitted prior to this time are generally responsible for meeting the policies in place at the time they were admitted, although some policies may change during a student's matriculation at NC State. If you have questions about the applicability of a specific policy to you, please see the Program Director or your advisor/chairperson.

This *Handbook* is just one resource that you will find helpful as you complete your degree program. To understand how the Program and its requirements fit within a larger context, it is suggested that you use this *Handbook* in conjunction with the Psychology Department Graduate Student Handbook and other University websites and publications. Please note that you can print this *Handbook*, but doing so will disable the hypermedia features of the document.

Scott A. Stage, PhD
Program Director, 2014-current

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Description of the NC State School Psychology Program

History

Graduate-level training in school psychology was established at North Carolina State University in the 1960s. Specifically, a master's degree program began in 1961, followed by a PhD program in 1966. A terminal master's degree program began in 2017. The table below lists the tenure-track faculty associated with the Program since it became a PhD program in 1966.

Faculty Member	Joined NC State	Left NC State	Program Director
John C. Begeny	2005		
Jeffery P. Braden ¹	2003		2004-2008
Harold M. Corter	1949	1980	1966-1980
William P. Erchul	1984	2014	1987-2004, 2011-2014
Mary E. Haskett	1990		
Patricia F. Horan	1982	2003	--
Edith Kelsey	1983	1983	--
Eui Kyung Kim	2016		
Kate Norwalk	2015		
Rachel F. Rawls	1968	1983	--
Ann C. Schulte	1994	2013	2008-2011
Scott A. Stage	2008		2013-
N. William Walker	1980	1992	1981-1987

¹Reassigned to an administrative role 2008-present

Current Status

There are two programs available in the NC State University School Psychology Program: a three-year Master's degree (two years of course work and one year of internship) without a thesis and a PhD degree program. The North Carolina State University School Psychology Program admitted its first class of master's degree students for the fall semester of 2017. Graduated students will be licensed as public school psychologists in the State of North Carolina (<http://www.ncpublicschools.org/ihe/approved/>) and license eligible within other states in the United States. The program requires 61 semester credit hours. The first two years of course work are conducted alongside PhD students admitted to the School Psychology Program described below. A summer practicum course is required for master's students prior to beginning the second year of course work. In the third year, master's students will complete a full-time 1200 hour internship, half of which must be completed in a public school district in the United States.

The NC State School Psychology PhD Program was accredited initially by the American Psychological Association (APA) on April 10, 1987. It has remained accredited by the APA since that time, and has been approved by the National Association of School Psychologists

(NASP) since 1988. Graduates are eligible for the nationally certified school psychologist (NCSP) credential and, with an appropriate internship and postdoctoral experience, for certification as health service provider psychologists in North Carolina and listing in the National Register of Health Service Providers in Psychology. Program graduates have been employed primarily as psychologists in public schools and public and private diagnostic centers. Others have assumed leadership roles in research and academic institutions. Many graduates have settled in the southeastern U.S. and most of this group has remained in North Carolina. Other graduates have relocated to states such as Colorado, Pennsylvania, Texas, and Wisconsin.

Program Philosophy

The aim of the NC State School Psychology Program is to develop behavioral scientists who apply their broad-based knowledge and skills to enhance children's functioning across multiple domains (i.e., academic achievement, development, and mental health functioning) in schools and other settings in which children and adolescents actively participate. Education and training includes strong preparation in the academic foundations of psychology; in the research skills essential to the contribution of new knowledge; and in the competent and ethical professional practice of assessment, intervention, and consultation. In addition to preparing professionals to intervene directly with children and adolescents, the Program emphasizes prevention through consultation and intervention with parents, teachers, and other care-giving adults. The Program carries out its training mission primarily within cognitive-behavioral and ecological theoretical orientations. With a student-to-faculty ratio of approximately 4:1, close working relationships between the Program's faculty and students are encouraged and expected.

As one of five PhD programs in the NC State University's Department of Psychology, the School Psychology Program provides training within the *scientist-practitioner* model. The scientist goal is met through an integration of practice, theory, and research in course content, readings, field experiences, and research requirements. The practitioner goal is met through supervised field experience in assessment, intervention, and consultation involving students, parents, teachers, school administrators, and other professionals.

School Psychology Program Faculty

Currently, there are six individuals who are closely affiliated with or directly contribute to the School Psychology Program. They are listed below:

- John C. Begeny, Associate Professor of Psychology, PhD, 2005, Syracuse University. Professional Interests: Educational equity and opportunity, academic interventions, systems-change in schools, international education, community engagement, and merging the gaps between research and practice.
- Mary E. Haskett, Professor of Psychology. PhD, 1988, Florida State University. Professional Interests: Child Maltreatment and Family Homelessness, Parenting and parenting interventions.
- Eui Kyung Kim, Assistant Professor of Psychology, PhD, 2016, University of California, Santa Barbara. Professional Interests: Early identification and prevention for emotional

and behavioral health, complete mental health screening, school violence and safety, international school psychology, multicultural counseling and training

- Kate Norwalk, Assistant Professor of Psychology, PhD, 2013, Penn State University. Professional Interests: Teachers' roles in student social development, Social network analysis
- Natalie Murr, Clinical Assistant Professor of Psychology, Psychoeducational Clinic Director. PhD, 2015, North Carolina State University. Professional Interests: Psychoeducational assessment, special education policy and law, intellectual/developmental disabilities
- Scott Stage, Director of the School Psychology Program, Associate Professor of Psychology, PhD, 1991, Florida State University. Professional Interests: Functional Behavioral Assessment and interventions for students with or at-risk for Emotional Disabilities.

Evaluation/Approval of Prior Course Work

If, within the past eight years, you have completed graduate-level courses with a grade of “B” or higher that you believe are equivalent to some of those listed below, you have two options to avoid redundant course work at NC State. The first option is to seek actual transfer of credit toward your new degree. The Graduate School limits how many credits you may transfer (the current limit is 12 credits). Furthermore, if you count the course for credit at NC State, the Graduate School may also consider you to have begun your degree program with that course. Consequently, you may have less time to earn your degree than most other students, as your “degree clock” starts with the oldest course that you list for credit, rather than your date of admission to NC State.

Consequently, most students seek the second option for avoiding redundant course work—waiving the requirement. A waiver simply deletes the requirement, but has no effect on the number of credits you need to earn your degree. Because the Program requires students to take more than the minimum number of credits to earn a degree (due to certification, licensing, and accreditation needs), most students have enough credits to meet requirements even if they do not transfer credit from other institutions. Therefore, most students do not seek to transfer credit; rather, they request to waive the requirement, so that their time-to-degree limits are counted from the date they begin at NC State (rather than the date of the previous course).

Regardless of whether you are requesting a credit transfer or a requirement waiver, you must take the following steps:

1. Identify the course(s) that you think are redundant with your previous course work.
2. Meet with your advisor to discuss your ideas.
3. If your advisor agrees, meet with the NC State instructor who teaches the course you think is redundant to share your prior knowledge, course work, etc., and seek that instructor's support for waiving (or substituting) the course.
4. Assuming you, your advisor, and the course instructor support your request to waive the course, submit your written request to the Program Director. Include a short statement justifying your request (one paragraph for each requested course), and gain signatures of approval from your advisor and the NC State instructor for the targeted

courses. You may also provide supporting materials, including syllabi, papers, or other products from your previous course(s). Note: be clear about whether you are requesting to waive the requirement (which is the most common and easily executed request), or whether you want to have your prior course(s) accepted for credit.

5. The Program Director will act on recommend waivers and substitutions for program-area courses and will forward the entire package of requests to the Director of Graduate Programs (DGP) in the Department of Psychology.
6. The DGP will make final decisions on requests to waive departmental and other (e.g., college, university) requirements. The DGP will communicate final decisions to the student, advisor, and Program Director with a copy to the student's file to verify approval.
7. Students may appeal decisions using program, department, college, and/or university procedures.

The School Psychology Master's and Doctoral Programs

Curriculum for the Master's Program

The master's degree is intended to provide sufficient depth and intensity in practice-based skills to qualify the graduate to engage in the practice of school psychology for the North Carolina Certificate of Advanced Study in School Psychology. Students complete the master's degree requirements shown below in their first two years of the school psychology program and then complete a full year internship in route to state licensure for practice as a school psychologist in the public schools. Completion of the master's degree and one year of full internship is expected within three years. In addition, students who enter the PhD School Psychology Program must first take master's degree sequence. In addition to completing the courses listed below, the Program requires students to take and pass the ETS/Praxis II exam for school psychologists. In addition master's students must complete the "Checklist for MS Plan of Work" on the Psychology Department's "Documents and Forms for Graduate Students" website (<https://psychology.chass.ncsu.edu/graduate/currentstudentdocs.php>).

Courses Didactic

PSY 502	Physiological Psychology	3
PSY 584	Advanced Developmental Psychology	3
PSY 705	Affect & Cognition	3
PSY 710	Academic Assessment and Intervention for School Psychologists (Special Topics)	3
PSY 710	Supporting the Success of Diverse Students for School Psychologists (Special topic course)	3
PSY 721	Seminar in School Psychology	3
PSY 722	Individual Intellectual Measurement	4
PSY 723	Personality Measurement (Socioemotional Assessment)	3

PSY 724	Psych Interventions I (Applied Behavior Analysis)	3
PSY 725	Psych Interventions II (Cognitive Behavior Therapy)	3
PSY 727	Psychological Consultation	3
PSY 752	Action Research in Psychology	3
PSY880A	Directed Study in Psychology (Quantitative Methods)	3
PSY 880B	Directed Study in Psychology (Applied Multiple Regression)	3
Total		43

Practica & Internship

Course	Title	Credits
PSY 641	Psychological Clinic Practicum (Clinic + Summer)	1 + 3 = 4
PSY 641	Psychological Practicum (Initial School-based Practicum)	4
PSY 841	Psychological Clinic Practicum (Advanced practicum Teacher-centered Services)	4
PSY 651	Internship in Psychology	3 x 2 = 6
Total		18
Grand Total		61

The following table shows the course sequence layout of the three year master’s degree program. The first two years of the master’s degree program is similar to the doctoral degree sequence although the advisor supervised research credits are not in the sequence and a couple of the core psychology courses are taken in third and fourth year for the students in the doctoral program.

MS PROGRAM YEAR 1	MS PROGRAM YEAR 2	MS YEAR 3
Fall-1st Year	Fall-2nd Year	Fall-3rd Year
PSY 710 Academic Asmt 3	PSY 724 ABA 3	PSY 851 Internship 3
PSY 722 IQ Assessment 4	PSY 725 CBT 3	PRAXIS EXAM
PSY 880 Quant 3	PSY 710 Diverse Learners 3	
PSY 584 Adv Dev 3	PSY 641 Sch Practicum 4	
13 CREDITS	13 CREDITS	3 CREDITS
Spring-1st Year	Spring 2nd Year	Spring-3rd Year
PSY 721 Seminar 3	PSY 727 Consultation 3	PSY 851 Internship 3
PSY 723 Social-Emotional 3	PSY 841 Tch-Centered 4	
PSY 705 Affect & Cog 3	PSY 752 Action Research 3	
PSY 880 Regression 3	PSY 502 Physiological 3	
PSY 641 Clinic Cont.1		
13 CREDITS	13 CREDITS	3 CREDITS

Summer-1st Year		
PSY 641 Assmt Prac 3		MS 55 hrs + 6 internship = 61

Curriculum for the Doctoral Program

The courses required for the doctoral degree are listed below. Students may wish to take additional courses to pursue unique interests. For example, students who are working with multilevel data for their dissertations may want to continue in the Departmental statistics sequence. Students also may take additional practica if they have a special interest in a particular population or type of service delivery. In addition to completing the courses listed below, the Program requires students to take and pass the ETS/Praxis II exam for school psychologists. This requirement must be completed prior to taking your PhD preliminary exams. When notified of a passing exam score by ETS, you must forward a copy of the score summary to the Program Director.

