2014-2015

PSYD STUDENT HANDBOOK

Doctor of Psychology

in

School Psychology\(^1\)

(PsyD)

University at Albany

State University of New York

School Psychology Website: www. albany.edu/schoolpsych/

\(^1\)The PsyD Program in School Psychology at the University at Albany is accredited by the American Psychological Association:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington DC  20002-4242

202-336-5979
http://www.apa.org/ed/accreditation
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INTRODUCTION

This handbook has been designed to familiarize students with the Doctor of Psychology (PsyD) Program at the University at Albany (UA). This information should be considered the policies and procedures of the PsyD Program. The faculty reserves the right to change or add language, policies, or procedures to this document in order to address various issues and needs (i.e., university, faculty, and/or student) if/as they arise. Although there is some overlap between this handbook and the Graduate Bulletin (http://www.albany.edu/graduatebulletin/), it is the responsibility of the students to be aware of all policies, procedures, and requirements. The faculty and staff are willing to assist students to the greatest extent possible, though each student must assume primary responsibility for completing the graduate program according to established university and program policies in a timely fashion. That is, students must be familiar with and abide by all relevant guidelines, policies, and documents including but not limited to:

APA Ethical Guidelines
(http://www.apa.org/ethics/code/index.aspx)

APA Commission on Accreditation Guidelines
(http://www.apa.org/ed/accreditation/about/index.aspx)

NASP Ethical Guidelines and NASP Code of Conduct

UA Academic Integrity, Conduct, and Research Regulations
(http://www.albany.edu/graduatebulletin/admission_graduate_requirements.htm)

UA Community Rights and Responsibilities
(http://www.albany.edu/studentconduct/introduction.shtml)

ACCREDITATION

The University at Albany, State University of New York, offers a Doctor of Psychology (PsyD) degree that prepares students for the practice of professional psychology. The University is fully recognized by the regional accrediting body, the Middle States Association of Colleges and Secondary Schools. Furthermore, the PsyD Program is accredited by the American Psychological Association (http://www.apa.org/ed/accreditation/programs/accred-school.aspx). The University has a broad mission of excellence in undergraduate and graduate education, research, and public service.

The PsyD Program in School Psychology, in concert with the University, is committed to the values of personal and academic integrity, respect for others and property, and the appreciation and acceptance of a diverse community. These principles include justice and civic responsibility are upheld and insure that all students are extended due process regardless of their abilities, race, ethnicity, gender, age, sexual orientation, or religion. The
consequent respect for, and valuing of, individual and cultural diversity is a hallmark of both the Program and the University.

**PLACEMENTS OF OUR GRADUATES**

Those enrolled in the Program become eligible for New York State certification as a School Psychologist, and graduates are eligible to take the examination for licensure as a Psychologist in New York State. Expected roles of the graduates from the PsyD Program are consistent with national standards. Representative roles include: school psychologist in a public, private, or residential school; director of psychological services in a school; psychologist in other settings (community mental health center, day treatment program, business and industry, and medical settings); university faculty positions; research positions; and private practice.

**FUNDING**

The Program typically provides graduate research assistantships/fellowships to almost all full-time doctoral students for the academic year during the first four years of study. In addition, students typically receive stipends for internship experiences during Year 5. Student assistance usually includes tuition scholarship at or near 100%. No funding is available for summer courses. It is important for students to note that financial support cannot be guaranteed. Tuition costs are not provided during doctoral students’ fifth year or during subsequent years in the program.
PROGRAM MISSION

The mission of the PsyD Program is to prepare life-long learners who engage in the reflective practice of school psychology by integrating psychological theory, research, and practice to contribute to the development of human potential in children and families while respecting issues of cultural and individual diversity. We are committed to a practitioner-scientist model of training, to the use of evidence-based practices, and to the promotion of skillful and ethical behavior in the provision of psychological services to children, youth, and families.

The PsyD Program is integral to the missions of the University and the SOE. Specifically, the University has a broad mission of excellence in undergraduate and graduate education, research, and public service. Consistent with this broad mission, the SOE fosters enhanced learning and human development for diverse individuals and groups across the lifespan in and out of the classroom. The SOE’s contribution to the University’s mission of excellence in graduate education is evidenced by its ranking among the very best schools of education in the nation by *US News and World Report*. The PsyD Program contributes to the following defining values of the University (*The World Within Reach*


1. Pursuing performance at its highest level, across all endeavors
2. Committed to individuals to pursue education without limitation by economic or societal factors
3. Cultivating an environment in which we share our respective strengths to work toward a common goal
4. Addressing local to global needs through engagement with diverse communities
5. Valuing diversity, academic freedom, and the rights and dignity of individuals
6. Commitment to and expect from all, honesty, transparency, and adherence to these core values

The three missions together concern the contribution to larger interests of society (University), through engaging in research and evaluation activities to contribute to science and practice of psychology (School Psychology) with the goal of fostering enhanced learning and human development for diverse individuals and groups, in and out of the classrooms (SOE).

EDUCATIONAL PHILOSOPHY AND MODEL OF THE GRADUATE PROGRAM

The philosophy of the PsyD Program at University at Albany is to prepare school psychologists to integrate psychological theory, research, and established methods of scientific inquiry into effective practice and to engage in research and evaluation activities that contribute to the science and practice of psychology. Within this philosophy, preparation of professional psychologists is dependent on:

a) A solid foundation in psychological theory and research, established methods of scientific inquiry, educational theory, and skill-based training in psychological assessment and intervention methods
b) Opportunities for supervised application of theory, research, and methods of inquiry and practice
c) Opportunities to engage in research and evaluation of psychological practice
This philosophy is consistent with an integrated theory-research-practice model in which theory and research provide the basis for psychological practice, the implementation and evaluation of which subsequently informs theory, research, and practice. Following this philosophy, the Program prepares school psychologists who are hypothesis testing, data based problem solvers who implement empirically validated interventions.

Training in the UA School Psychology Program is based on a practitioner-scientist model that serves as the means for integrating knowledge, research, and practice to prepare professional psychologists to meet the mental health needs of children and youth. That is, there is a focus in our Program on professional preparation that is well grounded in theory and research. Given the clear integration of theory and research into practice, students have a strong foundation to address the needs of children and youth using advanced and comprehensive methods. Our students are able to provide and evaluate a range of services from a broad perspective. A problem-solving approach is emphasized within a collaborative context with other professionals and families to build an effective learning community that respects diversity and recognizes the potential of every child.

The organizing themes that integrate the PsyD Program are:

a) Human diversity and differences (children and youth have individual needs and show considerable diversity in the way they approach their world)
b) Development across the lifespan (typical and atypical development)
c) Ecological influences on behavior (understanding children’s needs in context; family, school, society)

These themes are evident in the selection of courses, composition of individual courses, and field training that are included in the program of study. In particular, students in the School Psychology Program must demonstrate sensitivity to the important ways in which these issues contribute to significant educational decisions in the lives of children. The values inherent in understanding these influences on human behavior are infused across and within all clinical courses and field training within the program.

When developing the PsyD Program, the faculty was guided by the conceptual framework offered by Shulman (1986) for training in a clinically focused profession. According to Shulman, an effective instructional program incorporates and integrates three types of knowledge:

1. Propositional knowledge represents the theoretical and empirical basis for professional practice. For example, students gain propositional knowledge through class lectures and readings.

2. Case knowledge reflects the application of propositional knowledge in the context of case exemplars. Shulman identified three types of case knowledge: prototypes (case studies that exemplify theoretical principles), precedents (case studies that communicate practical knowledge), and parables (case studies that demonstrate values and norms). For example, students gain case knowledge
through presentation and discussion of hypothetical or real-life case exemplars.

3. **Strategic knowledge** is reflected in professional judgment as one engages in the active decision-making (problem solving) process of professional practice. The application of strategic knowledge relies on propositional and case knowledge relevant to the particular situation. For example, students gain strategic knowledge through active involvement in field training.

This approach represents the Program’s structure for the teaching-learning process to guide how we prepare students to integrate theory, research, and practice. Using this logic, we prepare students to adopt the integrated theory-research-practice model of professional psychology. Thus, the Program has an integrated philosophy, model, and instructional approach to training professional psychologists.

Our Program focuses on the continual integration of theoretical foundations in psychology and education. Students acquire this knowledge through course work in the scientific bases of psychology (i.e., development, learning, psychopathology, biological psychology, and personality), as well as introductory professional courses (i.e., assessment and intervention) and educational foundations. This knowledge is then expanded and reinforced through supervised experiences in the field (i.e., practicum, field placement, and internship).

Students are involved in a systematic and reasoned sequential plan of study, which includes integrated course work, field training, and research experiences (see Table 1). That is, courses build on one another, and research experiences and field training complement courses and each other. Specifically, concurrent field training is coordinated with course work within the first four years of academic study. These academic and practice experiences are planned so that the student acquires and applies increasingly more complex skills. The sequential plan of study is designed to aid the students’ attainment of the theoretical knowledge necessary to engage in and enhance psychological practice.

**Differences from Other Psychology Programs**

It is important to differentiate the PsyD in School Psychology from the other graduate programs in psychology at the UA. These programs include the CAS in School Psychology, the PhD in Counseling Psychology, and the PhD in Clinical Psychology. The PsyD and CAS in School Psychology differ on a number of dimensions. Specifically, PsyD students complete: course work in all substantive areas of general psychology, additional course work in research and statistics, course work on elective topics, significant additional requirements in the amount and diversity of field training, and the dissertation.

The PsyD Program in School Psychology differs from the PhD Program in Counseling Psychology and the PhD Program in Clinical Psychology in several ways. While each program trains doctoral level psychologists, the Program in School Psychology is based on a practitioner-scientist model and leads to the PsyD degree. In contrast, the programs in Counseling Psychology and Clinical Psychology are based on a scientist-practitioner model and lead to the PhD degree. In the School Psychology Program there is a primary focus on assessment and
intervention with children, youth, and families within the educational context, while in the Counseling Program and the Clinical Program there is a primary focus on assessment and treatment with adults. The primary research agendas in the Counseling Psychology Program are in the areas of vocational/career counseling, multicultural issues, personality, supervision, and families. Research by faculty members in Clinical Psychology includes health psychology, eating disorders, psychophysiology, and brain injuries. These are different from School Psychology faculty, who maintain interests that focus on school-related issues.
# TABLE 1

## TRAINING SEQUENCE

### Student Experiences

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<th>ACADEMICS</th>
<th>FIELD TRAINING</th>
<th>RESEARCH</th>
<th>OTHER</th>
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| 1    | Foundations of Psychology  
Scientific Methods of Inquiry  
Professional Standards and Ethics  
Initial/Advanced Assessment | Pre-Practicum Level activities as appropriate to specific Professional School Psychology Courses | Research Assistantships/ Fellowships with school psychology faculty members (Student-Initiated Research activities) | |
| 2    | Advanced Scientific Methods of Inquiry  
Advanced Assessment  
Initial/Advanced Interventions  
Educational Foundations | Practicum Level  
2 days/week for 2 semesters in public school district.  
Supervision by University | Teaching Assistantships/ Fellowships (Student-Initiated Research activities) | Comprehensive Exam Part I |
| 3    | Foundations of Psychology  
Advanced Scientific Methods of Inquiry  
Elective | Field Experience  
3 days/week for 10 months in a public school district  
On-site individual and group supervision by certified school psychologist  
On-campus individual and group supervision by licensed psychologist | Master’s Project  
Pre-dissertation and/or Dissertation Proposal (Student-Initiated Research activities) | Comprehensive Exam Part II |
| 4    | Foundations of Psychology  
Elective | Advanced Field Experience  
3 days/week for 10-12 months  
On-site individual and group supervision by credentialed psychologist  
On-campus individual and group supervision by licensed psychologist | Dissertation Proposal and/or data collection (Student-Initiated Research activities) | |
| 5    | Internship 10-12 months  
On-site individual and group supervision by licensed psychologist  
On-campus individual and group supervision by licensed psychologist, except for students who complete an APA/APPIC internship | Dissertation Defense | |
## PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES

The PsyD Program is built on five complementary goals that reflect a commitment to a model of training and are consistent with the Program’s philosophy and the substantive areas of professional psychology. The Program has identified the following goals, objectives, and competencies:

### GOAL #1--ASSESSMENT:
Graduates demonstrate the knowledge and skills to conduct evidence-supported, valid and reliable psychological assessments with individuals from diverse backgrounds.

**Objective A**: Students implement a problem-solving, hypothesis-generating process to identify individual strengths and needs using multiple methods.