Courses	Credits
Didactic	
PSY 502 Physiological Psychology	3
PSY 511 Advanced Social Psychology	3
PSY 584 Advanced Developmental Psychology	3
PSY 705 Affect & Cognition	3
PSY 710 Academic Assessment and Intervention for School Psychologists (Special topic course)	3
PSY 710 Supporting the Success of Diverse Students for School Psychologists (Special topic course)	3
PSY 722 Individual Intelligence Measurement	4
PSY 723 Personality Measurement (Program title: Socioemotional Assessment)	3
PSY 724 Psych Int. I (Program title: Applied Behavior Analysis)	3
PSY 725 Psych Int. II (Program title: Cognitive Behavior Therapy)	3
PSY 727 Psychological Consultation	3
PSY 752 Action Research in Psychology	3
PSY 792 Psychology of Families and Parenting	3
PSY 820 History & Systems - Implications for School Psychologists (listed under Special Topics in Psychology)	1
PSY 820E Ethics in Psychology (Special Topics in Psychology)	2
PSY 880A Directed Study in Psychology (Quantitative Methods in Psychology)	3
PSY 880B Directed Study in Psychology (Applied Multiple Regression)	3
Total	49

Research credits

PSY 893 Directed Study in Psychology	5
PSY 895 Doctoral Dissertation Research	7
Total	12

Practica & Internship

PSY 641 Psychological Clinic Practicum (Initial practicum in assessment)	1
PSY 641 Psychological Clinic Practicum (Remainder of required assessment cases)	1 x 2
PSY 641 Psychological Clinic Practicum (Initial cognitive behavioral therapy practicum - ACES)	3
PSY 641 Psychological Clinic Practicum (Initial school practicum)	3
PSY 841 School Psychology Practicum (Teacher-centered services practicum)	3
PSY 841 School Psychology Practicum (Families practicum)	3
Total	15
 Grand Total	 76

The recommended course sequence over the five year doctoral program is shown below with completion dates for each year students are in the doctoral program. The fifth year is internship.

PHD PROGRAM YEAR 1	PHD PROGRAM YEAR 3	PHD PROGRAM YEAR 5
Fall-1st Year	Fall-3rd Year	Fall 5th Year
PSY 710 Academic Asmt 3	PSY 511 Social Psy 3	PSY 851 Internship 1
PSY 722 IQ Assessment 4	PSY 641 Prac ACES 3	
PSY 880 Quant 3	PSY 641 Clin Cont. 1	
PSY 893 PhD Rsch 1	PSY 895 Doc Diss. 2	
11 CREDITS	9 CREDITS	
	Complete doctoral preliminary exam	
Spring-1st Year	Spring-3rd Year	Spring 5th Year
PSY 721 Seminar 3	PSY 752 Action Research 3	PSY 851 Internship 1
PSY 723 Social-Emo 3	PSY 705 Affect & Cog 3	
PSY 880 Regression 3	PSY 641 Clin Cont. 1	
PSY 893 PhD Rsch 1	PSY 895 Doc Diss. 2	
PSY 641 Clinic Cont.1	Defend Diss. Prospectus or Third publication submitted	
11 CREDITS	9 CREDITS	

Propose predoctoral research project study.		
PHD PROGRAM YEAR 2	PHD PROGRAM YEAR 4	
2018 Fall-2nd Year	2020 Fall-4th Year	
PSY 724 ABA 3	PSY 584 Advanced Dev 3	
PSY 725 CBT 3	PSY 792 Families 3	
ECD 710 Diverse Learners 3	PSY 820 Hx & Sys 1	
PSY 641 Sch Practicum 3	PSY 841 Extra Prac 3	
PSY 641 Clinic Cont.1	PSY 895 Doc Diss. 2	
PSY 893 PhD Rsch 1	12 CREDITS	
14 CREDITS	Conduct dissertation	
2019 Spring 2nd Year	2021 Spring-4th Year	
PSY 727 Consultation 3	PSY 841 Practicum Fam 3	
PSY 841 Tch-Centered 3	PSY 820 Ethics 2	
PSY 641 Clin Cont. 1	PSY 841 Extra Prac 3	
PSY 893 PhD Rsch 2	PSY 895 Doc Diss. 1	
	PSY 502 Physiological 3	
9 CREDITS	12 CREDITS	
Complete second year project. Take PRAXIS EXAM.	Defend dissertation	

Research Requirements for the Doctoral Program

Course Work

You must take at least one credit of Doctoral Supervised Research (PSY 893) with your advisor during your first semester in the Program. The goal of 893 is to provide you with an apprenticeship where you can obtain first-hand experience in research design, methodology, analysis, and/or interpretation of results by participating in a faculty member's research before carrying out your thesis or dissertation research. It is expected that you will log a minimum of 50 clock hours working on PSY 893 each semester.

Prior to formal registration for the course, you should meet with your advisor to determine the basic conditions of the course. You should develop a written agreement about the proposed research that identifies the major goals or outcomes across the semester, and assign deadlines to each. Because research does not always conform to the will of the researchers, such plans will be subject to revision throughout the semester, but such revisions should be in writing. This agreement should typically include:

- details about the responsibilities of both you and the faculty supervisor,

- maximum average weekly time commitment expected of you and amount of time for faculty supervision,
- a description of the project goals and products, and
- authorship status should the research project be accepted for presentation or publication.

Other course work is required, including formal courses (listed previously) and credits for dissertation. The credits for dissertation are supervised research credits, and must be negotiated with your dissertation chair. We recommend that you follow the same steps as in PSY 893, in that you meet with your faculty research supervisor at or before the semester begins, and put in writing a plan outlining what you will do and when you will do it to earn your research credit.

Once the students' Predoctoral Dissertation Research (PDR) project is successfully complete, the research course work to be taken is Doctoral Dissertation Research (PSY 895)

Research Projects

The key distinction between doctoral (particularly PhD) programs and non-doctoral programs in psychology is their emphasis on research. As such, PhD students must acquire the knowledge, skills, abilities, and dispositions needed to conduct research independently. The two most visible non-course requirements are the pre-dissertation research project (PDR) and the dissertation.

Predissertation Research (PDR) Requirement

The student must complete a predissertation research (PDR) paper to fulfill requirements for his/her second year project. The primary PDR adviser will be the student's primary academic advisor. Another faculty member from the NCSU School Psychology program will serve as a secondary PDR adviser. The secondary adviser will provide less assistance compared to the primary adviser but will offer necessary feedback and support of the student's project (e.g., support with methodology, analyses, and writing) until the project is complete. Under unique circumstances the student can petition the Director of the NCSU School Psychology program that the secondary PDR adviser be a NCSU faculty member from outside of the School Psychology program.

The PDR paper should be of sufficient depth or breadth to be a contribution to the professional literature. It must consist of an empirical investigation that contains:

1. an introduction to the research problem that accurately states the purpose and rationale of the investigation;
2. a thorough review of the relevant professional literature;
3. an appropriate research design;
4. proper statistical analyses;
5. commensurate interpretation and discussion of results; and
6. proficient written communication skills.

Project Proposal

After the student and primary adviser have jointly agreed upon the scope of the research project and the degree of faculty supervision required, the student should work closely with the primary adviser to prepare a written research proposal. The PDR proposal serves as a plan for executing the project. It should be descriptive and clearly identify what the student intends to do. With minor modifications the proposal can become the Introduction and Method sections of the final paper. In addition, the proposal should include a time schedule for completion of the project. During the process of preparing the written research proposal, it is expected that the student be in communication with the secondary PDR adviser about the scope of the project and timeline.

When jointly agreed upon by the student and his/her primary PDR advisor, a proposal meeting can be scheduled by submitting a final copy of the PDR proposal to the secondary PDR adviser. The secondary adviser must have at least 2 weeks to read the proposal. The proposal meeting is not an examination; it is an opportunity for the student and PDR advisers to collaborate to design the best possible project. To maintain adequate progress in the program, the student must complete this meeting by the end of the spring semester in his/her first year in the School Psychology program.

Before any data are collected (or, in the case of extant data, before data are analyzed) the student must submit his/her research project to the University's [Institutional Review Board \(IRB\)](#) and receive final approval from the IRB to ensure that proper ethical standards are maintained.

Predissertation Research Project Defense

When the student and his/her primary adviser agree that the PDR paper is close to a finished form, a copy should be given to the secondary PDR adviser and the student should schedule a 2-hour meeting to orally defend the research project. This meeting should occur at least 2 weeks after submitting the paper to the secondary adviser. The two advisers will begin the meeting by discussing the research paper and project without the student present. The student will then be invited to make a 15-minute oral presentation, consisting of an overview of the rationale for the study, methodology, results, and conclusions. Following this presentation, the two PDR advisers may ask questions pertaining to any aspect of the oral presentation and written paper. The defense is not open to the public. To maintain satisfactory progress in the program, the student must complete this defense meeting by the end of the spring semester in his/her second year in the School Psychology program.

Following the question phase of the defense, the PDR advisers will again meet without the student present and will make a summary evaluation of the project. This faculty will consider in their evaluation the written document, the student's efforts toward gathering and analyzing the data, and the student's oral presentation and defense. They will then determine whether the project is a (a) *pass*; (b) *pass, with minor corrections to the paper*, or (c) *fail*. If their decision is not agreed upon, the Director of the NCSU School Psychology Program will make the final decision.

For matriculation in the School Psychology program, a student must ultimately receive a “pass” judgment on the defense. If a defense is judged as a “fail,” the student is allowed to remedy the explicitly stated reasons for receiving a “fail” decision and, upon approval of the primary research adviser, can re-defend the project. A determination of “pass, with minor corrections” during the defense means that the student needs to make relatively minor corrections or changes to the written document. When this occurs, the PDR advisers will specify in writing exactly what changes are required before reviewing the paper another time for the possible determination of “pass.” If necessary, both advisers may assist the student with completing the final corrections and changes.

Once a student achieves a “pass” for the defense, the student is required to submit the PDR paper for consideration for publication in a peer-reviewed professional journal. Authorship will be determined by referencing the materials in the APA Graduate Student Guide to Determining Authorship Credit (2006). Both research advisers will help to mentor the student in this journal publication process. This journal submission must occur by the beginning of the fall semester in the third year of the program. If the manuscript is rejected by the journal, the student is required to do at least one resubmission to another peer-reviewed journal given that both the PDR faculty committee members agree that the article should be resubmitted. The resubmission should occur within 4 months of receiving the rejection notice from the original journal.

Credit Hours and Final Deadlines

The student shall enroll in PSY 893 with his/her primary research advisor during each semester the student actively works on the PDR project. Precise allocation of those credits is jointly determined by the primary research adviser and student. Normally, 5 total credit hours will be completed as part of the PDR project.

To avoid an unsatisfactory annual review, the student must pass his/her PDR defense before the final day of the student’s fourth semester. An electronic copy (PDF file) of the final PDR paper must be submitted to the School Psychology Administrative Support Assistant for entry into the School Psychology program archives.

These policies were approved by the faculty on 3/17/2017.

When students experience delays in completing their Pre-Dissertation Research (PDR), it poses multiple problems for the student, including increased time to degree completion and difficulty meeting the Graduate School requirements for the number of credits on a PhD plan of work. To guard against these problems and assure that students focus equally on research requirements and coursework, if students have not successfully defended their PDR by the spring semester of their second year, they may not enroll in further courses until they have successfully defended their PDR. The Director of the School Psychology Program will advise students that they should consider completing the master’s program and not pursue a PhD.

Written Preliminary Examination Format

<i>Written Prelim Format</i>	<i>Description</i>	<i>Who Takes Them</i>	<i>When Administered</i>
Four essay questions administered electronically each lasting two days with examinees access to any material they choose.	One question written and presented by each committee member. Typically includes a question on research design and statistical methods, intervention, assessment, consultation, and professional practices and/or ethics.	All students after completing their initial research project and the National Association of School Psychologists' PRAXIS exam, typically the 3 rd year.	Arranged individually by the student and his or her doctoral committee during the 2-week window for the written exam.

Journal-Length Dissertation Format Guidelines

For students completing a traditional course of study which includes the PDR, preliminary doctoral exam and dissertation, this section describes the format that the dissertation is expected to take. This section is taken primarily from the Department's Graduate Student Handbook.

There are two written documents written for the dissertation. The first document is the dissertation prospectus or proposal that is disseminated to the student's doctoral committee with the approval of the student's primary adviser approval two weeks prior to the defense of the proposed dissertation study.

Proposal Content

Regardless of format, all proposals should be typed, double-spaced, and produced in accord with the style directives presented in the *APA Publication Manual*. The Graduate School's Guide to Theses and Dissertations (<https://www.ncsu.edu/grad/etd/docs/etd-guide.pdf>) should be followed.

The proposal should include the following:

- A cover page with a "signature block" below the title and author (see *The Graduate School's Guide to Theses and Dissertations* (<https://www.ncsu.edu/grad/etd/docs/etd-guide.pdf>) for the format; reply "thesis or dissertation" with "proposal").
- An introduction/literature review which describes the background for the proposed work and why it is relevant and important, provides the conceptual justification for the research, and states any explicit hypotheses to be tested. This section should establish the novel contributions of the proposed work.
- A methods section that describes in detail the design, participants, equipment (including questionnaires or observational methodologies), and procedure (the participants' experiences step by step; the data coding or reduction, etc.). The methods should also include a

description of anticipated analyses. (Some advisors prefer to see this information included in a separate results section; ask).

- A discussion section, with a perspective on the results to be obtained (e. g., what pattern would provide evidence for the hypotheses) may also be included.
- A list of references in APA format, including DOI numbers.
- Any relevant figures or graphs (e.g., figure with direction of hypothesized interactions; proposed model of variable relationships).

Dissertation Document and Oral Defense

After the dissertation study is completed, it is written in the specific format described in the defended prospectus and again disseminated to the committee members two weeks prior to the oral defense, which is scheduled by the graduate student with the approval of their primary adviser. For more detail about the Graduate School's required format follow the link below.

The Graduate School's Guide to Theses and Dissertations (<https://www.ncsu.edu/grad/etd/docs/etd-guide.pdf>) should be followed.

Publication-Based Dissertation Option

The NCSU Graduate School and the Department of Psychology have specific guidelines for Dissertations, which can be found on their web sites. In addition, program areas within the Department of Psychology may have additional requirements and guidelines. This next section outlines the requirements for School Psychology students who pursue a publication-based dissertation option. These policies were approved by the faculty on 3/17/2017.

Publication-Based Dissertation Option in Brief

To satisfy the requirements for the dissertation, a student may submit a set of three publications that s/he has authored, accompanied by an introduction to the body of research, as well as an integrative commentary that discusses the programmatic issues and implications raised by this set of work. This will serve as an alternative to the traditional dissertation format.

Description of a Publication-Based Dissertation

- An Introduction will establish the aims of the work and the limitations in the literature that it addresses.
- The publications will have to present sufficient thematic coherence so that they can be effectively introduced and discussed in the dissertation as a body of work. They will not necessarily have to represent a specific program of research, but must address some common area of inquiry.
- A Discussion will address overarching themes, issues, and future directions.

An example of such a publication-based dissertation completed by a student in the Lifespan Developmental Psychology Program at NC State is available at:
<http://repository.lib.ncsu.edu/ir/bitstream/1840.16/9236/1/etd.pdf>

The following guidelines indicate what publications are acceptable.

- All manuscripts could be co-authored. For one of the three manuscripts, the candidate should be the first author.
- One of the three publications could result from a 2nd year project or predissertation research project (PDR) completed by the candidate at NC State.

- The completed manuscripts could include a methodological contribution or a theoretical perspective in addition to empirical articles, subject to the committee's approval.

Proposal Requirements for a Publication-Based Dissertation

Students are encouraged to make a commitment to complete the publication-based dissertation by the end of their first year in the program and form a committee by the end of their third semester. They should schedule a proposal meeting as soon as it becomes apparent that a publication-based dissertation is viable. At the proposal meeting, the student will present materials that make the following case: *The work described in the research manuscripts is of sufficient content, scope and quality to meet the standards for a dissertation.*

- The corpus of research has thematic coherence and could be effectively introduced and discussed in the dissertation.
- The journals in which the papers appear (or along with the journal targeted for a forthcoming submission) require peer review and are appropriate with regard to their focus and quality.
- There is a very high likelihood that the research manuscripts will be published or in press by the time of a proposed dissertation defense date in the student's timeline.

The specific length and detail of material submitted to a committee may vary according to the situation of the student. A student whose third manuscript is under review may need to present less documentation than a student whose third research project is still underway, for example. The committee chair and the student will consult as to the length and format of a proposal needed to sufficiently address the criteria mentioned above.

Decisions to be made at the proposal meeting include the following:

- The completed research manuscripts, in conjunction with plans for the remaining manuscript, are appropriate in content and scope for a dissertation.
- The research work has thematic coherence and lends itself to an introduction and integrative discussion in the dissertation.
- The journals in which the manuscripts appear (and along with the journal targeted for a forthcoming submission, if that is the case) require peer review and are appropriate with regard to their focus and quality. This decision is the committee's, with the assumption that the outlets are read by scholars in the field of interest and are held in some degree of respect by the scientific community. No minimum impact factor or specified list of approved journals will be made on an *a priori* basis.
- If the third manuscript is still in progress, the order of authorship proposed by the student is appropriate and defensible according to the APA authorship guidelines.
- The candidate's plans for the publication of three manuscripts within the proposed time frame are reasonable and in his or her best interest.
- Expectations regarding the length of the Introduction and Discussion sections.

If the student is proposing a work in progress as the basis of the third manuscript, the student and the committee would be well advised to address the following question: *If the publication-based dissertation option were to seem not viable or not in the best interest of the student, the third research manuscript might serve as the basis for a journal length dissertation.* This issue is described in more detail below.

The Final Defense Requirements for a Publication-Based Dissertation

Format of the Defense Document

Following submission of the third manuscript and the completion of the introduction and discussion following their revision as directed by the adviser, the student will circulate the PBD and schedule the final defense. The document should contain the following:

- A cover page with a “signature block” below the title and author. (Use the title page crafted for your proposal. Now you should be able to simply insert “dissertation” in place of “proposal.”)
- All other sections of a dissertation (abstract, biography, table of contents, list of tables, list of figures, references, etc.) required by the Graduate School. (See the Graduate School’s Thesis and Dissertation Guide.)
- The main text, which will contain the following:
 - Introduction: This will establish the aims of the work to be presented, and the limitations in the literature that it addresses. (This section is anticipated to be at least 5 double-spaced pages, though specific length requirements should be determined by the committee at the time of the proposal.)
 - Publication 1
 - Publication 2
 - Publication 3
 - Discussion: This will be an integrative commentary that addresses overarching themes, issues, and future directions. (This section is anticipated to be at least 5 double-spaced pages, though specific length requirements should be determined by the committee at the time of the proposal.)
 - References (for the Introduction and Discussion, not the three publications)
 - Appendix (any supplementary material deemed necessary by the committee)

Approval of the Defense Document

The standard procedures regarding scheduling, constitution of the committee, involvement of the Graduate School Representative, and other administrative matters remain in effect. The usual ETD process of the Graduate School has to be followed. The final defense will proceed in the typical manner as specified by the Graduate School. The current standards for assessing the quality of the candidate’s research, and the decision-making options (i.e., unconditional approval, conditional approval, and fail) will apply. The extent to which committee members’ comments must be addressed to reach a final approved document will be determined during the defense meeting.

Switching from a Publication-Based to the Traditional Dissertation Option

In some cases, approved plans for a publication-based dissertation may not materialize or may begin to seem not in the student’s best interests. If the proposed third research manuscript was based on a work in progress, problems may have occurred in its completion. The student’s alternative to the publication-based dissertation option is to complete a journal-length dissertation. If the basis for the journal-length dissertation is the proposed third manuscript, and the committee had contingently approved this work at the proposal meeting as acceptable, no new proposal meeting is required. In this case, the candidate, in consultation with his/her committee chair, would request a modification in plans from the committee. If the basis for the

journal-length dissertation is work not previously reviewed by the committee, then a new proposal meeting would be required.

Proposed Timeline for the Publication-based Dissertation

Year 1:

- Propose manuscript #1 (PDR) by the end of the spring semester.

Year 2:

- Defend manuscript #1 (PDR) by the end of the spring semester.

Year 3:

- Form dissertation committee and convene a meeting with the full committee by the end of the fall semester. At this meeting the student will discuss the potential studies to be conducted and receive feedback and informal approval to move forward.

- Submit manuscript #1 (PDR) by the beginning of the fall semester.
- Submit manuscript #2 by the end of the spring semester.

Year 4:

- *Propose* the journal-length dissertation or the publication-based dissertation by **November 15th** at this point for the PBD option there should be two manuscripts submitted (two manuscripts accepted or at least one accepted and one under review ideally), and one in preparation (i.e., data have been collected and analyzed).

Year 5:

- Submit manuscript #3 prior to defense date
- *Defend* the dissertation using either option by the end of the spring semester.

The Importance of Research Projects and Student Progress

The independent research projects are the program requirements that are most likely to delay student progress. Most students understand and meet course-related demands; furthermore, they are also typically very strong in meeting demands of clinical and field practica. However, doing research—that is, conceiving, executing, defending, and disseminating research—is something most students are less prepared to do as they enter graduate school. Therefore, we have included Appendix A: Checklist for the Research Proposal. In addition, all students should purchase a copy of the *Publication Manual of the American Psychological Association* (6th ed.) because all course papers are expected to follow this format. All research products and course papers should be written in APA style, although ultimately the university's ETD style requirements must be observed when formally submitting completed documents to the Graduate School.

Expectations for Research Progress

It is up to you meet research expectations; it is up to the faculty to communicate expectations clearly and to provide supervision to help you meet those expectations. Feedback, such as that provided within the context of research teams, also can be valuable. Because the “timely completion” of research projects may be open to various interpretations, the Program

faculty have advanced the following expectations for progress on pre-dissertation research and dissertation.

Year	Semester	Project Completion
Year 1	Fall	
	Spring	PDR Proposal
Year 2	Fall	
	Spring	Successfully defend PDR
Year 3	Fall	Submit PDR for Publication (Paper #1) beginning of the semester Decide dissertation options (3PD or journal-length dissertation)
	Spring	Submit Paper #2 if pursuing the 3PD
Year 4	Fall	<i>Propose dissertation by Nov. 15th in order to be eligible for internship next year</i>
	Spring	
Year 5	Fall	Submit Paper #3 if pursuing the 3PD
	Spring	Defend dissertation by end of semester

Continued TA funding is predicated on successfully reaching department milestones. Some relevant departmental benchmarks for these expectations are taken from the Department Handbook and listed below.

Department Milestones for Doctoral Students

<i>Milestone</i>	<i>Target Completion (General)+</i>	
	<i>Entered w/out MS</i>	<i>Entered with MS</i>
Completion of Area-Specific Research Requirement	End of 4 th semester	
Formation of PhD Committee	4 th Semester	3 th Semester
Submission of Approved PhD Plan of Work (PoW)	4 th Semester	3rd Semester
Completion of PhD Course Work	Year 4	Year 3
Completion of Written and Oral Preliminary Examination	Year 4	Year 3
Successful Defense of Dissertation Proposal	9 th Semester	7 th Semester
Successful Defense of Dissertation and Submission to the Graduate School	10 th Semester	8 th Semester
Required Internship (School only)	Year 6	Year 5

+ *Target completion dates for milestones may vary somewhat across areas.*

% *School students will receive a conditional pass until they successfully complete the internship.*

Some additional benchmarks for these expectations are: (a) Program policy states the proposal must be defended prior to applying for an internship; (b) departmental policy states that a student has a 10-year limit to earn the MS and PhD at NC State and an 8-year limit to earn the PhD at NC State if his/her prior graduate degree was earned elsewhere; and (c) APA's Commission on Accreditation requires that, given a three-year cohort, the average number of years to degree completion for graduates of an APA-accredited program not exceed 7.5. On a related note, in fall 2011 an agreement was reached between the Program and the Graduate School that allows a student the option of defending his/her completed dissertation before beginning internship. It is believed that having this option will speed up overall progress toward degree completion.

Failure to meet these research expectations may result in a marginal or unsatisfactory annual evaluation from the department's DGP. At the discretion of the Program faculty, it may also result in requiring you to obtain your chair's consent to enroll in practica and/or didactic course work. That is, progress on research is a prerequisite for permission to continue in the Program; failure to make progress implies a student is not ready to move forward. As noted above, if students have not successfully defended their PDR by the spring of their second year, they may not enroll in further courses until they have successfully defended their PDR.