- **Competency A1**: The student demonstrates the ability to utilize a systematic approach to data gathering in order to inform clinical/professional decision-making.
- **Competency A2**: The student demonstrates the knowledge and skill to select and implement a variety of evaluation techniques (e.g., norm-referenced, criterion-referenced, curriculum-based, interviews, records reviews) in ways that are responsive to and respectful of individuals, families, and groups of diverse backgrounds.

**Objective B**: Students demonstrate the ability to interpret assessment results, make inferences about assessment data, and communicate assessment results and recommendations effectively.

- **Competency B1**: The student demonstrates the ability to integrate assessment data from different sources for diagnostic/identification purposes.
- **Competency B2**: The student demonstrates the ability to integrate assessment results to develop appropriate academic, behavioral, and socio-emotional intervention recommendations.
- **Competency B3**: The student demonstrates the ability to communicate assessment results to diverse audiences (e.g., other professionals, parents, children).

### GOAL #2--CONSULTATION AND COLLABORATION:
To train practitioners to engage in culturally responsive consultation and collaborative problem solving with others to effectively enhance the mental health and learning competencies of children, adolescents, and their families.

**Objective A**: Students demonstrate appropriate communication and relationship skills when consulting with others (i.e., professionals, parents).

- **Competency A1**: The student demonstrates the ability to establish and maintain rapport with consultees (e.g., teachers, parents).
- **Competency A2**: The student communicates effectively with consultees (e.g., school personnel, parents).

**Objective B**: Students demonstrate knowledge of and ability to participate in consultation activities.

- **Competency B1**: The student models collaborative behavior during consultation.
- **Competency B2**: The student applies a systematic approach to problem-solving during consultation.

**Objective C**: Students consult with a variety of stakeholders (e.g., teachers, parents, and/or other professionals).

- **Competency C1**: The student demonstrates knowledge of different consultation models (e.g., behavioral, mental health).
- **Competency C2**: The student implements consultation and collaboration with consultees (e.g., families, schools, and service providers).
- **Competency C3**: The student demonstrates knowledge of resources.
- **Competency C4**: The student evaluates the effectiveness of consultation and collaboration with consultees (e.g., families, schools, and service providers).

### GOAL #3--INTERVENTION AND PREVENTION:
Graduates display the knowledge and skills to implement evidence-based interventions that promote the academic, behavioral, and social competencies of children and adolescents.

**Objective A**: Students plan interventions based on available research literature and theory.
**Competency A1:** The student demonstrates knowledge of psychological intervention theory, and effectively utilizes research and practice to guide treatment.

**Competency A2:** The student demonstrates knowledge of the influence of ecological context (e.g., social, cultural, historical) and systems on individual behavior and intervention effectiveness.

**Competency A3:** The student demonstrates the ability to formulate and conceptualize interventions.

**Competency A4:** The student demonstrates the ability to plan and implement interventions that address a variety of issues (e.g., psychotherapy, psychoeducational, crisis management, prevention programs) at different levels (e.g., individual, group, systems level).

**Objective B:** Students evaluate interventions.

- **Competency B1:** The student demonstrates ongoing case formulation and treatment planning which attends to the whole person/group/system.
- **Competency B2:** The student develops a decision-making plan that incorporates data.
- **Competency B3:** The student demonstrates the ability to assess and monitor intervention progress and outcomes, and to make appropriate alterations as necessary.
- **Competency B4:** The student demonstrates the ability to assess treatment integrity.

**GOAL #4—PROFESSIONAL PRACTICE:**

**Students consistently engage in practice with diverse individuals that is grounded in ethical, legal, and professional standards.**

**Objective A:** Students adhere to established ethical and legal standards of professional school psychological practice.

- **Competency A1:** The student demonstrates knowledge of the major professional issues that influence the practice of school psychology.
- **Competency A2:** The student demonstrates knowledge and the ability to apply ethical guidelines, legal standards, and professional principles in school psychological practice.
- **Competency A3:** The student consistently exhibits professional dispositions and effective communication skills in professional practice.
- **Competency A4:** The student demonstrates commitment to continuous learning and professional development.
- **Competency A5:** The student responds to supervisory feedback to develop appropriate personal and professional skills.
- **Competency A6:** The student demonstrates knowledge of the theory and practice of clinical supervision.
- **Competency A7:** The student applies supervision theories and research through provision of effective supervision to others.

**Objective B:** Students demonstrate knowledge of and sensitivity to issues of diversity in their professional practice.

- **Competency B1:** The student demonstrates knowledge of, and sensitivity to, cultural diversity and individual differences, as well as recognizes his/her own biases and influences on behavior.
- **Competency B2:** The student considers and incorporates dimensions of diversity in designing, implementing, and evaluating programs, products, and services that relate to school psychology practice and research.
- **Competency B3:** The student demonstrates effective interpersonal skills when interacting with individuals from diverse backgrounds.

**GOAL #5—RESEARCH AND EVALUATION:**

**To train professional school psychologists to be competent consumers, distributors, and producers of research.**

**Objective A:** Students will demonstrate competence in aspects of research design and analysis, as well as competence in the critical review and evaluation of the psychological and educational research literature.

- **Competency A1:** The student demonstrates knowledge of and competence in basic quantitative and qualitative methods, data analysis, data interpretation, research design, and psychological measurement.
- **Competency A2:** The student demonstrates the ability to write a critical review of the literature in an
area in psychology and education.

Objective B: Students generate original research and scholarship.

  Competency B1: The student demonstrates the ability to conduct an independent research project.
  Competency B2: The student demonstrates the use of research to inform the practice of psychology.
  Competency B3: The student demonstrates the ability to communicate research.

See Appendix for details for how each competency is assessed and the established minimum levels of achievement.
PROGRAM REQUIREMENTS

The Program requires a minimum of 94 hours, reflecting both the scientific bases of psychology and professional school psychology. These include courses in general psychology, methods of inquiry, school psychology, educational foundations, and related areas, comprehensive exams, and field training. In addition, a dissertation is required. The dissertation, Advanced Field Experience, and Internship do not carry University credit, and are required beyond the minimum 94 hours of the program. All students participate in collaborative research with members of the Program faculty prior to planning and completing their dissertation. Depending on the student's need for prerequisites or the need for remediation, it is possible that more than 94 hours may be required.

Students who enter the PsyD Program without prior graduate degrees (a Master’s degree and/or Certificate of Advanced Study [CAS]) initially work to complete a Master’s in Educational Psychology and then the CAS in School Psychology. Required courses for each of these fulfill initial course work requirements in the PsyD Program.

The MS in Educational Psychology is awarded after the completion of at least 30 credits, including the completion of a master’s research project. The research project may be met in several ways (see Appendix). Typically, students enroll in EPSY 680 (Seminar in Educational Research). Although this course meets the research requirement for the MS degree, it does NOT count toward the 94 credits needed for the PsyD. Alternatively, students may meet the master’s research requirement by successfully completing a master’s thesis or master’s independent study project that is research-based.

The CAS is conferred after the completion of a minimum of 73 credit hours, including the MS in Educational Psychology. The CAS requires an internship of at least 1200 hours, with at least 600 hours in a school setting.

Students are awarded the PsyD after the completion of at least 94 credits, including the MS and CAS. Previous graduate course work is reviewed by the student’s advisor, and when appropriate, credit is given for courses fulfilling the PsyD requirements, though students must complete a minimum of 47 credit hours at the University at Albany. Students must complete their degree within 8 years of admission. Typically, course work taken more than 5 years prior to entering the PsyD Program is not credited toward the hours needs to complete the degree (see Acceptance of Transfer Credit section).

Implementation of the Program’s philosophy necessitates a solid foundation in psychology, education, and professional school psychology, with applications in field training experiences and opportunities to engage in research and evaluation of psychological practice. This philosophy is consistent with a focus on continual integration of theory, research, and practice.

Training competent professional school psychologists thus includes components in multiple domains; specifically, academic, clinical, research, and interpersonal and professional (see Figure 1). Students must demonstrate appropriate performance in each area to earn
TRAINING COMPONENTS

COMPETENT SCHOOL PSYCHOLOGISTS

ACADEMIC
- Theory
- Skills
- Comprehensive Exam
- Portfolio

RESEARCH
- IRB
- Research Assistantship
- Master’s Project
- Dissertation
- Student-Initiated Research

CLINICAL
- Pre-Practicum
- Practicum
- Field Experience
- Advanced Field Experience
- Internship

INTERPERSONAL AND PROFESSIONAL RELATIONS
the doctoral degree. To this end, the Program has identified comprehensive goals and competencies (as previously discussed) that are consistent with the substantive areas of professional psychology. Components of the curriculum address each area.

As stated in the Graduate Bulletin (http://www.albany.edu/graduatebulletin/requirements_degree.htm):

Graduate students are personally responsible for completing all requirements established for their degree by the University, college, and department. It is the students’ responsibility to inform themselves of these requirements. Students’ advisors may not assume these responsibilities, and the advisors may not substitute, waive, or exempt students from any established requirement or academic standard.

Curriculum Components

Academic

The academic component includes both theoretical and skills-based course work. Initially, students are exposed to basic scientific theories of psychology (e.g., biological aspects, learning, cognitive-affective bases) and education (e.g., educational foundations, special education), and develop initial skills in assessment. Concurrent with this, students are presented with the professional standards and ethics in school psychology. As students progress in the Program, they complete more advanced course work in research, statistics, and development, as well as electives in specific areas of interest. At the same time, they continue to develop, refine, and master more advanced professional skills in assessment and intervention.

As a measure of the ability to integrate theory, research, and methods of inquiry across the major areas of professional functioning, doctoral students in school psychology complete a 2-part comprehensive examination during their program. Part I is a standardized examination and Part II is a written examination.

Clinical

Students are required to complete field training in which they integrate applied experiences with the general psychology and professional school psychology course work. Theoretical knowledge is integrated with skills knowledge across multiple field training experiences. Specifically, the Program is designed to provide students with the equivalent of 22 months of supervised experience through a variety of placements (as per New York State regulations). All field-training experiences are supervised weekly, in face-to-face sessions with a credentialed psychologist.

Research

Based on a practitioner-scientist model, PsyD students are involved in research experiences from the start of their program. In addition to specific course work, research
activities include research assistantships, course work research projects, a master’s research project, doctoral dissertation, and (potentially) student-initiated research activities. Initially, first-year students are assigned to work with faculty members on various research projects. These activities may lead to conference presentations and publications. Students then progress to conducting a research project for their master’s degree.

Dissertations in the PsyD program might be broadly characterized as: (a) a substantive and original contribution to knowledge, grounded in the discipline of psychology, with application to School Psychology; and (b) applied research in School Psychology. As such, dissertations must be theoretically- or empirically-grounded in psychology, and use acceptable forms of scientific inquiry.

Interpersonal and Professional Relations

Within the PsyD Program, there is an emphasis on developing interpersonal attributes and professional relations. That is, we focus on the development and application of critical, analytical, and creative thinking skills. In addition, we mentor students to be reflective practitioners who constantly strive to provide the highest possible level of services to children, families, and educators. It is equally important that our students develop and demonstrate effective interpersonal skills with student colleagues, faculty, field supervisors, and children with whom they interact.
ACADEMIC COMPONENTS

Course Work

Knowledge acquisition is demonstrated in theoretical and skill courses, as well as on comprehensive examinations. The Program emphasizes three broad areas of academic course work: foundations of psychology, educational foundations and related areas, and professional school psychology. Underlying all course work are the values of diversity, development, and ecology.

In our program, the curriculum is based on a developmental perspective such that it is sequential, cumulative, and integrative in nature (Boylan & Scott, 2009). From this perspective, the following principles are associated with academic instruction:

1. Movement is directional and hierarchical; early learning establishes a foundation for later learning and development.

2. Differentiation occurs with new learning and practice; learning proceeds from more simplistic and elementary toward the more complex and integrated.

3. Separation/individuation are achieved; learning leads to progressively more independent and separate functioning by the student.

For example, within professional school psychology, students first complete ESPY 780: Psychoeducational Assessment I: Intellectual, where they are introduced to the historical context, theory, and research of assessment and, through a series of written and practical assignments, demonstrate competence in administering cognitive tests adhering to standard procedures. Once students satisfactorily complete ESPY 780, they proceed to ESPY 781: Psychoeducational Assessment II: Educational. This course builds on the foundation of knowledge and skills learned in ESPY 780, and expands on these by broadening assessment to include several aspects of achievement. It is only upon satisfactory completion of ESPY 780 and ESPY 781 that students take ESPY 782: Psychoeducational Assessment III: Behavioral and Social-Emotional, in which concepts learned in the prior two courses are reinforced and expanded into the assessment of behavioral, social, and emotional functioning of students. Furthermore, students become increasingly more focused on the examinee and the integration of multiple sources of data, rather than on the test techniques, across these courses.
In the area of foundations of psychology, the curriculum is designed to ensure that students acquire substantial understanding of the theories and research in the following areas:

(a) The breadth of scientific psychology, its history, and its research methods and applications. This is accomplished by exposure to the current body of knowledge in the following areas:

1. Biological aspects of behavior
2. Cognitive-affective aspects of behavior
3. Social aspects of behavior
4. History and systems of psychology
5. Psychological measurement
6. Research methodology
7. Techniques of data analysis

(b) The scientific, methodological, and theoretical foundations of practice in the substantive areas of professional psychology. This is accomplished by exposure to the current body of knowledge in the following areas:

1. Individual differences in behavior
2. Human development
3. Dysfunctional behavior or psychopathology

Students gain knowledge of diversity through infusion across their courses as well as a specific course on this topic. Students are provided with knowledge and experiences relevant to understanding the role of diversity in psychological and educational phenomena, which is documented in course syllabi.