Clinical Training - Practica

All graduate programs in psychology require course work and research. What makes programs with a clinical service orientation different from other programs is that they also require extensive supervised field experiences with clients. These experiences include *practica*, in which students acquire and enhance their clinical skills under the close supervision of faculty and clinical supervisors, and *internships*, where students function more autonomously under the supervision of a professional psychologist.

Overview

The NC State School Psychology Program views the practicum as an opportunity to gain applied experience and to develop professional practices as a complement to required didactic course work. Practica allow you to participate in supervised experiences in assessment, consultation, intervention, research, and professional school psychology issues. In addition to direct service to children, parents, teachers, and administrators, practica provide you with an opportunity to observe and collaborate with a wide range of school and mental health personnel and to gain an appreciation for the educational system. The primary purpose of these experiences is to develop your applied skills rather than to provide services to the practicum site.

In general, practica are one semester in length and provide a minimum of 50 clock hours per credit. The distribution of hours across the semester will be individually determined, depending on your needs and course schedule, and the needs of the practicum site. The arrangement for practica offered external to the Psychoeducational Clinic (e.g., the initial school-based practicum) typically is for one day per week (or its equivalent) on site.

If you would like to gain additional field experience beyond that required by the Program, you should consult your chair about registering for "extra" PSY 641 or PSY 841 credit

hours and supervision arrangements. Like any other practicum, extra practica entail the development of a practicum contract signed by the site supervisor, university supervisor, and student; the tracking of practicum hours; and an end of semester evaluation by the site supervisor.

Professional Conduct

Please refer to the evaluation form in Appendix B to understand how your professional performance and conduct will be evaluated in practicum settings. In addition, you must abide by ethical, legal, and professional standards promulgated by the American Psychological Association, the National Association of School Psychologists, and the North Carolina Psychology Practice Act. Failure to do so will result in possible failure of the practicum and expulsion from the Program.

Two expectations are important, and deserve special mention here: (a) You must refer to yourself as a “School Psychologist-in-Training” in all meetings with agency personnel and clients and on all reports and written correspondence, and (b) you must inform the university supervisor of all practicum activities in which you become engaged. All reports or official documents must be co-signed by the site supervisor. These are but two of the points covered in professional practice guides; it is your professional responsibility to acquire, understand, and act in accordance with relevant ethical and professional practice guidelines.

Psychoeducational Clinic Practicum

You must complete a practicum in the Psychoeducational Clinic, which includes completion of a minimum of 3 cases (for master’s students) or 6 cases (for PhD students). This practicum (PSY 641.001) can begin only after you have completed both PSY 722, Individual Intelligence Assessment and PSY 710, Academic Assessment and Intervention. For doctoral students, the practicum is distributed in the form of three, one-credit course enrollments over three consecutive semesters. By contrast, master’s students complete one, one-credit practicum credit (PSY 641) in spring semester of their first year. Master’s students will also complete a 3 credit PSY 641.001 in the summer of their first year which will require that they reach a level of mastery in order to continue with the master’s course sequence. Additional information is included in a separate *Psychoeducational Clinic Graduate Student Handbook*.

School-based Practicum: Initial

The initial school-based practicum (PSY 641.002) will typically involve assessment, consultation, and intervention at basic levels and will consist primarily of direct service. Although you may remain in the same setting for more than one practicum course, the responsibilities and experiences must vary across semesters.

Teacher-Centered Services Practicum

In this practicum, students are expected to broaden their role in schools beyond the traditional test-and-place focus to a more systems perspective and gain experience with an indirect service model. They are expected to complete cases that involve work with a teacher or

prereferral intervention/multi-tiered systems of support (MTSS) team to improve outcomes for students experiencing academic or behavioral difficulty and build on their previous school-based fieldwork.

Cognitive-Behavioral Intervention Practicum

In the third year of the doctoral program, you will gain experience in cognitive-behavioral assessment and treatment with children and parents through this clinic-based practicum. This clinical experience is referred to more specifically as the Academic Counseling for Education Success (ACES) practicum.

Family Intervention Practicum

During the fourth year of the doctoral program, doctoral students take this practicum. The focus in this practicum is on the development of skills in implementing system and multi-system focused interventions with high-risk families whose problems bring them into contact with multiple agencies. Students are expected to develop family-focused interventions and to coordinate their interventions with the services provided to families by schools and other social service and mental health agencies.

Advanced Practica (PhD)

PhD-level practica (PSY 841) provide you with a more advanced level of training. Thus, these practica should require more independence and responsibility than prior practica. Examples of responsibilities may include development and evaluation of mental health policies and programs, liaison with community agencies, administrative duties, and counseling with complex cases involving multiple problems. To be more competitive for APPIC-listed and APA-accredited internships, many students elect to take additional practica in their PhD program.

Supervisor Responsibilities

You will be supervised by a site supervisor and a university supervisor. At least one of the supervisors must have a doctorate in psychology and possess an appropriate credential for the practice of psychology in the specific practicum setting. In some circumstances, the university supervisor will also serve as the site supervisor.

University supervisor. The university supervisor (i.e., the instructor of record for your PSY 641/841) is to provide ongoing supervision/coordination. It is the supervisor's responsibility to ensure that your role is reasonable given your level of experience, and to assist you in integrating the applied experiences with course work and student research interests.

Site supervisor. The site supervisor is to provide weekly face-to-face supervision for a minimum of one hour per week. He or she will ensure that the contract is carried out as planned. The site supervisor will complete a written evaluation of your performance at the completion of the practicum (see Appendix B), which must be submitted in order to assign the student a grade. A mid-semester evaluation may also be used to provide formative feedback.

Student Responsibilities

Setting up the placement. During the semester prior to the proposed start of a practicum, you should inform the Program's practicum coordinator (Dr. Stage) of your intention to enroll in the particular practicum. This advance notice will allow sufficient time for you and the coordinator to make the necessary arrangements. For the required practica, the coordinator generally arranges the placement for you. If you wish to pursue additional practica, you should also contact the practicum coordinator, but you are expected to take a more active role in pursuing and designing the placement. The practicum coordinator must approve all placements, and he may consult with other Program faculty before doing so. Following approval of your practicum placement, you should register for the appropriate hours of PSY 641 or 841.

Documentation. There are two basic types of documentation for field experiences—the placement agreement and the log of actual experiences. First, with the assistance of site and university supervisors, you will develop a placement agreement. See your university supervisor or your chair to get an example. All three parties should sign the agreement, which you will then submit within the first two weeks of the semester to the university supervisor. The agreement typically includes: names of supervisors, contact information, a list of responsibilities and the percentage of time dedicated to each, a schedule for supervision, and starting and ending dates.

Second, while participating in practica, you should record hours and activities using a designated timesheet format. Because this level of record keeping is critical to documenting all field experiences while in the Program, more information is contained in the next section, Tracking Practicum and Internship Hours.

Tracking Field Placement Hours

It is important for students and Program faculty to have accurate records of practicum and internship hours. You can expect to be asked to provide this information about your training at any number of points in your professional career. For instance, the APPIC internship application asks for extensive information about your prior training. Likewise, when you apply for licensure, many states' applications require a precise accounting of your practicum and internship training in specific areas.

For this reason, you are expected to track your hours in training experiences throughout your tenure in the Program. *Practicum hours include all cases and activities in the Psychoeducational Clinic, as well as all required and elective practica in the schools and other sites.* Your practicum or internship supervisor should sign your final count of hours at the close of a training experience. Final counts of hours spent on each practicum or your internship should be placed in your student file in Poe 640. You should also keep a copy for your records.

The definitions and example tracking sheet were designed to provide the types of information currently required for applying for internship and obtaining licensure in North Carolina. Questions about the definitions or record keeping should be directed to Dr. Stage. You may obtain an electronic copy of the spreadsheet from the instructor of record for PSY 641/841; be sure to obtain the file before you begin your practica experience so that you can record all relevant hours and experiences.

Field Placements that Occur During the Summer

Field placements in the School Psychology Program follow the nine-month academic calendar that runs from August 15 through May 15. Therefore, if you are participating in a practicum or internship during the fall or spring semester, it is assumed that you are concurrently registered for PSY 641, 841, or 851 credit hours appropriate to the nature of the field experience. Failure to register for academic credit while on practicum or internship increasingly is being interpreted by psychology licensing boards as “practicing psychology without a license,” a situation that may affect one’s ability to become licensed in the future.

Although the Department of Psychology requires all graduate students to maintain continuous registration, this policy applies only to fall and spring semesters and not to summer sessions. Recognizing the financial hardship that summer registration would bring to many students, the School Psychology Program does not require you to register for courses during the summer. However, to satisfy state-level psychology licensing boards’ (including the NC Psychology Board’s) need to document students’ activities as training experiences, the Program has established an important procedure. Specifically, if you are involved in *any* field experience between May 16 and August 14, you must complete a *Summer Practicum/Internship Experience Form* concerning the field experiences you plan to engage in during the summer (see Appendix F). You must request, complete, and submit the form, with all appropriate signatures, at least one week before the end of the Spring Semester prior to the period where you seek to earn hours. For this to be considered part of your graduate work, the Program Director will indicate on the form that these experiences are an important part of graduate training. A copy of this form then will be placed in your file and a copy will be given to you. You must take personal responsibility to insure that your summer practicum or internship placement has been approved. Without administrative approval, you may be found in violation of the NC Psychology Practice Act.

Please recognize that this is a serious issue that is critical to ensuring professional integrity and responsibility. You should keep the copy of your approval statement for future applications to licensing boards. Psychology licensing boards are likely to ask you for applied experiences you have had during graduate school. If you list summer experiences and did not register for them as a course, a licensing board may be concerned that you have been practicing psychology without a license.

Professional Liability Insurance Coverage

In an increasingly litigious society such as ours, it is essential that students and faculty who provide psychological services to children, youth, and families have professional liability insurance coverage. Our colleagues' experiences have taught us that any lawsuit or licensing board action—whether initiated for legitimate or frivolous reasons—can be very costly. Thus, all students in the NC State School Psychology Program who are enrolled in practica or internship placements are required to pay a fee that the University automatically bills you for in your University fees statement.

Professional Services for Pay by Students

The NC State School Psychology Program is committed to providing extensive supervised practicum experience covering a broad range of educational settings and exceptional populations. These experiences are carefully designed and supervised. Students who provide professional services for pay outside of these experiences may risk violating ethical standards and current professional practice laws. The APA Code of Ethics and the North Carolina Psychology Practice Act explicitly enjoin psychologists to perform work for which they are qualified, and prohibit practice outside of training experiences for anybody not licensed. We also note that professional work outside the Program reduces your ability to complete course work, field placement, and research requirements in a timely manner. However, we also appreciate that professional services for pay also provide much-needed funds and opportunities to hone professional skills. Recognizing that you may find yourself in a position to be offered opportunities to earn money for psychological services outside the jurisdiction of the Program, we have formulated the following policy to ensure that any such work be done under circumstances that are ethically appropriate, are in compliance with the North Carolina Psychology Practice Act, and do not jeopardize your completion of degree requirements. However, students may earn pay for professional services that are a part of Program-sanctioned practica and internships. These services must be supervised by Program faculty.

These are the only two situations in which Program students may earn fees for the provision of psychological services. In addition, the Program provides the following guidelines regarding such activities.

1. You may not use Program materials for any outside work.
2. You must provide evidence of an individual professional liability insurance policy (e.g., NASP- or APA-sponsored) that covers your activities. Please note that the liability insurance required by the Program does *not* cover the delivery of psychological services outside the jurisdiction of the Program.
3. As practicing professionals and as academic mentors, faculty are obligated to prohibit activities for which we believe you to be unqualified, that involve inappropriate use of test procedures, that interfere with your ability to complete degree requirements, or that, in our judgment, impair your ability to perform other academic, research, or practicum duties.

Clinical Training - Internship

The NC State School Psychology Program regards the internship as the final, "capstone" field experience that builds on prior practica and course work, allowing you increasing autonomy in providing comprehensive psychological services under supervision. The internship is not merely "on-the-job training." It is an organized program of training designed to provide you with a sequence of experiences that will enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills. Philosophically, the Program faculty believes that all students should be presented with internship training opportunities that will make them

eligible for licensure by the NC Department of Public Instruction for master's level students and as health service provider psychologists as well as licensure/certification by state education agencies for the doctoral-level students too. Following are the Program's specific policies and procedures regarding the master's level internship which will result in a Certification of Advanced Study and the predoctoral internship.