To ensure that students acquire understanding and competence in educational foundations and related areas, the curriculum includes the following:

1. Educational Foundations
2. Related areas (e.g., special education)

The curriculum in professional school psychology is designed to ensure that students acquire substantial understanding and a high level of competence in the following:

1. Professional standards and ethics
2. Theories and methods of assessment of children and adolescents with learning, social, emotional, and behavioral problems
3. Effective Intervention/Prevention (including evaluating the efficacy of interventions)
4. Consultation and Supervision (including evaluating the efficacy of interventions)
5. NYS Child Abuse Mandated Reporting (http://www.highered.nysed.gov/tcert/certificate/ca.html)
In addition to the required areas above, students complete elective courses in areas of specific interest.

Implementation of the Curriculum

Presented in Table 2 is a listing of each area of the curriculum and suggested courses (other courses within the University may be taken to meet degree requirements; the courses listed under each area represent some of the possibilities). Where multiple course options are listed, the specific course(s) taken in each area depends on the student’s previous course work and/or course offerings/availability (more commonly completed courses are noted in italics). Students work in consultation with their academic advisor to plan their overall program and the implementation of the plan on a semester-by-semester basis to best meet their needs. The PsyD Program Requirement Worksheet (see Appendix) is updated annually by the student and advisor, and a copy is maintained in the student’s Program record. To provide a concrete example of the implementation of the Program, a hypothetical student program is presented in Table 3.
Table 2  
PsyD In School Psychology  
Distribution of Credits  

NOTE: ESPE 500 LEVEL COURSES ARE THE ONLY 500 LEVEL COURSES THAT CAN BE APPLIED TOWARDS THE PSYD IN SCHOOL PSYCHOLOGY. TO APPLY ANY OTHER 500 LEVEL COURSE TOWARDS THE DEGREE REQUIREMENTS, WRITTEN PERMISSION MUST BE OBTAINED FROM THE ENTIRE DIVISION FACULTY.  

THE COURSES BELOW FULFILL THE REQUIREMENTS IN EACH OF THEIR RESPECTIVE SECTIONS. ADDITIONAL COURSES MAY ALSO FIT THESE REQUIREMENTS AT THE DISCRETION OF THE FACULTY. COURSES BELOW WHICH ARE LISTED IN ITALICS ARE THOSE TYPICALLY RECOMMENDED. 

STUDENTS CAN TAKE A MAXIMUM OF 4 COURSES IN ANY ONE SEMESTER. ALL COURSES WILL BE FROM 3-6 CREDITS.

<table>
<thead>
<tr>
<th>AREA</th>
<th># REQUIRED CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development</td>
<td>6</td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
</tr>
<tr>
<td>EPSY 623</td>
<td>Advanced Developmental Psychology</td>
</tr>
<tr>
<td>EPSY 721</td>
<td>Comparative Theories of Human Development</td>
</tr>
<tr>
<td>EPSY 725</td>
<td>Seminar Human Development</td>
</tr>
<tr>
<td>Cognitive and Affective Aspects of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>(e.g., learning, memory, cognition, thinking, motivation, emotions)</td>
<td></td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
</tr>
<tr>
<td>EPSY 610</td>
<td>Advanced Educational Psychology: Learning and Instruction</td>
</tr>
<tr>
<td>EPSY 611</td>
<td>Advanced Topics in Learning</td>
</tr>
<tr>
<td>EPSY 614</td>
<td>Children’s Learning</td>
</tr>
<tr>
<td>Social Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
</tr>
<tr>
<td>ESPY 673</td>
<td>Social Psychology Foundations in Professional Psychology</td>
</tr>
<tr>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
</tr>
<tr>
<td>EPSY 700</td>
<td>History and Systems of Educational Psychology</td>
</tr>
<tr>
<td>Individual Differences in Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
</tr>
<tr>
<td>ESPY 671</td>
<td>Individual Differences in Human Behavior</td>
</tr>
</tbody>
</table>
**Dysfunctional Behavior or Psychopathology.** Students in the School Psychology Program are required to demonstrate competence in the identification, diagnosis, and treatment of children and adolescents with emotional problems. Students not only receive formal course work in this area, but also must demonstrate competencies in their field training experiences.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPY 789</td>
<td>Developmental Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biological Aspects of Behavior** (e.g., physiological psychology, neuropsychology)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPY 672</td>
<td>Developmental Neuropsychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Psychological Measurement**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 640</td>
<td>Educational and Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 742</td>
<td>Test Construction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Methods**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 750</td>
<td>Educational Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 680*</td>
<td>Seminar in Educational Research</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*THIS COURSE IS REQUIRED FOR COMPLETION OF THE MASTER’S DEGREE IN EDUCATIONAL PSYCHOLOGY. THE CREDITS DO NOT COUNT TOWARDS THE PSYD DEGREE. STUDENTS MAY ALSO FULFILL THIS REQUIREMENT BY REGISTERING FOR EPSY 697-INDEPENDENT STUDY IN EDUCATIONAL PSYCHOLOGY, OR EPSY 699-MASTER’S THESIS (IF 697 OR 699 ARE EQUIVALENT IN SCOPE TO THE SPECIAL PROJECT REQUIRED IN 680 AND WITH CONSENT FROM THE DIVISION OF EDUCATIONAL PSYCHOLOGY).*

**Techniques of Data Analysis**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 630</td>
<td>Statistical Methods: II</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 751</td>
<td>Multivariate Methods for Applied Researchers and Evaluators</td>
<td>3</td>
</tr>
<tr>
<td>ECPY 724</td>
<td>Regression Analysis for Counseling Research</td>
<td>3</td>
</tr>
<tr>
<td>APSY 613</td>
<td>Multivariate Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Standards and Ethics** (3 credit hours required). In addition to the course listed below, students are instructed in the ethics and standards of the profession throughout the school psychology professional courses and field training.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPY 690</td>
<td>Introduction to School Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NYS Mandated Reporter Training</td>
<td></td>
</tr>
</tbody>
</table>
### AREA

| Violence Prevention in the Schools (Project SAVE) |
| Dignity for all Students Act Training (DASA) |

#### Theories and methods of assessment and diagnosis. Students take courses in the areas of intellectual assessment, psychoeducational assessment, and behavioral, social, and emotional assessment. Students acquire knowledge and skills not only through the courses listed below, but also through field training experiences.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPY 780</td>
<td>Psychoeducational Assessment I: Intellectual</td>
<td>4</td>
</tr>
<tr>
<td>ESPY 781</td>
<td>Psychoeducational Assessment II: Educational</td>
<td>3</td>
</tr>
<tr>
<td>ESPY 782</td>
<td>Psychoeducational Assessment III: Behavioral and Social-Emotional</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Effective Intervention and Consultation (ESPY 784, 785, 786, 787, and 788 or their equivalents are required).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPY 784</td>
<td>School Crisis Preparedness and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>ESPY 785</td>
<td>Psychoeducational Intervention I: Behavioral Consultation and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>ESPY 786</td>
<td>Instructional Consultation and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>ESPY 787</td>
<td>Psychoeducational Intervention III: Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>ESPY 788</td>
<td>Psychoeducational Intervention IV: Prevention and Health Promotion</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Educational Foundations and Related Areas (3 credit hours in educational foundations, 3 credit hours in special education, and 3 credit hours in reading).

**Educational Foundations**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPHL 601</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Special Education**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPE 560</td>
<td>Introduction to Human Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>ESPE 669</td>
<td>Special Education for Students with Emotional and Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 766</td>
<td>Seminar on Emotional and Behavioral Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

**Reading**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERDG 615</td>
<td>Teaching Writing, B-6</td>
<td>3</td>
</tr>
<tr>
<td>ERDG 655</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Field Training

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPY 790</td>
<td>Field Experience I: Practicum in School Psychology</td>
<td>6</td>
</tr>
<tr>
<td>ESPY 895</td>
<td>Field Experience II: School</td>
<td>6</td>
</tr>
<tr>
<td>AREA</td>
<td># REQUIRED CREDITS</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>ESPY 896</td>
<td><em>Field Experience III: Advanced Field School or Agency</em></td>
<td></td>
</tr>
<tr>
<td>ESPY 898</td>
<td><em>Internship (PsyD)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
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<tbody>
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</table>

*It is strongly recommended that students complete a course in diversity*

**Dissertation** (as per program requirements)

<table>
<thead>
<tr>
<th></th>
<th>Load</th>
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</table>

**MINIMUM TOTAL NUMBER OF CREDITS**

<table>
<thead>
<tr>
<th></th>
<th>94</th>
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</thead>
</table>
### Table 3
UNIVERSITY AT ALBANY
PSYD PROGRAM IN SCHOOL PSYCHOLOGY
HYPOTHEtical PLAN OF STUDY (Subject to Change)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PSYCHOLOGICAL FOUNDATIONS</th>
<th>RESEARCH &amp; STATISTICS</th>
<th>EDUCATIONAL FOUNDATIONS &amp; RELATED AREAS</th>
<th>ASSESSMENT</th>
<th>INTERVENTION &amp; CONSULTATION</th>
<th>ELECTIVES</th>
<th>FIELD TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>ESPY 690</td>
<td>EPSY 750</td>
<td>ESPY 780</td>
<td></td>
<td></td>
<td></td>
<td>(Pre-Practicum)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>ESPY 789</td>
<td>EPSY 630</td>
<td>ESPY 781</td>
<td>ESPY 786</td>
<td></td>
<td></td>
<td>(Pre-Practicum)</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td>ESPY 782</td>
<td>ESPY 785</td>
<td>ESPY 787</td>
<td>ESPY 790</td>
<td>2 days/week</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>ESPY 673</td>
<td>EPSY 680</td>
<td>ESPY 788</td>
<td></td>
<td></td>
<td>ESPY 790</td>
<td>2 days/week</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>COMP Part I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMP Part I</strong></td>
<td></td>
<td>ERD 610</td>
<td>ESPE 560</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>ESPY 610</td>
<td>APSY 613</td>
<td>ESPY 671</td>
<td></td>
<td></td>
<td>ESPY 895</td>
<td>3 days/week</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>COMP Part II</td>
<td></td>
<td>ESPY 721</td>
<td>ESPY 799</td>
<td>ESPY 84</td>
<td>Elective</td>
<td>ESPY 895</td>
</tr>
<tr>
<td><strong>COMP Part II</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 days/week</td>
</tr>
<tr>
<td>Semester</td>
<td>Course 1</td>
<td>Course 2</td>
<td>Course 3</td>
<td>Days/Week</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ESPY 672</td>
<td>EPSY 640</td>
<td>ESPY 896</td>
<td>3 days/week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>EPSY 700</td>
<td>EPSY 890</td>
<td>Elective</td>
<td>ESPY 896  3 days/week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td>EPHL 601, ESPE 560</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ESPY 899</td>
<td></td>
<td>ESPY 898</td>
<td>5 days/week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ESPY 899</td>
<td></td>
<td>ESPY 898</td>
<td>5 days/week</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PsyD Comprehensive Examination

As one measure of knowledge acquisition and achievement, doctoral students in school psychology complete a 2-part comprehensive examination during their program. The examination must be passed within 5 years of the beginning of their doctoral study. Part I is a standardized examination, and Part II is a written examination. The decision when to take each section of the comprehensive examination should be made in consultation with the student’s academic advisor.

Part I: Standardized Examination

This examination is administered by the Educational Testing Service, Praxis Series Assessment (Test 40, School Psychologist: http://www.ets.org/praxis/prxnasp.html), and includes multiple-choice questions covering the following 5 areas:

I. **Data-Based Decision Making**: problem identification; assessment/problem analysis; assessment considerations for special populations; and research, statistics, and program evaluation

II. **Research-Based Academic Practices**: effective instruction; issues related to academic success/failure; academic interventions; and cognitive behavioral prevention and intervention

III. **Research-Based Behavioral and Mental Health Practices**: primary, secondary, and tertiary preventative services; school-based intervention skills/techniques; crisis prevention/intervention response; child and adolescent psychopathology

IV. **Consultation and Collaboration**: models and methods of consultation; school & system organization & policy development; and home/school/community collaboration

V. **Applied Psychological Foundations**: knowledge of general psychological principles, theories, and major research findings; knowledge of measurement theory and principles

VI. **Ethical, Legal, and Professional Foundations**: ethical principles and standards for practice; legal issues related to the practice of school psychology; professional foundations

**Goal for Part I**: This exercise is designed for the student to:

Demonstrate initial knowledge base development in school psychology and psychology using a multiple-choice format.

**Prerequisite for Part I**: **Completion** of 2 semesters of Practicum in School Psychology (i.e., after May)

**Passing**: a score of 70% correct or higher  (to calculate this: on the page with subarea scores, identify the total number of items correct across the areas, and then divide this by the total number of items scored for the exam)

**NOTE**: Scores on the Praxis examination are valid through Educational Testing Service for 5 years.
Reporting of Results

It is the student’s responsibility to ensure that the School Psychology program receives an **official complete** results report of the PRAXIS II examination, including the subarea scores. It is imperative that you make copies of the official score report (overall score and subarea scores) that you receive from ETS for your own use as well as a backup for the official report that is to be sent to the program; this is only available for a limited time. When the School Psychology program receives the exam scores, you will receive an official letter from the Division Director indicating your passing or failing the exam. Once the student achieves the 70% criterion, this will be recorded on the student’s transcript under the milestone section.

At the time students register to take the PRAXIS II examination, they should clearly indicate that both the School Psychology program and NASP receive the results. By doing this, when graduates apply for NCSP their scores are already on file with NASP (failure to do this results in a charge to have scores sent to NASP).

Resources that might assist students in preparing for the Praxis Exam in School Psychology:


Part II: Written Examination

Part II of the PsyD comprehensive examination is a written, take-home examination over seven areas:

1. Professional practice
2. Assessment
3. Intervention/Prevention
4. Consultation
5. Ethics
6. Diversity
7. Research

Part II is administered and graded using an anonymous process; students and faculty make every attempt to maintain student anonymity during the examination.

This portion of the comprehensive process is administered twice each year; once during the Fall semester and once during the Spring semester.
Goals of Part II Comprehensive Examination: The exercise is designed for the student to demonstrate an integration of scientific and professional knowledge by solving professional problems. Specifically, students will:

- Demonstrate the ability to integrate and apply current knowledge and skills to new problem solving situations
- Demonstrate a solid foundation in the theoretical and scientific bases of professional psychology needed to provide services to children, adolescents, and adults within a variety of systems and organizations
- Integrate psychological theory, research, and established methods of scientific inquiry to engage in effective practice
- Demonstrate effective skills as consumers and disseminators of research
- Demonstrate the ability to frame a logical and coherent response within a restricted time frame

Prerequisites for Part II:

- Documented passing of Part I (official results on file)
- Completion of at least one full semester of field experience (this does not include practicum)
- Completion of all core school psychology, psychology theory, and educational foundations courses

Examination Procedures:

During the examination process, student should not have contact with the faculty regarding the exam (normal course interaction will continue). If students have a question about the exam, they must write out their specific question and submit it to the Division secretary to forward to the faculty. The faculty will provide a response to the secretary, who will then forward it to the students.

If a student is in physical receipt of the examination questions, responses to all items must be returned.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation for this examination, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490 the semester BEFORE you plan to take the exam; http://www.albany.edu/disability/index.shtml). That office will provide the Division Faculty with verification of your disability, and will recommend appropriate accommodations.

Response Requirements for Part II (deviation from any ONE of these requirements will result in an automatic failure). Responses to each question must:

- Use CURRENT APA format throughout the responses and references (i.e.,
attend to font, spacing, citations, etc.)

- Not to exceed 5 pages, double-spaced, in length (for each question EXCLUSIVE OF REFERENCES; pages in excess of this limit will not be read or considered by the raters)
- Use 1-inch margins (responses using smaller margins will not be read and a failing rating will be recorded)
- Use a minimum of 10-point font size (responses using a smaller font will not be read and a failing rating will be recorded)
- Use Courier or Times New Roman font as required by APA format
- Answer all parts of each question
- Cite relevant theory, research, and practice to support each response. Specifically, multiple, primary sources, and a combination of both historical and current literature must be used; references to class notes are not acceptable
- Provide a separate reference list for each question; use APA format for all references (i.e., in text and in the reference list)

Time-line:

- 28 days for the entire exam
- If the student is retaking specific questions, students will be given 4 days to complete each question
- All responses must be returned by 3:00 p.m. on the assigned due date; responses received after 3:00 p.m. will not be read and a failing rating will be assigned

Grading Criteria: Multiple aspects will be used by raters in evaluating each response. These include:

- Organization
- Writing style and clarity
- Relevant content
- Scholarliness

Grading Process:

- Each question will be read by two readers (core school psychology faculty members) who will independently assign a grade of Pass or Fail. Discrepancies will be assigned to a third reader who will assign a Pass or Fail grade. The consensus of two readers will constitute the final grade.
- Students who are in physical receipt of the examination questions must submit responses to all items. If a student elects not to respond to any or all of the items after receipt of the questions, an automatic failure for the entire exam will be recorded; such students must retake all 7 questions.
- Students must successfully pass all 7 questions. On the first administration of the exam, students who pass 5 or 6 out of the 7 questions will only be required to retake the questions in the areas in which they failed. Students who receive failure ratings on 4 or more questions will result in a failure rating for the entire
exam, in which case the student must retake all 7 questions.

- Students are provided with 2 opportunities to pass the exam; failure after 2 administrations results in automatic termination from the PsyD program. If students are terminated from the program, they may appeal this decision to the faculty. Students may be reinstated into the doctoral program by the faculty if (a) the student convincingly demonstrates to the faculty that exam failure was largely due to extenuating circumstances beyond the student’s control; and (b) the student adequately completes remedial requirements determined by the faculty. Failure to meet these requirements will result in immediate termination from the PsyD program. Similarly, if the appeal to the faculty is denied, the student will be immediately terminated from the PsyD program. If the student is terminated from the PsyD program by the faculty, the student may appeal this decision to the chair of the Department of Educational and Counseling Psychology.

- Pass or Failure ratings are recorded on student transcripts

NOTE: Scores on the written examination are valid until the student’s statute of limitations expires (typically eight years from admission). If students extend their program beyond the statute, they must re-take and pass the written examination.

Portfolio

PsyD students prepare a portfolio during Year 3 (while completing field experience I) to provide evidence they are mastering program goals. The portfolio is reviewed by 2 faculty members, who use rubrics to evaluate each component (pp. 148-155).

The portfolio serves several purposes:

- documentation of the competencies that you have developed while enrolled in field training.
- assist you to better understand the knowledge base and skills pertinent to your practice in school psychology.
- a valuable document for presenting to prospective employers as a way to document your competencies and experiences.

Components of the portfolio:

Table of Contents

Résumé

Techniques Administered (Separate Page)

Training Received (Separate Page)

Professional Identity Statements (2-page reflection paper on each)
• Describe yourself as a school psychologist.

• What role should school psychologist’s play in addressing issues of cultural diversity in schools?

Assessment Sample

• A copy of a comprehensive evaluation (an initial or reevaluation)

Behavioral Observations and Behavioral Interventions Work Samples (3 – 4 pages)

• A copy of a FBA.

Direct Interventions Work Samples

• Summary documenting a counseling case (i.e., individual or group). You should document strategies tried and progress made during counseling sessions. (3-4 pages).

• Summary of an intervention plan (i.e., academic) documenting appropriate steps taken to define the problem, design and implement the intervention, and steps taken to monitor the effects of the intervention. (3 – 4 pages).
General psychological theory, methods of inquiry, and professional school psychology are integrated across multiple field training experiences. In this manner, professional skills are reinforced and mastered across the field training sequence. Initial clinical skills are developed in professional school psychology courses (e.g., assessment, intervention), and then routinely demonstrated in field training. Just as with the academic component, the field training component is viewed from a developmental perspective. Such a perspective indicates that field training:

1. Is directional and hierarchical (early learning establishes a foundation for subsequent development).
2. Learning proceeds from more simplistic and elementary and toward the more complex and integrated.
3. Learning leads to progressively more independent and separate functioning (separation/individuation).

These principles are identified within the program structure, the learning processes, and the supervisory interactions encountered by the students. Students proceed through the field training component of their Program in an orderly and sequentially planned series so that they progress incrementally to higher levels of performance across their field training experiences. This sequence is as follows:

1. Pre-Practicum Activities (years 1 & 2)
2. Practicum (year 2)
3. Field Experience (year 3)
4. Advanced Field Experience (year 4)
5. Internship (year 5)

Within this philosophy and structure, each component in this sequence varies in the required length of the placement and the range of expected skills and competencies necessary
before the student can move on to the next component in field training (see Table 5). Furthermore, specific responsibilities of the Program, site and supervisor, and student have been articulated for use in all field training settings at the field experience level through internship level (see Table 6). The specific experiences and responsibilities are linked across all field training components. (See Appendix for Field Training forms).

Collectively, field experience and advanced field experience must total at least 10 months and must be completed prior to the one year, full time (10-12 month) internship. In those cases when an internship must be limited to 10 months, field experience/advanced field experience will total a minimum of 12 months (with at least 2 months of the experience supervised by a licensed psychologist).

It is important to note that successful completion of both field experience (ESPY 895) and then advanced field experience (ESPY 896) satisfies the internship requirement by the New York State Teacher’s Certification Office that issues the certificate in School Psychology (for practice as a school psychologist in public schools). Successful completion of this requirement DOES NOT count toward and cannot be used in lieu of the final, fifth-year internship (ESPY 898).

All field sites in which students are placed are selected based on the availability of direct supervision by appropriately credentialed psychologists. It is expected that these settings and supervisors will provide the following:

1. Knowledge of and commitment to high standards of professional and social responsibility as evidenced by adoption and endorsement of the APA and NASP Codes of Ethics.
2. Evidence of good professional practice in the use of sound and current assessment, intervention, and consultation skills, as well as a willingness to explore better methods of practice and new psychological knowledge.
3. Development of positive working relationships with all facets of the school community as well as the larger professional community.

All PsyD students complete the Student Accomplishment Form annually. This document serves as a formal vehicle for students to identify their training goals for the next academic year. In addition, faculty supervisors solicit field training goals from each student each semester.

Pre-Practicum Activities

During the first year of training, students participate in activities at the Pre-Practicum level of the continuum, and during the second year of training students participate in activities at the pre-practicum and the practicum level. This field training consists of direct instruction and controlled practice assignments related to specific classes (e.g., administering and interpreting tests of intelligence and achievement); basic skill development and ongoing feedback are emphasized. Faculty members in each of the school psychology courses provide supervision of these activities. Students are provided structured activities within courses that promote self-reflection.
Practicum (ESPY 790 Field Experience I)

The practicum (taken in the second year) is a planned, structured, and programmed sequence of professionally supervised training experiences in comprehensive school psychological services including problem solving, intervention, and consultation to deal with educational, social, emotional, and behavioral problems of school-age children and youth. Experiences emphasize recognizing and dealing with individual differences with respect to culture, gender, and other factors, as well as disabilities. Practicum occurs during the student’s second year in the program, and involves the completion of 420 hours over the course of two semesters (two days/week) on-site, as well as attendance at formally scheduled weekly group supervision and case conference meetings on campus. It is designed to ensure that students have sufficient supervised experiences to provide an early exposure to and identification with the professional practice of school psychology. In addition, the practicum experiences are coordinated with course work to allow students opportunities to combine their theoretical knowledge and apply empirically-based interventions in a closely supervised situation. Students engage in reflective practice as part of their practicum experience.

Practicum facilitates an understanding of one’s self, one’s biases, and one’s impact on others. Prior to, and during the practicum, students must complete specified practicum-related course work. The practicum is a cooperative venture between the Division of School Psychology of the University and local school districts.