The master's level internship is a collaboration between the student's training program and the field site. Both must agree in writing on the responsibilities of the training program and internship site for providing supervision, support, and evaluation.

1. Time and length: The internship should be completed on a full-time basis over one year or a half-time basis over two years (1,200 hours with at least 600 hours of the internship must be completed in a school setting).
2. Supervision: Interns must receive an average of at least two hours of field-based supervision per full-time week from a credentialed school psychologist who has a minimum of three years of full-time experience or equivalent.
3. Support: The school system or internship agency must provide support for interns commensurate with that provided to professional school psychologists.

Expectations and Planning for the Internship Experience

1. The internship will occur after the completion of all MS-level or PhD-level requirements except perhaps the defense of the dissertation. This means that you will not be allowed to begin an internship until you have successfully defended your pre-dissertation research project, and/or passed the ETS School Psychology Specialty Area Exam at the current NCSP criterion (165).

2. For PhD-level students they must pass prelims, completed all course work, and defended your dissertation proposal. Note, too, that the Program is structured so that you may complete your dissertation research and writing during your fourth year so that you may not need to juggle internship and dissertation work concurrently. In other words, you may defend your completed dissertation before starting internship.

3. We strongly encourage PhD level students to apply to APPIC/APA approved internship sites. Because applying to APPIC (Association of Psychology Postdoctoral and Internship Centers) and APA-accredited internship sites involves meeting November deadlines, if you wish to enter into this application process you must have a signed, approved dissertation proposal on file by **November 15** of the year prior to the start of the internship. The reason for specifying this date is to allow faculty to write the strongest, most favorable letters of recommendation, a scenario made possible only if faculty can unequivocally state that a student will have his or her proposal approved before beginning internship. See the APPIC (<http://www.appic.org>) and APA (www.apa.org) for more details about internship standards, the application process, and accredited sites. Internship sites are also listed in directories and other materials the Program has available for you.

Important note: If you are interested in applying for APPIC/APA internships, please arrange a meeting with your committee chair and the university internship supervisor (Dr. Scott Stage) during the spring semester before the fall application deadline.

3. Effective November, 2012, the Program's internship policy became the 2012 Council of Directors of School Psychology Programs (CDSPP) Doctoral Level Internship Guidelines, which are reprinted below:

Council of Directors of School Psychology Programs (CDSPP)
Doctoral Level Internship Guidelines
Initial Version Approved by the Membership, May, 1998
Revised Version approved by the Membership, November, 2012

The doctoral internship is an important culminating professional practice experience in doctoral level education and training in school psychology. Following are guidelines for school psychology doctoral internships that will provide the basis for high quality internship experiences.

Although these guidelines set forth basic quality standards for doctoral level school psychology internships, internship requirements for licensure and certification are set at the state level and vary from state to state. Therefore, graduate students and training programs should consult relevant state licensure and certification requirements when considering the nature of a specific internship.

CDSPP is an organization of doctoral level school psychology programs. It is not an official accrediting body and does not evaluate, approve, or accredit internships or training programs. CDSPP guidelines may be useful for prospective interns who are evaluating the quality of school psychology doctoral internships. These guidelines may also be useful to doctoral training programs in making program development and internship approval decisions. They may also be used by organizations authorized to approve or accredit internships or training programs. Doctoral training programs and internship sites that are interested in accreditation by the American Psychological Association should refer to the Guidelines and Principles for Accreditation of Programs in Professional Psychology published by the APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in School Psychology meeting these guidelines will also be considered as meeting the "Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology" developed in 1980 by the National Register of Health Service Providers in Psychology to identify an acceptable internship, which is one of several requirements for credentialing by The National Register of Health Service Providers in Psychology.*

1. A School Psychology doctoral internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The internship is the culminating supervised professional practice training experience prior to the granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the substantial completion of the coursework leading to the degree. Its primary focus and

purpose is ensuring breadth and quality of training, meeting the needs of the graduate student/intern, and providing an extension of education and supervised training from the university program. The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health needs of the clients. Interns should have experiences with prevention and development of system supports, as well as with direct intervention for client problems, and should have experiences dealing with cultural and individual diversity.

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

3. The internship agency provides a dated written statement, brochure, or website that describes the goals and content of the doctoral internship program, states clear expectations for the quality of trainees' work, training, and supervision, and is made available in advance to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern is given a written statement that includes salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Interns receive a formal, written evaluation minimally at the end of each university semester, trimester, or quarter course grading period. The format for that evaluation is agreed upon in advance by the internship agency and the intern's university training program. The areas evaluated are consistent with doctoral program objectives and competencies and include evaluation of intern skills in assessment, intervention, consultation, program evaluation, and ability to deal with issues of cultural and individual diversity. Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent psychologists. The doctoral internship is a required part of the doctoral degree, and while the internship supervisor assesses student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student's readiness for graduation and entrance into the profession. Therefore, intern performance is discussed among the training partners: the internship site and the university.

5. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated related to intern behaviors, intern activities, or internship conditions, the university-based director of the school psychology doctoral program in which the intern is enrolled is notified by the supervisor at the internship site.

6. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in activities described above. Interns and university training programs should consult relevant

credentialing (e.g., state licensure, certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.

7. Internship agencies and the intern's university training program jointly issue to the intern written documentation (e.g., a certificate, letter, or "Certificate of Completion") reflecting successful completion of the psychology doctoral internship.

8. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychology. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.

9. The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level with the specific intent of evaluating the psychological services rendered directly by the intern and supporting the intern in the role of psychological service provider.

10. In addition to the individual supervision (as described in #9 above), the intern spends at least two additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools.

11. The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. The internship agency has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

12. Internship supervision may be provided through synchronous audio and video format where

the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 9 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #9 and #10 above). The use of telesupervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. The rationale for the use of telesupervision with interns at a particular site, and the scheduling and means for telesupervision should be clearly articulated. As with usual forms of supervision, the supervisor will retain full professional responsibility for all clinical services provided by the intern(s). Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Technology and quality requirements, as well as training in the use of the technology, are available for the supervisor and the intern. Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.

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

14. The trainee has a title such as "intern," "resident," or other designation of trainee status.

*This statement may be included in these Guidelines pending review of the final version of the Guidelines by the Executive Officer of the National Register of Health Service Providers in Psychology.

4. The absolute deadline for defending a dissertation proposal before beginning a fall internship is **November 15**. No student will be allowed to begin an internship without a committee-approved dissertation proposal on file in Poe 640.

5. If you cannot complete an internship that follows the current CDSPP Guidelines (i.e., the Program's policy), you may ask the Program faculty for an exception. To request an exception, you must provide a written request and the justification for it. Typically, exceptions are due to unusual personal hardships due to family conditions, disability, etc. If the petition is approved by the faculty, your internship still must meet current North Carolina Department of Public Instruction guidelines for internship. You also will be asked to sign a statement indicating your understanding that, although the internship will meet requirements for licensure as a school psychologist in North Carolina, it will not allow you to be regarded as eligible for North Carolina's Health Services Provider Psychologist credential (HSP-P) or similar status in many other states. However, the Program unequivocally endorses internships that are listed by APPIC and/or accredited by APA, or that meet equivalent standards including CDSPP Guidelines, and expect students are aware of and plan to complete this type of internship when they are admitted to the Program.

6. If, as a part of specialist-level training in school psychology, you completed a school-based internship of 1200 or more clock hours, you may complete the predoctoral internship in a nonschool setting (e.g., mental health center, community service agency, hospital). If not, you must complete at least 600 clock hours of the required 1500 hours of internship in a school or educationally related facility. (Note that many interns complete 100% of their clock hours in a school or educationally related facility.) This provision must be observed to ensure compliance with NASP standards for program approval.

The remaining sections of this policy apply mainly to internships that the Program arranges for students, in contrast to APPIC-listed and APA-accredited internships that have largely their own policies, procedures, roles, and responsibilities in place.

Responsibilities of the Internship Site Supervisor

1. The major responsibility of the site supervisor is to provide a high quality training experience for the intern, with an appropriate amount and level of supervision.
2. It is imperative that the lines of communication between the internship site and the university training program always remain open. In order to accomplish this goal, it is necessary that the site supervisor inform the university supervisor of: (a) any substantive changes in the original agreement regarding the internship placement (see #2 in next section), and (b) any serious matters regarding the intern's competency to practice in the internship setting. Should these types of issues arise, it is the site supervisor's responsibility to inform the university supervisor *as soon as possible*, instead of waiting until the end of the semester.
3. The site supervisor plays a key role in determining the professional growth of the intern over time. Therefore, supervisors will be asked to evaluate you each semester using criteria consistent with university requirements and recognized standards for professional practice (see Intern Evaluation Form in Appendix G).

Responsibilities of the University Supervisor

1. The major responsibility of the university supervisor is to provide the overall coordination of the internship experience and to convene groups of interns in order to meet CDSPP internship guideline #10, which states, "The intern must have regularly scheduled, supervised, and documented training activities with other psychology interns."
2. Prior to the start of the internship, the university supervisor, the site supervisor(s), and you work together to draft a placement agreement (see Appendix F for template). This document spells out the agreed-upon terms of the internship, and minimally includes the following components: (a) dates of placement, (b) actual site(s) you will be working, (c) names and titles of primary and secondary site supervisors, (d) specific internship activities and percent of time devoted to each, (e) amount of stipend to be paid to you (if applicable), and (e) any special considerations (e.g., release or assigned time for you to conduct dissertation research). If you are completing an internship at an APPIC-listed or APA-accredited site, you are excused from submitting this placement agreement.

3. The university supervisor is responsible for monitoring your activities across the entire internship. This monitoring process generally will take the form of group meetings with all interns enrolled in PSY 851 that semester. These meetings are to occur at least monthly. Should the site be too far from campus to allow for participation in PSY 851, or if the internship site is APPIC/APA approved, the university supervisor may waive attendance at PSY 851 supervision sessions (but not course enrollment).

4. The university supervisor is ultimately responsible for determining your satisfactory completion of internship requirements. That is, the university supervisor assigns a grade to you. To facilitate this process, each semester the university supervisor will ask the site supervisor for written and/or oral feedback regarding your on-site performance.

Responsibilities of the Intern

1. When planning to begin an internship, you should inform the university supervisor (Dr. Bill Erchul) at least one semester before, and preferably two semesters before, the internship is likely to begin. In preparation for the placement, it is recommended that you suggest possible sites and advance a preliminary internship plan (see 3a below).

2. Although you are welcome to make preliminary contact with internship sites, the university supervisor is responsible for making and approving final arrangements, as indicated above.

3. You are responsible for: (a) developing a written plan outlining major personal goals/objectives/activities for the internship experience, (b) tracking/documenting time spent on various internship activities, and (c) notifying and gaining approval from the university supervisor for any significant deviations from the originally agreed-upon internship plan.

4. If the internship site is paying you directly, you must furnish the university supervisor with a copy of the contract that discloses the terms of payment. As the issue of whether internship stipends are taxable income is complex, it is your responsibility to determine whether your stipend is taxable, and to comply with relevant tax laws and regulations.

5. At the conclusion of the internship, you must provide documentation of the actual internship experience to the university supervisor. Specifically, it is required that you submit completed timesheets described in Appendix E, *Documenting Practicum/Internship Activities*. This activity log will facilitate Program responses to future questions from licensure and certification boards regarding your internship experience. If timesheets are not filed at the conclusion of internship, it may not be possible for the Program Director to document your internship experience to credentialing bodies.

Program Procedures and Processes

The following information is intended to provide you with some “nuts and bolts” about how the NC State School Psychology Program works. These are intended to be guidelines to help you achieve your goals, including topics on Program communication, organizational

principles and processes, academic advising, and the like. Please read these carefully; knowing how the Program works will make it easier for you (and us) to get what you need.

Program Communications

Routine correspondence to all Program students will be sent via e-mail and/or the Program listserv. Unless you have a specific need, and have alerted the Program Director of your needs, the Program will not use paper memos, letters, or other methods for communication. You must inform the Program Director of your current/preferred e-mail address for inclusion on the Program listserv. You also must notify the Director of any changes to that address, or otherwise ensure that you receive Program messages in a timely fashion. This policy also means that you need to develop the habit of checking your e-mail regularly. As a matter of etiquette (and perhaps common sense), it is advisable that you respond within 48 hours after receiving an e-mail message (assuming a response is requested).