Supervision will be provided by appropriate school district personnel. Dr. Stacy Williams provides overall supervision for practicum. This involves both individual and group supervision activities. Furthermore, these activities include structured skill development exercises, structured and unstructured group interaction, role playing, peer consultation, giving and receiving formal and informal feedback, preparing cases for presentation and review, and interacting with the supervisor. Supervision focuses on the development of initial competency and mastery in delivering psychological services. This process guides the student toward an openness and appreciation for collegial supervision and self-supervision. Evaluation is an integral and ongoing part of the practicum experience. Ongoing formative and summative evaluations are based on daily consultation and dialogue, supervisory reports, self-reflection exercises, seminar contributions and discussions, written communications, and daily observations, using a competency-based rating scale. Formal evaluations are conducted two times (one time each semester).
**Table 4**

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-Practicum Activities</th>
<th>Practicum</th>
<th>Field Experience</th>
<th>Advanced Field Experience</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Site(s)</strong></td>
<td>Not applicable; assignments completed as part of course work</td>
<td>Public School District serving students K-12</td>
<td>Public School Districts serving students K-12</td>
<td>Public School Districts or Public or Private Agencies Serving children, adolescents, and adults</td>
<td>Public School Districts or Public Private Agencies serving children, adolescents, and adults</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Not applicable as per above</td>
<td>2 days/week for 2 semesters</td>
<td>3 days/week for 10 months</td>
<td>3 days/week for 10-12 months (depending on student’s skill, interests, and needs)</td>
<td>10-12 months full-time (depending on student’s skill, interests, and needs)</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>Basic professional skill practice</td>
<td>Reinforces initial professional skill development, and introduction of new professional skills; active participant in the delivery of psychological services</td>
<td>Reinforcing professional skill development with a wide variety of individuals; acquisition of new professional skills</td>
<td>Refinement of previously learned skills; development of more specialized skills</td>
<td>Provision of the full range of professional skills; working toward more independent functioning</td>
</tr>
<tr>
<td><strong>Experiences</strong></td>
<td>Practice administration of tests and curriculum-based measures</td>
<td>Tutoring, assessment (in teams and individually), individual and group counseling, teacher consultation</td>
<td>Assessment, consultation, direct interventions</td>
<td>Assessment, consultation, direct interventions</td>
<td>Assessment, consultation, direct interventions, research</td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td>Course instructor at the University</td>
<td>Individual and group by University clinical faculty and advanced field experience student</td>
<td>On-site individual: certified school psychologist On-campus individual and group: licensed psychologist</td>
<td>On-site individual: credentialed psychologist On-campus individual and group: licensed psychologist</td>
<td>On-site individual and group: licensed psychologist On-campus individual and group: licensed psychologist</td>
</tr>
<tr>
<td><strong>Evaluation(s)</strong></td>
<td>As per course syllabi/ Instructor</td>
<td>2 x/year; 1 x/semester</td>
<td>2x/year; 1x/semester</td>
<td>On-campus individual supervision session ratings for each session</td>
<td>2 x/year; 1 x/semester On-campus individual supervision ratings for each session</td>
</tr>
</tbody>
</table>
### TABLE 5

<table>
<thead>
<tr>
<th>UNIVERSITY/DIVISION</th>
<th>SITE/SUPERVISOR</th>
<th>STUDENT-IN-TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Selecting and screening sites and field supervisors for placements.</td>
<td>1. Appointing a site-based supervisor with the appropriate credential(s), and providing appropriate supervision based on contracted time (part-time=1 hour/week individual, face-to-face, full-time=2 hours/week individual, face-to-face.</td>
<td>1. Observing the schedule assigned by the site.</td>
</tr>
<tr>
<td>2. Screening and selecting students to be placed in the field, and determining the appropriateness of specific placements for specific students.</td>
<td>2. Assuring that the student participates in a full range of tasks and activities.</td>
<td>2. Following the policies and procedures of the site.</td>
</tr>
<tr>
<td>3. Assuring that all field students meet the standards for ethical and legal practice.</td>
<td>3. Completion of site data sheet (contract).</td>
<td>3. Completion of monthly logs of activities and providing copies to the program and the on-site supervisor.</td>
</tr>
<tr>
<td>4. Conducting an integrative seminar class on-campus for all students in field training.</td>
<td>4. Designation of work space for the student.</td>
<td>4. Active participation in the supervision process on-site and on-campus.</td>
</tr>
<tr>
<td>5. Arranging on-site visits between the faculty, site supervisor, and appropriate administrators.</td>
<td>5. Provision of a formal orientation of the student to the site, including goals, policies, and functions.</td>
<td>5. Participation in formal evaluations by the on-site supervisor during the placement.</td>
</tr>
<tr>
<td>6. Determining the semester grade for the field student based on the evaluation by the on-site supervisor, the student’s seminar performance, submission of monthly logs, and the faculty supervisor.</td>
<td>6. Assist the student in the integration of knowledge, skills, and attitudes as applied on-site.</td>
<td>6. Immediate contact with the program when there are gross violations at the site.</td>
</tr>
<tr>
<td>7. Terminating the field student’s placement when either the student or the site is in gross violation of responsibility for the placement.</td>
<td>7. Completion of evaluations as requested by the Program. The on-site supervisor must review these evaluations with the student prior to submission to the program.</td>
<td>7. Participation in continuing professional development activities at the site, the program, and the community.</td>
</tr>
<tr>
<td>8. Immediate contact with the program faculty when there are problems in the student’s adjustment or performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Provision of appropriate materials to the student to engage in ethical practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Field Experience (ESPY 895 Field Experience II)

At the field experience level students are placed in a public school district, and provide the broad range of psychological services. Field experience occurs during students’ third year in the program. The duration of this placement is three days/week for 10 months, accumulating approximately 750 hours. Duties in this experience encompass all areas of professional functioning (i.e., assessment, intervention, and consultation/prevention). These are completed under the supervision of the on-site school psychologist. In addition, attendance is required at group seminars and individual supervision at the University associated with these placements. At this level, students continue to engage in daily reflective practice. Multiple samples of behavior are considered in evaluating students during this experience. These include formal field supervisor evaluations (using a competency-based rating scale), self-reflection exercises, seminar participation, site visitation conferences, and completion of written assignments. These evaluations are completed twice each year (once per semester).

Advanced Field Experience (ESPY 896 Field Experience III)

Further refinement of previously learned skills and development of more specialized skills occurs at the Advanced Field Experience level. This placement is completed in either a school district or agency during the student’s fourth year, and entails a commitment of three days/week for 10-12 months, accumulating approximately 750 hours. This is completed under on-site individual supervision and on-campus group seminars and individual supervision. Students continue to engage in daily reflective practice. Evaluation of students at this level is based on field supervisor evaluations (using a competency-based rating scale), seminar and supervision participation, site conferences, and completion of all assignments. These formal evaluations are completed twice each year (once per semester).

Internship (ESPY 898 Internship)

The internship placement involves the student in the full range of professional activities working toward more independent functioning under on-site and on-campus individual and group supervision. The internship should also serve as an opportunity to enhance skills consistent with advanced levels of training. It is also a learning experience that allows the intern to refine the ever-evolving professional role under supervision. Students are encouraged to seek and apply for APA-accredited or APPIC-member internships (see http://www.appic.org/). If students choose not to avail themselves of this option, they are placed in appropriate sites in the local area. In developing internship sites in this locale, a number of sources were consulted and used to specify internship criteria:

- Professional standards
  - APA (American Psychological Association)
  - NASP (National Association of School Psychologists)
  - CDSPP (Council of Directors of School Psychology Programs) internship guidelines (http://sites.google.com/site/cdspphome/cdspp-internship-guidelines)
- New York State regulations for psychology experience
  (http://www.op.nysed.gov/prof/psych/psychlaw.htm)

- National Register of Health Service Providers in Psychology guidelines for internship
  (http://www.nationalregister.org/internship_guidelines.html)

The internship is a culminating training experience of the student’s program, and is designed to enhance the development and reinforcement of competencies and professionalism.

The internship occurs on a full-time basis over a period of one year, or on a half-time basis over a period of two consecutive years. This second option, however, is NOT recommended and one that would be granted by the faculty only under special circumstances. Students must complete a minimum of 10 months in their internship placement.

Generally, students on internship will have completed all course work; however, in rare circumstances students may complete their final course requirements simultaneously with the internship. There is a written contract that (a) states the position is an internship, (b) provides a detailed description of duties, and (c) is approved by the program. The internship consists of a set of ongoing, coherent training activities, including: assessment, direct intervention, consultation, prevention, systems interventions, and research. To be eligible for internship, the student must have: (a) completed a Master’s or CAS degree program in school psychology; (b) completed all practicum and field placement requirements; and (c) successfully passed the comprehensive examination (Part I and II). In addition, it is strongly recommended that students have a defended dissertation proposal.

Specifically, the internship includes the following: (a) an average of two hours/week of scheduled, face-to-face individual supervision; (b) an average of two hours/week of learning activities (e.g., case conferences, seminars, in-service training); (c) at least 10 hours/week must be spent in direct client contact; and (d) up to 10 hours/week in research activities.

Evaluation of students at this level is based on field supervisor evaluations (using a competency-based rating scale), seminar and supervision participation, site conferences, and completion of all assignments, with the goal of independent functioning at the conclusion of the experience. These evaluations are completed twice during the internship (once each semester).

The doctoral internships typically extend beyond the time for traditional May graduation. Therefore, doctoral students most often graduate in August following completion of their internship, provided that all other graduation requirements are met.

To graduate from the doctoral program, students must successfully complete (a) all course and program requirements: (b) an approved pre-doctoral internship; and (c) a doctoral dissertation. Currently, the time needed to complete all requirements is approximately 6 years (the national average is approximately 7 years).
Resources for PsyD students interested in an APA/APPIC Internship:


Join the APPIC “Match-News” e-mail list that provides up-to-date news and information about the APPIC Match. This list is open to all individuals who are interested in the APPIC Match. In particular, internship applicants and internship training directors are strongly encouraged to subscribe. Subscribing to this list means that you will receive occasional e-mail messages containing the latest news about the APPIC Match. This is a low-volume list, which means that (under most circumstances) subscribers will receive a maximum of five messages per month.

This is an announce-only list. You will not be able to send messages to other list subscribers. Only the APPIC Match Coordinator, the APPIC Chair, and other authorized APPIC personnel are authorized to post messages to this list.

To subscribe to this e-mail list, simply send a blank e-mail to:

subscribe-match-news@lyris.appic.org

Information about internships can be found on appic.org
UNCOVERING THE FIELD PLACEMENT PROCESS IN SCHOOL PSYCHOLOGY:  
ALL THERE IS TO KNOW

Introduction:

Field training experiences are integral to the School Psychology programs at the University at Albany. As discussed in the Student Handbook, these experiences proceed in a developmental manner across the training programs.

To provide students with the information pertaining to the field placement process, the faculty has developed a question and answer format. This written documentation furnishes students with specific, accurate information regarding the what, how, and why of the field placement process. If at any time students have questions about this, it is advised that you consult with your advisor or other members of the faculty to obtain needed information and/or clarification.

What are the different methods that school psychology training programs use to place students at field training sites?

A survey of school psychology training programs and consultation with trainers indicate 3 general models are used in placing students in field training experiences. These include student choice, national competition, and program facilitated. Each of these models has assets and limitations; no model is perfect for every student.
<table>
<thead>
<tr>
<th>MODEL &amp; DESCRIPTION</th>
<th>ASSETS</th>
<th>LIMITATIONS</th>
</tr>
</thead>
</table>
| **Student Choice**  | • Student-driven  
  • Choice for setting and location  
  • Accommodates student wants  
  • No/low demand on university  
  • Can be used from practicum-internship levels                                                                                                                                                   | • Increased  
  − Vulnerability  
  − Anxiety  
  − Competition among students  
  • No guarantee for:  
  − Consistency with training program goals  
  − Funding  
  − Diversity of experiences  
  • Students must demonstrate that placement and duties are consistent with program goals  
  • No university advocacy/protection  
  • No University liability insurance  
  • What happens when a student does not secure a site?                                                                                                                                              |
| **National Competition** | • Variety of options  
  • Diversity of potential experiences  
  • Automatic consistency with program requirements  
  • Automatic recognition for certification and licensure                                                                                                                                              | • Intern option only  
  • Significant competition  
  • Site selection (application & match)  
  • Expense (application & interviewing)  
  • Need recommendations  
  • Time  
  • Increased vulnerability & anxiety  
  • Site availability  
  • Not being matched  
  • No University liability insurance                                                                                                                                                             |
**Program Facilitated**

Program faculty identify and negotiate placements that meet multiple requirements and professional standards.

- Guaranteed placement for all
- Funding
- Diversity of experiences
- Automatic recommendation
- Used practicum-internship levels
- Automatic advocacy
- Demonstrates to APA that program has responsibility
- Ongoing partnerships
- Flexibility (allows for Student & National)
- University liability insurance

- Site availability
- Requires:
  - funding commitment
  - ongoing training partnership
- Geographically constrained
- Impact of competing training programs on area resources
- High demand on university/faculty

**Which model for placing students does UA employ and why?**

Based on consideration of the overall costs and benefits of each model, the UA program faculty elected to implement the Program Facilitated Model. In the view of the faculty, this model has the highest number of assets for students, sites, and the program.

When reviewing school psychology training programs, the Program Facilitated model is typically used for practica placements. At the internship level, the Student Choice and National Competition models are used more often.

**How are potential sites identified?**

Potential field training sites are identified in a number of ways. The faculty is contacted by sites expressing their interest in having interns. In addition, the faculty makes contacts with sites to recruit training partners. Finally, we receive referrals from our local ‘network.’ That is, current partners recommend that potential sites make contact with the university. Many sites may initially express interest in working with a field trainee or intern, though few are selected for placement sites.

Once contact is made, initial site screening is conducted. During this stage, the requirements for forming partnerships are detailed, and dialogue ensues concerning expectations and responsibilities for the site, the site supervisor, and the program faculty.

For sites that pass initial screening, the faculty then evaluates the site. When the evaluation is positive, partnership negotiations are completed. Once the site evaluation and negotiations are finished, sites are selected, and placements occur.

**What are typical reasons that sites are not selected?**
There are many reasons that sites are not selected for training partnerships. Most often, sites are not selected because they have no funding available. Additional issues may include lack of appropriately credentialed supervisor, restricted range of duties, or supplanting staff positions.

To what criteria/standards must sites adhere?

A number of specific criteria must be adhered to when negotiating field training sites. These include the following:

- New York state regulations
- School Psychologists Educators Council of New York State
- National Association of School Psychologists
- American Psychological Association
- Council of Directors of School Psychology Programs
- Association of Psychology Postdoctoral Internship Centers
- National Register of Health Service Providers in Psychology

Students should be made aware that there are inconsistencies across these different criteria. The Division of School Psychology attempts to meet the most restrictive criteria so that students and graduates have the most options. That is, the Division has the fewest degrees of freedom when negotiating potential sites so students are able to meet as many criteria possible.

In addition to the above, several experiences have been identified as critical to a supervised field training experience. Therefore, our students must be provided with opportunities to engage in multiple activities including assessment, direct intervention, consultation and prevention, research, and continued professional development.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>• Conduct all phases of psychological evaluations including:</td>
</tr>
<tr>
<td></td>
<td>– Use and interpretation of norm- and criterion-referenced tests, curriculum-based and functional behavioral assessment, and informal measures</td>
</tr>
<tr>
<td></td>
<td>– Record reviews</td>
</tr>
<tr>
<td></td>
<td>– Classroom observations</td>
</tr>
<tr>
<td></td>
<td>– Interviews with parents, teachers, and others involved in the facilitation of the individual’s educational, psychological, and social-emotional well-being</td>
</tr>
<tr>
<td><strong>Direct Intervention</strong></td>
<td>• Planning, implementing, and evaluating interventions appropriate to the individual’s needs, and designed to facilitate learning and/or reduce social-emotional or behavioral problems. These include:</td>
</tr>
<tr>
<td></td>
<td>– Case conferences and planning sessions</td>
</tr>
<tr>
<td></td>
<td>– Individual education plans</td>
</tr>
<tr>
<td></td>
<td>– Curricular modifications</td>
</tr>
<tr>
<td></td>
<td>– Behavior support/intervention plans</td>
</tr>
<tr>
<td></td>
<td>– Short-term individual and group counseling</td>
</tr>
<tr>
<td><strong>Consultation and Prevention</strong></td>
<td>• Provide to teachers, administrators, and other relevant professionals:</td>
</tr>
<tr>
<td></td>
<td>– Instructional consultation</td>
</tr>
<tr>
<td></td>
<td>– Behavioral consultation</td>
</tr>
<tr>
<td></td>
<td>– Prevention and mental health promotion</td>
</tr>
<tr>
<td></td>
<td>• Consult with other student caretakers, professionals, and support service agencies in the community</td>
</tr>
<tr>
<td><strong>Research and Continued</strong></td>
<td>• Provide inservice training to schools and other agencies</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>• Conduct applied research that answers practical questions that are of interest to the organization</td>
</tr>
<tr>
<td></td>
<td>• Engage in:</td>
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<td></td>
<td>– a variety of activities related to supervision</td>
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<td>– professional development activities by attending local inservices or workshops, or state or national professional meetings</td>
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**What are the requirements for field supervisors?**

New York state regulations and national guidelines (i.e., American Psychological Association, National Association of School Psychologists, Council of Directors of School Psychology Programs, National Register of Health Service Providers in Psychology) stipulate the requirements for supervisors of field training students. These requirements have been endorsed by the Division of School Psychology at the University at Albany. Specifically, site supervisors
of students at the Field Experience level in the schools must be certified as a school psychologist, employed as a school psychologist, and must have at least 1 year of experience in the district prior to undertaking supervisory responsibilities. Supervisors at this level must provide 1 hour/week of individual, face-to-face supervision.

Advanced Field Experiences may occur in either a school or an agency. In school settings, the above requirements apply. For agency settings, the supervisor must be licensed as a psychologist, and have at least 1 year of experience at the site. Supervision must consist of 1 hour/week of individual, face-to-face contact.

Internships occur in either a school or an agency setting. In school settings, the supervisor must be certified as a school psychologist, licensed as a psychologist, and have at least 1 year of experience at the site. In agencies, the supervisor must be licensed as a psychologist. Supervision in either the school or agency must consist of at least 2 hours/week of direct face-to-face supervision, AND at least 2 hours/week in other learning activities (e.g., face-to-face supervision, seminars, group supervision).

In addition to the above, individual sites may impose their own requirements for supervisors.

**What are the influences on site availability?**

Both site and Division influences have been identified as impacting site availability. Site issues include funding (especially 3rd party reimbursement issues), supervision, philosophy, and experiences with previous students. Issues for the Division include supervision, diversity of experiences, supplanting staff vs. supplementing staff, and experiences with sites.

**How are placement decisions made?**

The placement of graduate students in field training sites is the result of a deliberative process by the faculty in School Psychology. This process includes consideration of:

- analysis of the individual student (goals, interests, strengths, and current developmental level)
- areas in which there is most room for individual student growth
- program goals
- competencies expected
- opportunities to develop further
- the nature of the setting
- site availability
- site characteristics (requirements, assets/limitations)

As outlined in the *Student Handbook*, the Division has articulated specific responsibilities for the Division, the site/supervisor, and the student trainee for field training.
Based on the above, the Division has adopted a set of procedures that guide field training placement decision-making:

- The faculty meets and discusses each student individually, and work to consensus on the most appropriate placement for each student.
- Each student interviews at the faculty-selected site.
- The site contacts the Division to finalize the placement of the student.
- The Division formalizes the placement with the site with a cover letter, the Site Data Sheet, and the Ethical Guidelines forms.
- The site provides trainee with site calendar and specific assignment.
- The Division and the site supervisor maintain contact during the student’s placement.

Why are other sites in the area not used (i.e., why is site X not on our list)?

As discussed above under identifying potential sites, site recruitment is an ongoing process. While sites express interest, not all will/can fulfill all of the responsibilities and requirements identified by the Division.

Will sites accept any student from our programs?

Some sites negotiate specific requirements that student trainees must meet in order to become partners with the Division. For example, sites may require that only students who plan on working in schools in the future or that only the highest performing students may be placed with them. If after considering multiple issues (e.g., supervision, type of site, location), the Division may respect and honor these imposed requirements.

Why does the faculty not have students interview at multiple sites?

Based on over 30 years of experience in field training, sites consistently indicate that they want the Division to identify appropriate candidates for placement. They note that the faculty typically knows much more about the students than they would be able to see in an interview, and have expressed their preference that the faculty makes placement decisions. Reviewing applications/resumes and scheduling and conducting interviews are time intensive activities for already busy professionals. Through our partnerships, the faculty streamlines the process for the sites so that they may focus on training. Sites have frequently indicated to the faculty that they would not form partnerships with us if they were required to interview multiple candidates.

Why are students not allowed to rate their choices for placement?

In the Program Facilitated model, ongoing partnerships are predicated on consistently placing students over time. The faculty makes agreements with sites to place students. As discussed previously, the faculty takes into careful consideration many issues to make the best possible
match between students and sites. Therefore, student choice cannot be the sole factor considered. If we did use a ranking system, many students would not get their first choice. Furthermore, if all students ranked the same sites and did not rank other sites, we would not be able to place all students, fund all students, and follow through on our commitments to sites, all of which we are able to do currently.

But wait, students have feelings about field training!

The Division faculty is keenly aware of the range of emotions and feelings experienced by students in field training. The available literature indicates and discusses the typical feelings and emotions that students experience about field training:

**Anticipation**
- ‘what if…?’ (e.g., they won’t listen to me; they don’t like me)
- Feelings:
  - Optimism
  - Energy
  - Anxiety
- Concerns:
  - What is expected of them
  - What their supervisor thinks of them
- Success by:
  - Clearly define goals and the skills needed to achieve them
  - Setting realistic expectations for their experience
  - Working on being accepted by developing good relationships with supervisors and staff

**Disillusionment**
- ‘what’s wrong?’
- result of difference between what is expected and what is actually experienced
- Feelings:
  - Frustration
  - Disappointment
  - Sadness
- Feelings are often directed toward the supervisor, staff, instructors, or self
- Success by:
  - Doing anticipation steps
    - Working through issues encourages professional and personal growth

**Confrontation**
- To get past disillusionment, one must acknowledge and confront issues
- Goals and opportunities may change
- Success by:
  - Examining your expectations, goals, and skills
  - Bolstering one’s support system
  - As confront issues feel more independent and more effective

**Competence**

- Growth in competence associated with higher sense of morale and increased investment in the field experience
- Trust increases in:
  - Supervisor(s)
  - Staff
  - Self
- Stress management can become an issue:
  - Time management (pushed and pulled in many directions)
  - Personal pressures (home and school) may become overwhelming if you strive for perfection rather than excellence

**Culmination**

- Conflicting emotions
- Pride in accomplishments
- Feelings of guilt about not having more time to give
- Success by:
  - Addressing feelings
  - Finding satisfying ways to say goodbye for closure

Furthermore, the impact of stress on trainees is well documented. The faculty specifically examines trainee stress levels and identifies strategies to reduce stress in supervision.

**Needs and Wants**

Everybody has needs and wants. The faculty focuses on student needs in both didactic and field training. We have identified specific goals and competencies for each student to demonstrate by the completion of training. These have been developed based on review of the current literature, as well as the ongoing conversations with current practitioners. We are training each student for immediate employment and how to develop and evolve with changes in society and the field. Many times, student needs are consistent with their wants. Occasionally, needs conflict with wants. In those circumstances, the faculty must address the needs of the student. Often wants can be accommodated at different sites or through other activities (e.g., research, volunteer work, independent study).
How might students get more information about the placement process and the sites currently in use?

Multiple avenues are available to students to gain more information, especially from the student perspective, about the process and the sites. Ongoing dialog with students who are currently completing field placements is an ideal vehicle to get further information. In addition, current students might discuss these issues with graduates of our programs who are in the local area. The Student Handbook provides an overview of each level, as well as describes the responsibilities of the student, the Division, and the site/supervisor. Specific questions can also be addressed to any faculty member to obtain the needed information.

What are the future plans of the Division regarding field training?

The Division faculty will continue to implement the problem-solving process, including:

- Continuous, ongoing program evaluation
- Contribution to and implementation of professional standards
- Continuous networking regionally and nationally
FIELD TRAINING FAQs

Q. What sites are available?
A. Specific site availability may vary from year to year. The faculty continually negotiates a variety of different placements (e.g., urban, suburban, rural; elementary, middle, secondary, agency).

Q. How are field training assignments determined?
A. The faculty review all completed applications and arrive at a consensual decision about the most appropriate placement for each student. The placement decision is based on student strengths and needs, the strengths and needs of the site, and type of settings available.

Q. When will I find out where I am being placed?
A. Notification of placement is dependent on a number of factors. These include: receipt of final completed applications (all edits completed), and site timelines (especially for budget decisions). It is the goal of the faculty to finalize all placement decisions by April 15th, if at all possible.

Q. What will I do at my field site?
A. Each placement offers practice in a variety of professional roles, including assessment, direct intervention, and indirect interventions. In addition sites provide the trainee with experiences in systems-level consultation.

Q. Is there a required number of evaluations that must be completed in each placement?
A. No. As noted above, all sites engage trainees in a number of different professional activities.

Q. Do I just test on my placement?
A. No. Sites are negotiated to allow students to practice a range of professional skills.

Q. What if I need time off (e.g., sick days, conference attendance)?
A. Each site allows time off for illness (consult your contract and supervisor for number allotted at your specific placement). Most sites provide some release time for attendance at conferences (they do not provide funding for registration fees). For students who are completing their internships, 12-month placements have vacation time built in.