Program documents (e.g., this *Handbook*) exist in multiple forms. The Department and Program have shifted from printed to electronic documents. Therefore, we will make every effort to distribute documents via the listserv, and post them on the web sites for the Department (<http://psychology.chass.ncsu.edu/index.php>) and Program (<https://psychology.chass.ncsu.edu/school/>). If you are uncertain whether you have the most recent copy of a policy, please consult with your advisor/chair.

Communication is a two-way street. Although Program faculty will use the listserv to distribute important announcements relating to Program procedures, policies, deadlines, and the like, we also encourage postings from you regarding items of general professional interest. Although there are no formal restrictions on using the listserv, we recommend that people consider posting items that are both of general and professional interest (e.g., upcoming seminars, meetings, current news items, professional resources), although we also encourage occasional personal use (e.g., seeking others to share travel/hotel arrangements for professional meetings, social activities of potential interest to Program members). You may post messages to spsa@lists.ncsu.edu.

We also strongly encourage regular (at least monthly) personal contact with your committee chairperson. You should plan ahead when there are specific issues to discuss (e.g., research progress, arranging clinical training experiences), but we also welcome informal contact such as stopping by the office. When you want information to be shared (e.g., summer contact/address information, change of phone or e-mail), we appreciate receiving notification via e-mail, as it allows us to forward the information to interested parties. Because this is a graduate program, it is your responsibility to take the initiative to keep your chair informed of your progress and any concerns that might influence your progress in courses, research, or clinical training. Your chair acts as your advocate with the Program and the department during annual evaluations and any other occasion where your status and progress may be a focus of discussion, so keeping your chair well informed is to your advantage. Virtually every formal Program decision (e.g., accepting credits for prior study, arranging placements, annual student progress reviews, internship arrangements) requires that your first discuss your plans with your chair. Therefore, get in the habit of meeting regularly with your chair to discuss your plans and objectives.

Student Progress Evaluation

Every April, the Program faculty meets to review the progress of each student in the Program. Prior to that meeting, the Department's Director of Graduate Programs (DGP) will notify all graduate students via e-mail, provide them with an evaluation form, and specify the date by which the completed form must be submitted to one's advisor/chair. The kinds of information requested include updates on research progress, performance in courses and clinical training experiences, professional activities (e.g., organizational memberships, presentations, publications), and any other evidence relevant to a student's professional development and conduct. The evaluation form also contains questions pertaining to the Program's APA accreditation annual report.

The Program meetings at which student annual progress is discussed are typically closed to protect student confidentiality, although in some unusual instances, individuals may request to speak to the faculty about their concerns. All requests must be provided to the Program Director in writing at least one week prior to the meeting. Although practices vary, most advisors/chairs meet face-to-face with their students in individual meetings following the Program meeting.

The Program uses Department's annual progress review procedures, which require faculty to recommend a rating for each student's annual progress from "Unsatisfactory" to "Distinguished." Although ratings are not precisely defined, Program faculty have tended to assign ratings in the Department's annual review procedures according to the criteria below.

Rating	Criteria/Indicators
Unsatisfactory	Not meeting one or more program, department, or university requirements; evidence of a significant breach of (or pattern of disregard for) professional ethics; or a persistent pattern of failing to engage in behavior consistent with program, departmental, university, and professional norms and standards (e.g., isolation, lack of participation, does not initiate/respond to communication).
Marginal	Evidence of failure to meet one or more academic program, department, or university requirements is offset by evidence that the problem is likely to be resolved within the next academic semester (e.g., resolution of incomplete/failed courses, successful defense of proposal); inconsistent or erratic behavior with respect to professional ethics; or evidence of a failure to engage in behavior consistent with program, departmental, university, and professional norms and standards (e.g., lack of attendance/involvement in program functions, failure to join/participate in professional organizations).
"On Track" for Timely Completion of Degree	Meeting all academic requirements, adhering to professional ethics and standards, and showing adequate engagement in (or adherence to) program, department, university, and professional standards (e.g., joining professional organizations, attending a state or local professional meeting, attending program activities).

Distinguished/Exceptional Accomplishment	Meets all requirements and standards defined above, with additional evidence of behavior truly exceeding the norm relative to program, department, university, or professional standards (e.g., first/sole authorship of refereed publication(s); attracting external support via a competitive grant process; election to an office within a national organization; winning a prize or award from a national organization).
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Following the annual review of progress, your advisor/chair will complete a summary of your progress and a recommendation regarding your status for the Psychology Department's DGP. In some instances, your chair may solicit additional information from you prior to making a final report and recommendation. The report your chair submits is the primary basis for the Department's annual review. In most cases, it will be clear to you and all other parties that you are making satisfactory progress in the Program. However, in some cases, students are not making satisfactory progress. Depending on the cause of that judgment, a number of decisions are possible:

1. Your status is recorded and considered in future evaluations. In general, an unusual pattern of unsatisfactory performance, or two consecutive unsatisfactory judgments, will be grounds for dismissal.
2. Immediate dismissal from the Program. This option is invoked when there is evidence of professional misconduct that is severe and/or persistent, or when there is a major and apparently irreversible change in a student's status relative to the Program (e.g., the student is no longer enrolled, fails to communicate with the Program, etc.).
3. All recommendations of your chair, in consultation with Program faculty, and the Department's DGP may be appealed under guidelines specified by the Department of Psychology and the NC State University. Please consult appropriate guidelines for more information.

The bottom line is that there are remarkably few unsatisfactory evaluations, and in nearly all of those cases, all parties (including the student) are aware of the issues and have put plans in place to correct the barriers to appropriate progress. In situations where students may face an unsatisfactory evaluation, they should consult with their chairs early and often. Being proactive will save you (and everybody else) time and trouble, and will demonstrate your professional integrity and commitment.

Student Appeals and Grievance Process

Students have the right to request exceptions to Program policies and appeal Program decisions. Procedures for each of these actions are described in the following sections.

Requests for exceptions. Students who want to request exceptions to Program policies must follow the steps below. The most common reason for a request is that a student may want to proceed in the Program but has not met the requirements to do so.

The steps students should follow are:

1. Meet with your advisor/chair to discuss your plans, the reasons why an exception would be justified, the circumstances surrounding your request, and what conditions you will propose. You and your chair should negotiate a plan, and clarify what information the chair may share with faculty to justify the request.
2. Submit a written request to the Program Director for consideration at the next Program meeting (*note:* all such requests are discussed in closed session to protect privacy). The request should be detailed with respect to the terms and conditions of the request. For example, if you are requesting permission to take advanced courses, you must provide a date by which you will complete the Program requirements you are asking to waive. The purpose of these details is to describe objective, tangible evidence by which you, your chair, and the Program will know whether you have completed the terms in your request.
3. Program faculty will discuss your request and render a decision. You may ask to be present for part of that discussion to answer questions or provide information, but the faculty will discuss and render the decision in closed session. The decision could be to honor your request, propose modifications to it, or deny it.
4. The Program Director and your chair will co-write a letter to you outlining the terms of the Program's decision on your request. The consequences for failing to comply with the conditions will also be explained. In most cases, a student will also choose to schedule a meeting with his/her chair to discuss the outcome, particularly if the request is modified or denied. If your request is approved, or modified in a way that is acceptable to you, you must respond in writing that you accept the terms of the agreement. If you do not accept the terms, you may revise and submit another request or you may appeal the decision.
5. Note that adherence to the conditions of the request are binding. You will be expected to complete any actions by the times outlined in the letter from your chair. Failure to do so will invoke the consequences described in the letter, and will also be considered in annual reviews of student progress. If you realize that you will be unable to complete the terms specified in the letter, you must initiate a new request. Note that you must be proactive in informing your chair and the Program of any such changes. Although Program faculty appreciate that there are sometimes circumstances beyond a student's control that may prevent meeting a requirement (e.g., committee members cannot provide a date prior to a deadline for a defense), the obligation is on the student to either find a way to meet the requirements or communicate proactively and professionally to renegotiate the requirements. Appeals following a failure to meet requirements will be denied in the absence of proactive efforts on the part of the student to either resolve problems or bring them to the attention of the chair and the Program in a timely way.

Student grievance procedures. When students have problems, the Program encourages students to resolve the matter informally if possible. However, the Program also recognizes that any student has the right to invoke formal grievance procedures if they wish. Therefore, both informal and formal grievance procedures are described below.

- Informal procedures. Students who have concerns about other individuals should first attempt to resolve their concern with that individual. If that effort fails, or if the student decides that such an action would be inappropriate, the student may seek advice and assistance from appropriate individuals (e.g., chair, Program Director) to resolve the problem. Should those efforts fail, or if the student deems those actions inappropriate, the student should consult the Department of Psychology's DGP. Students who want to appeal a Program decision with respect to enforcing a policy are encouraged to request a meeting with the Department's DGP if they have already exhausted the appeals process (described earlier in this document). Students are encouraged, but not required, to seek resolution using informal means to resolve conflicts.
- Formal procedures. The university's formal procedure for student grievances is found here: <http://policies.ncsu.edu/regulation/reg-11-40-02>.

Obtaining North Carolina Residency for Tuition Purposes

The bad news is that, if you are not a North Carolina resident when you enter the Program, you (or the source that supports you) will pay much more for tuition than in-state residents. The good news is that, unlike most other states, North Carolina allows you to earn residency while you are a full time student. Therefore, nonresident students are urged to take steps during their first year to obtain residency. "To be eligible for classification as a resident for tuition purposes [in-state tuition], a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." (Also, see the following URL for other residency information: <http://www.ncsu.edu/grad/tuition-residency/>). Obtaining a North Carolina driver's license, registering to vote in NC, and obtaining an official residence (e.g., signing a rental agreement) are all evidence of residency. Therefore, you should take these steps as soon as possible, ideally before the beginning of your first semester. Note that part of establishing residency involves continuous residency for the first year, so you should consider this requirement when making summer plans. Leaving the state during the summer may impair your ability to obtain "in-state" residency status.

Student Representation at Program Meetings

Program meetings typically are held on selected Fridays during fall and spring semesters from 10:00 am - 11:30 in Poe 634. The Program Director distributes the list of meeting dates at the start of each semester on the Program listserv. The faculty believes that student representation is important and, for this reason, asks students each fall to nominate a representative to attend each Program meeting during that academic year. In situations where the student representative cannot attend the meeting, a designated representative may attend in his/her place. The main activities for the representative are to participate in Program meetings; offer student views on issues; vote on action items; and provide feedback to faculty and fellow students before, during, and after meetings about Program issues and concerns. During the spring semester, the student representative also plays a key role in the planning and execution of Interview Day. Student representatives will be fully involved and engaged as members of the committee except when Program faculty must discuss personnel matters, as inclusion in those

discussions would violate ethical responsibilities for confidentiality and, in some cases, NC State personnel policies.

Closing Comments

The School Psychology Program at NC State is a community united around the pursuit and dissemination of knowledge, professional training, and service to all learners. We recognize that these goals sometimes conflict, and that we cannot anticipate all possible situations and circumstances. We have developed Program policies and procedures to help us help you. However, we welcome constructive feedback on how we can enhance and improve the quality of life for everybody in the Program. Please let us know how we can enhance your professional and personal success.

Appendix A: Checklist for the Research Proposal

The well-written and well-designed research proposal should produce a *yes* for each query. Use the following checklist to evaluate your proposal.

Abstract (separate page; center this heading)

- 1. Is the purpose of the study clearly stated?
- 2. Are all the experimental variables named in the research problem statement?
- 3. Is the research design clearly presented?
- 4. Are the procedures concisely described?
- 5. Is the statistical test or analysis identified?

Introduction (start on a new page; title of the proposal appears as a centered heading)

- 6. Are both the problem and the context of the problem briefly (2 or 3 pages) but adequately described?