Q. How far might I be required to travel to a field site?
A. All field sites are within 1 hour of the campus.

Q. Is travel to the field site reimbursed?
A. Each student is responsible for travel to and from the placement site.

Q. Can Division tests and kits be borrowed/checked out?
A. Materials maintained by the Division are for use in specific courses and practicum.
Students currently taking specific courses requiring the use of specific assessment instruments will get first priority for their use. Other students are encouraged to contact particular course instructors for their policy on borrowing assessment kits. Students should also use the tests available in their field placements.

Q. What if I want to complete my field training outside of the Albany area?
A. No placements outside of the Albany area will be approved prior to fifth-year internship. Students may, however, apply for and, if accepted, complete their internship (year 5) at an APA/APPIC site. Furthermore, it is strongly recommended that students apply for these competitive internships (i.e., APA accredited/APPIC-member, http://www.appic.org/directory/4_1_directory_online.asp). These internships are automatically recognized and approved for training by the faculty.
RESEARCH COMPONENTS

The practitioner-scholar ethic of the PsyD Program maintains that the best practitioners are inquisitive and informed consumers, producers, and disseminators of sound theory and clear data—hallmarks of good scholarship. In this regard, a practitioner-scholar:

1. Knows and values the tradition of critical thought, rigorous methodology, and theoretical innovation that has distinguished psychology as a discipline since its inception
2. Moves comfortably within and between the realms of practice and inquiry
3. Is able and motivated to investigate phenomena and processes that are relevant to the real world (as defined in the broadest terms)
4. Can clearly communicate such information and perspectives to colleagues and peers, policy makers and administrators, practitioners and clients, and the public at large

IRB Certification/CITI Training
PsyD students complete educational training on the ethical conduct of research with human participants (through the Institutional Review Board). Information is provided in courses (research and professional standards), as well as by the faculty. As a routine component of their initial research course, students complete the training and exam (http://www.albany.edu/orrc/humansubjects.shtml). Upon passing the exam, students may engage in research activities under the direction of the faculty.

Research Assistantship
Research Assistantships are awarded to all incoming PsyD students. These assistantships generally involve a range of research-related duties (e.g., literature review, data collection, data analysis). These experiences may also develop into mentoring relationships with the faculty. The faculty has a long, active history of involving students in ongoing research.

Master’s Project
Students in the PsyD Program complete a Master’s in Educational Psychology in their training. One requirement for the MS is the completion of a data-based research project.
Typically, students complete this requirement while enrolled in EPSY 680. A Departmental poster session is held each April for students to present the results of their studies.

**Dissertation Guidelines**

The following regulations and guidelines address completion of the doctoral dissertation requirement. These Program regulations and guidelines are consistent with regulations set forth by the School of Education and the University.

All students must complete a scholarly dissertation. Students are free to choose any topic that matches their professional and career goals and is compatible with the interests and expertise of faculty members. Overall, emphasis is placed on applied research dissertation projects. The ability to use research is seen as an integral part of each student’s overall training, and one appropriate to a doctoral-level professional psychologist.

The dissertation should not only constitute a credible and substantial contribution to the larger field of psychology, but should also clearly:

- Represent the culmination of a rigorous process of intellectual development and critical thinking
- Be grounded in, and emerge from, a student’s interests and strengths
- Be congruent with the student’s professional and scholarly aspirations

To approximate this ideal, students are encouraged to approach the dissertation not as an aversive task or hurdle, but rather as an opportunity for intensive exploration, growth, and development.

**Definition of an Acceptable Dissertation Study**

In general, the PsyD dissertation serves multiple purposes that might be broadly classified as follows:

1. A substantive and original contribution to knowledge, grounded in the discipline of Psychology, with application to School Psychology
2. Applied research in School Psychology

Given these purposes, the structure of the dissertation is defined as a broad class of investigations that meet at least two criteria:

1. The study must be theoretically or empirically grounded in psychology; that is, the hypotheses or research questions specifically set forth for test be deduced from (a) an already articulated theory or body of knowledge in the literature, or (b) an interrelated set of constructs derived from the literature which have clear implications for analysis or empirical test, whether or not these constructs have been formally stated as a theory.
2. The study involves the use of an acceptable form of social scientific inquiry appropriate to answer the research questions or test the hypotheses. This will
typically involve evaluation of data either through statistical analysis or single-case design methodology.

Dissertation Committee

A dissertation committee must be composed of a minimum of three current faculty members from the University, two of whom must be from the School of Education and at least one of whom must be a member of the faculty of the Division of School Psychology faculty. The committee includes a chair and two committee members. Alternatively, the committee may include two co-chairs and one committee member. Eligibility of committee members is discussed in the next two sections.

Obtaining a Dissertation Chair

The chairperson or at least one co-chair must be a current member of the tenured or tenure track faculty of the Division of School Psychology. When approaching a faculty member to serve as chair of one's dissertation, the student should be aware of Program policy regarding qualifications to chair dissertations. A faculty member is qualified to chair a dissertation committee, if he or she meets the following criteria:

A. Appropriate Training and Experience

1. Assistant Professor or above rank at the University of Albany and member of the faculty of the Division of School Psychology.

2. Previous or current service on at least two (2) dissertation committees in this program or another psychology program.

B. Past and Continuing Research Involvement

Single or co-authorship of at least three (3) publications (including those in press) during the preceding five (5) years. One of the three publications may be satisfied by presentation of similar content at conventions, such as APA or NASP, provided that such presentations are refereed.

C. Appropriateness of the Chair of Specific Dissertations

In addition to the above criteria, a chair of a proposed dissertation should have expertise that is clearly relevant to the proposed study in terms of the topic, research methodology, and/or the nature of the variables studied.

If your dissertation chair should leave the University AND you have an approved proposal, it is up to the discretion of your chair to remain as such. If you do not yet have an approved proposal, it will be necessary for you to seek out a new chair.

Obtaining the Remaining Committee Members
The chair of a student's committee will probably guide discussions regarding other appropriate committee members. Thus, the student should consult with his/her chair before soliciting other members. When identifying potential committee members, the student should remember the following criteria:

Eligibility for membership on doctoral dissertation committees may be obtained by satisfying the requirements regarding degree and rank, as outlined in the Graduate Bulletin ([http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm](http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm)). Individuals outside of the Division may serve as members of dissertation committees, if they satisfy the substantial equivalent (in terms of degree and rank) and have expertise relevant to the proposed dissertation topic.

In selecting committee members, students select one of the following two configurations:

- A—two, current tenured or tenure track faculty members
- B—one current tenured or tenure track faculty member and the Division of School Psychology clinical faculty member

In the event that a committee member leaves the University at any time during the dissertation process, that member must be replaced by a current member from the University.

### Approval of the Dissertation Committee

Once the student has identified a chair and two committee members (who have all agreed to work with the student), it is necessary to have the committee membership announced and recorded by the Program. The "Appointment of Dissertation Committee" form (see Appendix) is used for this purpose. A copy of the completed form is sent to the School of Education and the Office of Graduate Studies. Processing of this form at the School and University levels is relatively rapid and seldom produces delays in initiating one's research.

### Requirements and Guidelines for Proposal Preparation

The dissertation proposal will be developed under the direction of the dissertation chair and with advisement from the other dissertation committee members. Officially this process starts once a student satisfactorily passes Part I and Part II of the comprehensive exam. Proposal writing should occur in the context of an independent study with the prospective dissertation chair.

A dissertation proposal typically contains the first three chapters of the dissertation (including introduction, review of the literature, and methodology). Other than those imposed by one's committee, there are no set rules about the form of the proposal. The suggested structure for the proposal is provided below.
Chapter I: Introduction (or Statement of the Problem): This chapter should provide a clear and concise view of what is to be studied and why. The phenomenon under study should be described, together with a brief analysis of the manner in which this phenomenon has been addressed in previous research or theory. How the student intends to address it should be clearly stated, as well as the purpose and implications of the proposed research.

Chapter II: Review of the Literature: The structure of the review will vary according to the student's topic and the argument that he or she wishes to support. In general, the review of the literature should provide both the argument and the evidence to support the argument that leads to the specific hypotheses and/or research questions.

Chapter III: Methodology: The material included in this chapter will vary depending on the nature of the student's proposed study. In general, the chapter should provide detailed information about how, on whom, and with what the study will be conducted, and how data will be analyzed. Topics may include: characteristics of participants, design, instrumentation, apparatus, materials, procedures, and planned analysis.

Oral Proposal of the Dissertation

When the student and the Chair agree that the dissertation proposal is in defensible form, a proposal meeting will be scheduled. Copies of the dissertation proposal should be distributed to the dissertation committee members at least two weeks prior to the scheduled meeting. The proposal meeting is facilitated by the Chair of the dissertation committee. Typically, the procedure during the meeting is for the candidate to make a brief presentation of the proposed research, including its importance, and the proposed methodology and data analysis procedures. Questioning regarding the substance and methodology/analysis of the proposed research is then conducted by those in attendance. Typically, the outcome of the proposal meeting may be one of the following:

- minor changes to be read and approved by the chair
- minor changes to be read and approved by the committee
- major changes to be approved in another meeting

If the proposal is acceptable to all members of the committee, the student will be given written clearance to proceed with the study. Bear in mind that the student will be held to the accepted proposal and revisions accepted formally by the committee.

Once the committee has approved the proposal, the student will need to complete the School of Education "Approval of Dissertation Proposal" form (see Appendix). Three copies of this form, together with two copies of the student's completed proposal, are filed with (a) the Program (proposal included), (b) the School of Education Academic Council (proposal included), and (c) in the person's official graduate file. At this point, the student should also arrange to have the School of Education "Recommendation for Admission to Candidacy" (see Appendix) form completed. This form establishes the effective date of candidacy, which must be at least one semester before the degree is to be awarded.
Approval by the Institutional Review Board

After the proposal is formally accepted by the committee, students must then secure IRB approval. That is, before the student can conduct his/her research project with human subjects, it must be approved by the Institutional Review Board (IRB). IRB approval is based on the demonstration that the student’s subjects will be voluntary participants and will be protected from a variety of physical and psychological risks. The student will need to request IRB approval using the "Review Form" and any other necessary materials available from the Office for Research, website http://www.albany.edu/orrc/humansubjects.shtml. IRB approval must be maintained throughout the conduct of the study. Students must also present evidence of valid certification for research when submitting materials to the IRB.

Registration When Conducting the Study

Once the proposal is approved and all the various forms have been filed, the student is free to proceed with conducting the study. At this point, students register for ESPY 899 (Professional Dissertation). At the beginning of each term in which students enroll for 899 they may be asked by their dissertation chair to construct a contract that outlines the activities and expected outcomes of that semester. If the student's progress has not been satisfactory (e.g., he or she has not fulfilled the terms of the contract), he or she will be given either an "Incomplete" or an "Unsatisfactory" by the 899 sponsor. Failure to meet the terms of the contracts for two consecutive semesters (e.g., one received two grades of "I" or "U") may constitute grounds for dissolution of the student's committee and may result in dismissal from the program.

Doctoral students who have completed the credit component of their programs and seek to register for dissertation load (courses numbered 899 only) shall be allowed to register for one credit per semester. The University will certify such individuals as enrolled full-time for such purposes as loan deferment, aid or health insurance eligibility, immigration compliance, etc., when registered for one credit. Similarly, such enrollees will be considered in compliance with our doctoral continuous registration requirement (normally three credits).

Final Form of the Dissertation

In this format, the dissertation will typically include five (5) chapters. Assuming that no conceptual or methodological alterations have been made during the conduct of the study, the first three of these (Introduction, Review of the Literature, and Methodology) will likely require minimal revision at this point.

The form of Chapters IV (Results) and V (Discussion) will vary according to the particular project undertaken. Experience suggests that the student should be prepared to revise these chapters several times. Some suggestions about the content of these chapters follow.

Chapter IV: Results: This chapter should provide a detailed presentation of the results. The chapter is often organized around the analyses conducted for each
hypothesis/question that is tested. Brief statements about the meaning of the obtained results are included.

Chapter V: Discussion: In contrast to the methodological focus of the previous two chapters, Chapter V focuses on the meaning of the study and of the results that have been obtained. The chapter typically begins with a brief summary of what was done and why. This is followed by a presentation of the results as they relate to the hypotheses/questions; discussion of the implications of the findings for theory, research and practice; and discussion of the study's limitations.

Abstract: a brief overview of the study and results, not to exceed 350 words.

The final form of the dissertation should be written in a manner consistent with the current APA Publication Manual.