Review of Literature

- 7. Are the major references empirically based?
- 8. Is a clear distinction made between *empirical* and *theoretical* support in both your thinking and in your citations?
- 9. Are the findings of relevant studies presented in an *integrated* fashion, so that they lend support to *your own* framework for organizing the area (rather than presenting each study individually, e.g., one per paragraph in a nonintegrated "list" fashion)?
- 10. Are all of the cited studies directly relevant to the variables or issues you will address in your proposed study?
- 11. Are the most important research studies described in a reasonable amount of detail?
- 12. Are the references organized in a way that helps to make major points clear?
- 13. Are all direct quotations salient and absolutely necessary?
- 14. In situations where more than one body of literature is reviewed, is it made clear to the reader *why* each is discussed, *when* a new area has been introduced, and how the various bodies are integrated for the purposes of the present study?
- 15. Have you specified general conclusions and limitations of the reviewed literature?

Statement of the Problem

- 16. Does the statement inquire about a relationship between/among variables?
- 17. Has the specific proposed study been justified satisfactorily by the presentation in the review of the literature?
- 18. Have you adequately answered *why* your research question is an important one to ask?
- 19. Is this rationale (referred to in 18) firmly rooted in a theoretical base?

Hypotheses

- 20. Are the major hypotheses for the proposed study clearly stated?
- 21. Are all hypotheses directional? (Be sure you are not predicting support for the null hypothesis.)
- 22. Do the hypotheses proposed flow logically from the literature reviewed (or have some logical steps been "jumped")? That is, is there a theoretical and/or empirical basis for your predictions?

Method

Participants

- 23. Is the proposed subject sample described in detail?
- 24. Is random and independent sampling used where appropriate and practical?

Instrumentation/Measures

- 25. Are all the measures named and described in detail?
- 26. If reliability and validity estimates are available, are they provided?
- 27. If the instruments have been used in other, similar research, is such use documented here or in the review of literature?
- 28. If the instrument has been designed by the researcher, are the procedures for estimating reliability and validity described?
- 29. Are sample items from each instrument provided?
- 30. Are scoring procedures described?

Materials (optional; use only if materials are elaborate and serve as the experimental treatment)

- 31. Have the materials to be used in the experimental treatment(s) been described?

Procedures

- 32. Are all the experimental manipulations and controls carefully described?
- 33. Is random assignment of subjects and conditions used where appropriate?
- 34. Is the research design clearly described?
- 35. Have operational definitions of all the variables named in the problem statement been provided by this point?
- 36. Are the procedures free of serious threats to internal validity?
- 37. Has a balance been achieved between ideal strength of design and practical constraints (e.g., how many children you can locate from your population)?

Results

- 38. Are the procedures for generating the raw data described in detail?
- 39. Are the procedures for transforming the raw data into a form suitable for statistical analysis described?
- 40. Are the statistical tests and analyses identified?
- 41. Are the statistical tests and analyses appropriate for the data generated?

References (see *APA Publication Manual* for details on the form of reporting)

Stylistics and Mechanics

- __42. Is the APA (6th ed.) writing and citation style used?
- __43. Are references listed according to APA (6th ed.) requirements?
- __44. Is the verb tense appropriate? (*Past* for already completed events such as "James (2001) found ..."; *present* for current events or general statements such as, "The program is presently being conducted .." or "Memory retrieval processes require real time to ..."; and *future* for anticipated events such as, "Another study will be conducted ..."). Use *present* when referring to the discussion or interpretation of data in a research report or article. The article continues to describe or report specific findings, e.g., Sherman (1992) "interprets the results." Only switch to the past if the interpretation is changed in subsequent articles.
- __45. Are sentences complete and free of ambiguity?
- __46. Are paragraphs well-constructed? (Unified in content, longer than one sentence, smoothly written, etc.)?
- __47. Is writing clear and concise?
- __48. Is the paper written from the viewpoint of a reader (i.e., someone who doesn't know as much about topic as you do, and often can't remember terms, and can't read your mind so he/she needs to know *why* you're saying what you're saying)?

Appendix B: Practicum Evaluation Form**NC STATE SCHOOL PSYCHOLOGY
PRACTICUM
EVALUATION FORM**

Attached is a list of competencies for students in the NC State University School Psychology Program. Unless otherwise negotiated as a part of the practicum contract, it is expected that supervisees will have had an opportunity to demonstrate competence on each of these items in their placement (with the exception of item 14 regarding supervision).

Your rating is one part of evaluating this supervisee's clinical competence. It is important that you return this form promptly as your evaluation must be provided in order to evaluate the supervisee's performance and award a grade. Thank you for your willingness to serve as a clinical supervisor. Your input is very important to the supervisee and to the faculty.

After you complete your evaluation, please share your ratings with your supervisee and then send the original completed form to:

Department of Psychology, 640 Poe Hall, Box 7650
NC State University
Raleigh NC 27695-7650

Supervisee Name: _____

Semester & Year: _____

Site: _____

Supervisor Name: _____

Supervisor Highest Degree (Circle one)

MA MS EdS EdD PsyD PhD

Supervisor Licensure (Circle all that apply)

Licensed Psychologist Licensed School Psychologist Level II

Licensed School Psychologist Level III

Practicum Evaluation

Please use the following scale to rate your supervisee’s performance on each competency that was addressed during this rating period. The typical rating for a supervisee who is performing well and meeting expectations should be a 3. A rating of 1 indicates a need for remedial work in this area before proceeding. A rating of 2 indicates an area that should be a focus of ongoing professional development in order to reach competency. Ratings of 4 and 5 should be reserved for a supervisee whose performance consistently exceeds expectations.

1	2	3	4	5	NA
Below standard	Marginal	Competent	Advanced	Superior	Not Applicable
Functioning below level expected for training	Functioning at minimum threshold expected for level of training	Functioning on level expected for training	Functioning beyond level expected for training	Functioning far beyond level expected for training	Objective not addressed or no opportunity to observe

Assessment

1.	Formulates and conducts assessments of client cognitive and academic functioning and its determinants that are technically adequate and relevant to referral problem	1	2	3	4	5	NA
2.	Formulates and conducts assessments of client social, emotional, and behavioral functioning and its determinants that are technically adequate and relevant to referral problem	1	2	3	4	5	NA
3.	Integrates assessment information from a variety of sources to formulate plausible working hypotheses concerning the cognitive, affective, social, and ecological factors contributing to problem situations	1	2	3	4	5	NA
4.	Accurately diagnoses psychological and educational disorders within the DSM and/or special education classification systems	1	2	3	4	5	NA
5.	Clearly and accurately communicates assessment findings in written reports	1	2	3	4	5	NA
6.	Clearly and accurately communicates assessment findings in meetings	1	2	3	4	5	NA

Intervention

7.	Demonstrates knowledge of the major childhood psychological and learning disorders and evidence-based treatments for these disorders	1	2	3	4	5	NA
8.	Generates intervention plans or treatment recommendations that are consistent with client assessment results, clinical hypotheses, and empirical literature	1	2	3	4	5	NA
9.	Implements or assists in implementing behavioral or cognitive-behavioral interventions to improve clients’ academic or social functioning	1	2	3	4	5	NA
10.	Demonstrates knowledge of school system crisis procedures and employs them (if opportunity arises)	1	2	3	4	5	NA

1	2	3	4	5	NA
Below standard	Marginal	Competent	Advanced	Superior	Not Applicable
Functioning below level expected for training	Functioning at minimum threshold expected for level of training	Functioning on level expected for training	Functioning beyond level expected for training	Functioning far beyond level expected for training	Objective not addressed or no opportunity to observe

Consultation/Supervision

11.	Provides useful guidance, advice, and technical assistance to teachers, administrators, or parents when functioning as a consultant	1	2	3	4	5	NA
12.	Works effectively with parents and families to address children’s educational and psychological needs	1	2	3	4	5	NA
13.	Demonstrates knowledge of primary, secondary, and tertiary prevention concepts and their application in schools	1	2	3	4	5	NA
14.	Provides clinical supervision in a way that ensures client welfare and enhances supervisee functioning	1	2	3	4	5	NA

Scientist/Practitioner

15.	Consistently uses logic, science, or accepted practice to guide professional decisions and actions	1	2	3	4	5	NA
16.	Conceptualizes problems and acts in ways that reflect knowledge of psychological and educational principles and research	1	2	3	4	5	NA
17.	Uses data to guide decision making in evaluating the quality of own and unit services	1	2	3	4	5	NA

Professional Functioning

18.	Establishes and maintains effective working relationships with school personnel, parents, and children	1	2	3	4	5	NA
19.	Applies assessment, intervention, and consultation skills in a culturally sensitive manner	1	2	3	4	5	NA
20.	Communicates effectively in writing across range of work situations (e.g., e-mail, reports, and letters to agencies and parents)	1	2	3	4	5	NA
21.	Communicates effectively orally across a range of work situations (e.g., parent conferences, IEP meetings, working groups)	1	2	3	4	5	NA
22.	Makes practice decisions that are consistent with legal and ethical standards	1	2	3	4	5	NA
23.	Anticipates legal and ethical dilemmas and acts proactively	1	2	3	4	5	NA
24.	Consistently and accurately monitors own work for errors and overall quality	1	2	3	4	5	NA
25.	Recognizes limits of own expertise and seeks assistance when appropriate	1	2	3	4	5	NA

1	2	3	4	5	NA
Below standard	Marginal	Competent	Advanced	Superior	Not Applicable
Functioning below level expected for training	Functioning at minimum threshold expected for level of training	Functioning on level expected for training	Functioning beyond level expected for training	Functioning far beyond level expected for training	Objective not addressed or no opportunity to observe

Professional Functioning (cont.)

26.	Assumes responsibility for own actions and professional development	1	2	3	4	5	NA
27.	Follows through on assigned responsibilities	1	2	3	4	5	NA
28.	Meets timelines and due dates	1	2	3	4	5	NA
29.	Conforms to documentation and recordkeeping requirements	1	2	3	4	5	NA
30.	Takes initiative to gain new skills/responsibilities	1	2	3	4	5	NA
31.	Actively participates in clinical supervision	1	2	3	4	5	NA
32.	Manages time effectively	1	2	3	4	5	NA
33.	Manages feelings and personal/professional conflicts responsibly	1	2	3	4	5	NA
34.	Please provide your overall rating of the supervisee's functioning at the time of this evaluation	1	2	3	4	5	NA

Additional competency items or supervisor narrative comments can be added here or on an additional page.

Supervisor's Signature _____ Date _____

Supervisee's Signature _____ Date _____

The supervisee's signature indicates only that the supervisee is aware of and has discussed the evaluation with the supervisor; agreement with the ratings is not implied by the supervisee's signature.

Appendix C: Documenting Practicum/Internship Activities

The Program provides a spreadsheet for you to track hours in practicum and internship settings. The categories and definitions are designed to allow you to track your time in a manner that allows you to readily document the types of experiences you have had when filling out the APPIC Internship Application or applying for licensure with the NC Psychology Board. If you do not have the spreadsheet file, please contact your university practicum supervisor to get it.

Counting hours. For the purposes of this form, “hours” refers to actual clock hours, not semester/quarter hours. You should round time to the half hour. For example, if you consulted with a teacher for 45 minutes, you would count this as one hour. You should enter each clock hour *one time only*.

When calculating “Total hours face-to-face,” count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours.

Make sure to record the specific number and type of assessments administered to clients throughout the entire practicum experience. Also record the amount of time spent providing feedback to clients concerning the assessment results.

Supervision is divided into one-to-one, group, and peer supervision/consultation. Supervision provided to less advanced students is considered “Supervision of Other Students” and does not fall into the supervision category. Group supervision is considered to be actual hours of group focus on specific cases. Many practicum courses incorporate both didactic and experiential components in the course activity. Although the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be counted as a support activity. This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. When you are listening to a case presentation in either practicum class or at your practicum site, it counts as “Group Supervision.”

Intervention and Assessment Experience

The definitions and tables below shows the activities relevant to the Association of Psychology Postdoctoral and Internship Centers (i.e., APPIC) documentation of doctoral practicum experience. This format has been adopted by the NC State School Psychology Program so students can keep track of their practicum experiences and hours.

Intervention

	Total hours face-to-face	# of different individuals
Individual therapy		
Older adults (65+)		
Adults (18-64)		
Adolescents (13-17)		

School-age (6-12)		
Pre-school (3-5)		
Infants/ toddlers (0-2)		
Career counseling	Total hours face-to-face	# of different individuals
Adults		
Adolescents		
Group counseling	Total hours face-to-face	# of different individuals
Adults		
Adolescents (13-17)		
Children (12 and under)		
Family therapy	Total hours face-to-face	# of different individuals
Couples therapy	Total hours face-to-face	# of different individuals
School counseling and intervention	Total hours face-to-face	# of different individuals
Consultation		
Direct intervention		
Other:		
Other psychological interventions		
Sport psychology		
Medical/ Health-related		
Intake interview/structured interview		
Substance abuse interventions		
Consultation		
Other interventions (e.g., milieu therapy, treatment planning with the patient present)*		
*Description of these are required.		

Psychological Assessment Experience

	Total hours face-to-face
--	--------------------------

Psychodiagnostic test administration (include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients	
Neuropsychological assessment (includes intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions).	
Other: Specify:	

Other Psychological Experience with Students and/or Organizations

	Total hours face-to-face
Supervision of other students performing intervention and assessment activities	
Program Development/Outreach Programming	
Outcome Assessment of programs or projects	
Systems Intervention/ Organizational Consultation/ Performance Improvement	
Other: Specify:	

Supervision Received

	Supervision provided by licensed psychologists/allied mental health professionals	Supervision provided by advanced graduate students supervised by licensed psychologists
Individual supervision received		
Group supervision received		

Race and Ethnicity by Intervention and Assessment

Race and Ethnicity	# by intervention	# by assessment
African-American / Black / African origin		
Asian-American / Asian Origin / Pacific Islander		
Latino-a / Hispanic		
American Indian / Alaska Native / Aboriginal Canadian		
European Origin / White		
Bi-racial / Multi-racial		
Other: Specify:		

Sexual Orientation (which may not be known; if it is, report it)

	# by intervention	# by assessment

Heterosexual		
Gay		
Lesbian		
Bisexual		
Other: Specify:		

Disabilities

	# by intervention	# by assessment
Physical / Orthopedic Disability		
Blind/ Visually Impaired		
Deaf / Hard of Hearing		
Learning / Cognitive Disability		
Developmental Disability (Including Mental Retardation and Autism)		
Serious Mental Illness (e.g., primary psychotic disorders, major mood disorders that significantly interfere with adaptive functioning)		
Other: Specify:		

Gender

	# by intervention	# by assessment
Male		
Female		
Transgender		

Treatment Settings

	Total intervention, assessment, and supervision hours
Child Guidance Clinic	
Community Mental Health	
Department Clinic (psychology clinic run by the department)	
Forensic / Justice setting	
Medical Clinic / Hospital	
VA Medical Center	
University Counseling Center	
Schools	
Other: Specify:	

Appendix D: Summer Practicum/Internship Experience Form

Your name:

Your phone:

Field experience setting:

Site supervisor:

Site supervisor's phone number:

Type of field experience involvement:

Dates of field experience: from _____ to _____

Until you have received notification from the School Psychology Program Director acknowledging the appropriateness of this field experience, you should not engage in practicum or internship activities this summer. Note that this form covers activities occurring between May 16 and August 14.

Approval by Program Director:

_____ Date: _____

Appendix E: Internship Evaluation Form
NC STATE SCHOOL PSYCHOLOGY
INTERNSHIP
EVALUATION FORM

Attached is a list of competencies for students in the NC State University School Psychology Program. Unless otherwise negotiated as a part of the internship contract, it is expected that supervisees will have had an opportunity to demonstrate competence on each of these items in their placement (with the exception of item 14 regarding supervision).

Your rating is one part of evaluating this supervisee's clinical competence. It is important that you return this form promptly as your evaluation must be provided in order to evaluate the supervisee's performance and award a grade. Thank you for your willingness to serve as a clinical supervisor. Your input is very important to the supervisee and to the faculty.

After you complete your evaluation, please share your ratings with your supervisee and then send the original completed form to:

Department of Psychology, 640 Poe Hall, Box 7650
NC State University
Raleigh NC 27695-7650

Supervisee Name: _____

Semester & Year: _____

Site: _____

Supervisor Name: _____

Supervisor Highest Degree (Circle one)

MA MS EdS EdD PsyD PhD

Supervisor Licensure (Circle all that apply)

Licensed Psychologist Licensed School Psychologist Level II

Licensed School Psychologist Level III

Internship Evaluation

Please use the following scale to rate your supervisee’s performance on each competency that was addressed during this rating period. The typical rating for a supervisee who is performing well and meeting expectations should be a 3. A rating of 1 indicates a need for remedial work in this area before proceeding. A rating of 2 indicates an area that should be a focus of ongoing professional development in order to reach competency. Ratings of 4 and 5 should be reserved for a supervisee whose performance consistently exceeds expectations.

1	2	3	4	5	NA
Below standard	Marginal	Competent	Advanced	Superior	Not Applicable
Functioning below level expected for training	Functioning at minimum threshold expected for level of training	Functioning on level expected for training	Functioning beyond level expected for training	Functioning far beyond level expected for training	Objective not addressed or no opportunity to observe

Assessment

1.	Formulates and conducts assessments of client cognitive and academic functioning and its determinants that are technically adequate and relevant to referral problem	1	2	3	4	5	NA
2.	Formulates and conducts assessments of client social, emotional, and behavioral functioning and its determinants that are technically adequate and relevant to referral problem	1	2	3	4	5	NA
3.	Integrates assessment information from a variety of sources to formulate plausible working hypotheses concerning the cognitive, affective, social, and ecological factors contributing to problem situations	1	2	3	4	5	NA
4.	Accurately diagnoses psychological and educational disorders within the DSM and/or special education classification systems	1	2	3	4	5	NA
5.	Clearly and accurately communicates assessment findings in written reports	1	2	3	4	5	NA
6.	Clearly and accurately communicates assessment findings in meetings	1	2	3	4	5	NA

Intervention

7.	Demonstrates knowledge of the major childhood psychological and learning disorders and evidence-based treatments for these disorders	1	2	3	4	5	NA
8.	Generates intervention plans or treatment recommendations that are consistent with client assessment results, clinical hypotheses, and empirical literature	1	2	3	4	5	NA
9.	Implements or assists in implementing behavioral or cognitive-behavioral interventions to improve clients’ academic or social functioning	1	2	3	4	5	NA
10.	Demonstrates knowledge of school system crisis procedures and employs them (if opportunity arises)	1	2	3	4	5	NA

1	2	3	4	5	NA
Below standard	Marginal	Competent	Advanced	Superior	Not Applicable
Functioning below level expected for training	Functioning at minimum threshold expected for level of training	Functioning on level expected for training	Functioning beyond level expected for training	Functioning far beyond level expected for training	Objective not addressed or no opportunity to observe

Consultation/Supervision

11.	Provides useful guidance, advice, and technical assistance to teachers, administrators, or parents when functioning as a consultant	1	2	3	4	5	NA
12.	Works effectively with parents and families to address children’s educational and psychological needs	1	2	3	4	5	NA
13.	Demonstrates knowledge of primary, secondary, and tertiary prevention concepts and their application in schools	1	2	3	4	5	NA
14.	Provides clinical supervision in a way that ensures client welfare and enhances supervisee functioning	1	2	3	4	5	NA

Scientist/Practitioner

15.	Consistently uses logic, science, or accepted practice to guide professional decisions and actions	1	2	3	4	5	NA
16.	Conceptualizes problems and acts in ways that reflect knowledge of psychological and educational principles and research	1	2	3	4	5	NA
17.	Uses data to guide decision making in evaluating the quality of own and unit services	1	2	3	4	5	NA

Professional Functioning

18.	Establishes and maintains effective working relationships with school personnel, parents, and children	1	2	3	4	5	NA
19.	Applies assessment, intervention, and consultation skills in a culturally sensitive manner	1	2	3	4	5	NA
20.	Communicates effectively in writing across range of work situations (e.g., e-mail, reports, and letters to agencies and parents)	1	2	3	4	5	NA
21.	Communicates effectively orally across a range of work situations (e.g., parent conferences, IEP meetings, working groups)	1	2	3	4	5	NA
22.	Makes practice decisions that are consistent with legal and ethical standards	1	2	3	4	5	NA
23.	Anticipates legal and ethical dilemmas and acts proactively	1	2	3	4	5	NA
24.	Consistently and accurately monitors own work for errors and overall quality	1	2	3	4	5	NA
25.	Recognizes limits of own expertise and seeks assistance when appropriate	1	2	3	4	5	NA

1	2	3	4	5	NA
Below standard	Marginal	Competent	Advanced	Superior	Not Applicable
Functioning below level expected for training	Functioning at minimum threshold expected for level of training	Functioning on level expected for training	Functioning beyond level expected for training	Functioning far beyond level expected for training	Objective not addressed or no opportunity to observe

Professional Functioning (cont.)

26.	Assumes responsibility for own actions and professional development	1	2	3	4	5	NA
27.	Follows through on assigned responsibilities	1	2	3	4	5	NA
28.	Meets timelines and due dates	1	2	3	4	5	NA
29.	Conforms to documentation and recordkeeping requirements	1	2	3	4	5	NA
30.	Takes initiative to gain new skills/responsibilities	1	2	3	4	5	NA
31.	Actively participates in clinical supervision	1	2	3	4	5	NA
32.	Manages time effectively	1	2	3	4	5	NA
33.	Manages feelings and personal/professional conflicts responsibly	1	2	3	4	5	NA
34.	Please provide your overall rating of the supervisee's functioning at the time of this evaluation	1	2	3	4	5	NA

Additional competency items or supervisor narrative comments can be added here or on an additional page.

Supervisor's Signature _____ Date _____

Supervisee's Signature _____ Date _____

The supervisee's signature indicates only that the supervisee is aware of and has discussed the evaluation with the supervisor; agreement with the ratings is not implied by the supervisee's signature.

Appendix F: Internship Placement Template (Non-APPIC/APA sites)

**North Carolina State University
School Psychology Program
Internship Agreement Form**

BASIC INFORMATION

Intern: _____

Semester(s): _____

Dates of placement: _____

Site: _____

Site-based contact: _____

Telephone number: _____

E-mail: _____

NC State Faculty
Supervisor:

Additional specifics of arrangements:

- The internship shall be structured to include 1500 minimum clock hours; 375 minimum hours in direct client contact; and up to 375 hours in research activity.
- There shall be at least two hours per week of individual, face-to-face supervision, and an average of two hours per week of additional scheduled learning experiences (e.g., case conferences, seminars).
- Field supervisor(s) shall complete and submit an NC State evaluation form prior to the end of each semester so that the intern may be awarded a grade for the internship course.
- Intern shall receive a written statement from the site that includes, but is not limited to, salary, benefits, reimbursable travel, holidays, and other relevant data.
- Intern shall receive a copy of due process procedures in effect at the site.

DESCRIPTION OF ACTIVITIES

Briefly describe activities in the following areas. If one area is not part of the agreement, mark N/A.

ASSESSMENT (___%)

(Includes psychological and psychoeducational assessment and report writing, behavioral assessment, parent and child interviews)

-

INTERVENTION/TREATMENT (___%)

(Includes individual and group counseling, crisis intervention, behavioral and cognitive interventions)

-

CONSULTATION/PREVENTION (___%)

(Includes dyadic consultation with teachers or parents, staff development presentations, liaisons with other agencies)

-

ADMINISTRATION/SUPERVISION (___%)

(Includes trainee's supervision of other staff members, completion of paperwork, staff meetings)

-

RESEARCH (___%)

(Includes data collection, data coding, statistical analyses, write-up of project)

-

PROFESSIONAL DEVELOPMENT/CONTINUING EDUCATION (___%)

(Includes orientation to organization, participation in training, receiving supervision)

- Minimum 2 hour/week of individual supervision will be provided on site.

- An additional 2 hours/week of scheduled learning activities will be provided.

LEARNING OBJECTIVES FOR INTERNSHIP PLACEMENT

-
-
-
-
-
-

SUPERVISION AGREEMENT

Primary site supervisor’s name, degree, professional certification/licensure, & title

- Health Services Provider Licensed Psychologist (NC)

Secondary site supervisor’s name, degree, professional certification/licensure, & title

- Health Services Provider Licensed Psychologist (NC)

NC State Faculty supervisor’s name, degree, professional certification/licensure, & title

- Health Services Provider Licensed Psychologist (NC)

SIGNATURES

Intern

Site Supervisor 1

University Supervisor

Site Supervisor 2