Oral Defense of the Dissertation

When the student and the Chair and members of the committee agree that the dissertation is in defensible form, a final oral defense of the research will be scheduled. Copies of the dissertation should be distributed to the dissertation committee members at least two weeks prior to the scheduled defense. The final defense is facilitated by the Chair of the dissertation committee. Typically, the procedure during the defense is for the candidate to make a brief presentation of what was done, why it was done, what was found, and the meaning of the results. Questioning regarding the substance and implications of the research is then conducted by those in attendance. At the conclusion of this examination, the candidate is asked to leave the room briefly while the committee deliberates about the acceptability of the dissertation and about any necessary revisions. Most often, the outcome of this meeting may be:

- minor changes to be read and approved by the chair
- minor changes to be read and approved by the committee
- major changes to be approved in another meeting

To be accepted, a dissertation must be approved by all members of the dissertation committee. When revisions are needed, the Chair is typically designated as a final reader. His or her task is to ensure that all necessary revisions are satisfactorily completed before the final document is submitted. If the dissertation is considered acceptable at this point, all committee members will sign the prepared "Final Approval of Dissertation" form (see Appendix).

Students in the PsyD and CAS programs in school psychology are invited to attend oral dissertation defenses, although any students attending should refrain from asking any questions. In particular, students in the PsyD program are strongly encouraged to attend at least one dissertation defense prior to completing their own dissertation work.

Final Preparation of the Dissertation
The final document must be prepared in a manner consistent with the guidelines issued by the Office of Graduate Studies and current APA format. These guidelines specify details related to margins, corrections, and paper quality. A copy of these guidelines should be obtained from the Office of Graduate Studies, and used when preparing the final copies of the dissertation.

Before the final dissertation is submitted, the student will need to add two pages to the dissertation. These include: (1) a title page; and (2) a copyright page (optional), an example of which is provided in the Office of Graduate Studies guidelines.

Once the final document is completed, two copies are submitted to the Dean of Graduate Studies. These copies are accompanied by (1) the signed “Final Approval of Dissertation;” (2) the “Recommendation for Conferring the PsyD Degree;” and (3) a receipt that indicates that the student has paid the necessary fees for binding and microfilming. Information about the binding the microfilming fees, as well as about applying for copyright and filing the dissertation with Dissertation Abstracts International, is included in the Office of Graduate Studies guidelines. The copies of the dissertation that the student submits at this point are distributed to the library archives and to the Division library.

**Student-Initiated Research**

Frequently, students may conduct their own research under faculty supervision (in addition to their dissertation). Students have been successful in competing for grant funding for these projects. In addition, students have presented the results of their studies at national conferences.
INTERPERSONAL AND PROFESSIONAL COMPONENTS

Students’ professional behavior is expected to conform to the ethical principles of psychologists and codes of conduct outlined by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). As delineated in the Program goals and competencies, this behavior has been conceptualized as interpersonal attributes and professional relations. The focus on and evaluation of these in professional graduate training marks a distinct difference from typical undergraduate study.

Across all courses, field training experiences, and research experiences, students develop a sense of themselves as professional psychologists. Related to this issue, the PsyD Program endorses a policy regarding “Non-Academic Evaluation of Student Competence” (see Appendix). The Program has operationalized critical interpersonal attributes and professional relations that are considered essential to life-long learning and problem solving.

Based on the Program Philosophy and the above rationale, students’ professional activities are expected to be characterized by the following interpersonal attributes and professional relations:

1. **Commitment to learning**—students are active learners who make use of and seek out opportunities to further their professional growth and knowledge
2. **Appropriate interpersonal skills**—demonstrate effective skills in working with a variety of individuals, including colleagues, faculty, students, and families (e.g., getting along with others, resolving conflict appropriately)
3. **Effective communication skills**—command of effective oral and written communication; integrating a variety of data into a concise, meaningful, organized, and educationally relevant documents in terms that are understandable
4. **Effective use of time and resources**—organize time and utilize materials to accomplish goals in all professional endeavors
5. **Use of constructive feedback**—seeking out and accepting feedback from others, and using the information to engage in self-reflection and to make changes in attitudes or behaviors
6. **Problem-solving**—engaging in the continual process of identifying problems, generating and evaluating alternatives, and implementing strategies
7. **Professional deportment**—appropriate presentation of professional identity (including attire and behavior); the ability to appropriately represent one’s self as a member of the profession; membership in professional organizations

8. **Responsibility**—taking ownership of one’s roles and activities (e.g., dependability, follow through, accountability, trustworthiness, ability to think and act reasonably)

9. **Critical thinking**—the ability to analyze, synthesize, and evaluate information in both theoretical and practical domains

10. **Stress management**—the ability to effectively handle obstacles one encounters such as multiple tasks, difficult situations, competing priorities, and personal and professional crises

11. **Ethical behavior**—adhering to all legal and ethical standards and codes of conduct; demonstration of knowledge and application of professional ethical guidelines; demonstration of knowledge and implementation of statutes regulating professional practice; and demonstration of appropriate client-trainee relationships

12. **Client sensitivity**—awareness, acknowledgement, and effectively working with children, parents, teachers, administrators, staff, and individuals from different cultural backgrounds

13. **Participation in supervision**—appropriate preparation, accept responsibility for learning and behavior, openness to feedback and suggestions, application of learning to practice, willingness to explore a personal issue which affects professional functioning, appropriately self-reliant, appropriately self-critical, engages in self-reflection, and formulates realistic goals for self
DIVISION AND UNIVERSITY POLICIES

Policy On Acceptance Of Transfer Credit

Some students, particularly experienced practitioners, enter the PsyD Program with graduate credit earned at other institutions or other experience that may be applicable to the PsyD Program. University policy allows the acceptance of up to 47 hours of transfer credit for the PsyD program. It is the decision of the faculty to determine which courses might transfer. Additionally, students will generally be allowed to only transfer those graduate courses taken five years or less prior to admittance to the program. Exceptions may be made to this at the discretion of the faculty.

Each new student will review the program with an advisor after being accepted. In those instances when the student's transcript and prior experiences suggest the possibility of awarding transfer credit for didactic courses or practicum experience the following criteria will be followed:

A. When there is a question of accepting credit for didactic courses taken at other graduate institutions, students may be required to submit the course syllabus, a list of the tests used, qualifications of the course instructor, or other relevant material. When there is a question about the comparability of courses, the advisor may require the student to meet with the instructor at University at Albany who teaches the course. The instructor will indicate to the Division faculty whether the courses appear comparable. In those cases in which the instructor has a question about comparability the student will be required to take a proficiency exam. Proficiency exams will be taken only when the student has prior course work that she/he thinks meets the requirements of one of the courses at the University at Albany.

Credit for previous course work in Psychological Foundations and Research, Measurement, and Statistics areas will be considered ONLY when based upon evidence that the psychology course work was taught at the graduate level and was offered through a Department of Psychology, Department of Educational Psychology, or Department of Counseling Psychology.

B. When there is a question of accepting prior field experiences in lieu of field training requirements (i.e., Field Experiences I-III), the student will meet with his/her advisor to discuss whether prior experience is comparable to one or more of the three practicum/field experience components of this Program. If the advisor agrees that the experiences appear to be comparable, they will inform the Division Director and provide a rationale for this assessment. To make the determination at this level the candidate must submit a validated description of the experience, including information as to activities engaged in, nature of placement(s), duration(s), nature and extent of supervision, and qualifications of supervisor. If there are any questions with respect to certain skills (e.g., assessment, report writing, consultation) associated with the practicum, the candidate will be required to demonstrate these skills to the Program faculty. Credit for experience can be granted only for experiences obtained prior to enrollment in the Program. Any experience that is engaged in during the time that the
student is enrolled in the program must be an approved field placement or internship meeting the requirements described above. Regardless of prior experience, all students enrolled in the PsyD Program are required to have participated in supervised practicum experience prior to internship. The following guidelines must be met in order to receive credit for prior experience:

1. The experience must have been completed after a practicum that is equivalent to ESPY 790, and it must have been completed after obtaining a master’s degree in psychology or its equivalent.

2. Supervision for prior experience must have been provided by an appropriately credentialed psychologist as determined by the core faculty in school psychology.

3. The duties of prior experience must have been psychological in nature.

4. Three years of prior experience are required to waive experience in this category unless the experience submitted is a credit bearing formal CAS level internship associated with an approved graduate program in school psychology.

AT A MINIMUM, ALL PSYD STUDENTS MUST COMPLETE AT LEAST THE ADVANCED FIELD PLACEMENT AND FULLTIME INTERNSHIP THROUGH THE DIVISION OF SCHOOL PSYCHOLOGY (This allows the faculty to determine the student’s level of clinical skills)

C. Decisions concerning student requests to be granted credit for a course or field experience in the PsyD Program will be made soon after the student is enrolled. The one exception to this is when a student needs to demonstrate a particular skill or competency. Under these circumstances the decision will not be made until after the student demonstrates such competency. (See Appendix for Advanced Standing memorandum).

Academic Standards
(http://www.albany.edu/graduatebulletin/requirements_degree.htm - academic_sta)

All students matriculated in the PsyD Program are expected to remain in good academic standing throughout their studies, according to University requirements. This expectation includes:

1. Achieving a minimum grade of “B” in all courses;
2. Maintaining full-time study and continuous registration of a minimum of three credit hours each semester from the time of first enrollment until the granting of the degree;
3. Conforming to University standards of academic integrity;
4. Completing degree requirements within established time limits, currently **eight**
The candidacy of graduate students who receive a grade of $U$ in a required seminar or research course, in a practicum, student teaching course, internship, field course or similar application course, on a thesis, or in a dissertation course, is terminated unless an exception is recommended for compelling reasons by their department or school, and they may not register for further study unless they are later reinstated. Under certain conditions, and with the recommendations of the student's major department, such a student may apply to the Dean of Graduate Studies for reinstatement, but ordinarily at least one session must intervene before a reinstatement.

Students are advised to consult the Graduate Bulletin for University Requirements and expectations regarding student performance, program continuance, and procedures for termination. In this section, we address two specific issues of importance to doctoral students: continuous enrollment and statute of limitations (see pages 63 and 64).

Disabled Student Services
(http://www.albany.edu/disability/index.shtml)

Across all program requirements, reasonable accommodations will be provided for students with documented physical, sensor, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide faculty with verification of your disability, and will recommend appropriate accommodations.

Standards of Academic Integrity
(http://www.albany.edu/graduatebulletin/requirements_degree.htm - standards_integrity)

The University at Albany expects all members of its community to conduct themselves in a manner consistent with the traditions of honor and integrity. They are expected to assist the University by reporting suspected violations of academic integrity to appropriate faculty and/or administration offices. Behavior that is detrimental to the University's role as an educational institution is unacceptable and requires attention by all citizens of its community.

These guidelines, designed especially for students, define a context of values within which individual and institutional decisions on academic integrity can be made. It is every student's responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.

As stated in the Graduate Bulletin, any form of academic dishonesty (i.e., lying, cheating, stealing) is unacceptable. In addition, all students enrolled in the University have accepted a commitment to Academic Integrity.
Freedom of Expression
(http://www.albany.edu/graduatebulletin/requirements_policy_freedom_expression.htm)

1. The University reaffirms its commitment to the principle that the widest possible scope for freedom of expression is the foundation of an institution dedicated to vigorous inquiry, robust debate, and the continuous search for a proper balance between freedom and order. The University seeks to foster an environment in which persons who are on its campus legitimately may express their views as widely and as passionately as possible; at the same time, the University pledges to provide the greatest protection available for controversial, unpopular, dissident, or minority opinions. The University believes that censorship is always suspect, that intimidation is always repugnant, and that attempts to discourage constitutionally protected expression may be antithetical to the University’s essential missions: to discover new knowledge and to educate.

2. All persons on University-controlled premises are bound by the Rules and Regulations for Maintenance of Public Order, which deal in part with freedom of expression (adopted by the Board of Trustees of the State University of New York June 18, 1969; amended 1969, 1980). Members of the University community should familiarize themselves with those rules and regulations. In addition, University faculty are protected by and bound by Article XI, Title I, Sec. 1 of the Policies of the Board of Trustees (adopted January 1987), entitled "Academic Freedom."

3. University officials or other members of the University community in a position to review posters, publications, speakers, performances, or any other form of expression may establish legitimate time, place, and manner regulations for the maintenance of an orderly educational environment; however, they may not prohibit expression for any reason related to the content of the expression, except as permitted in those narrow areas of expression devoid of federal or state constitutional protection.

4. Speakers invited to campus by University groups or individuals, and other speakers who may be legitimately present on campus, will be given the utmost protection to communicate their messages without disruptive harassment or interference. Opponents to those speakers enjoy the same protections for expressing their dissent.

5. All members of the University community share the duty to support, protect, and extend the commitment to the principle of freedom of expression, and to discuss this commitment with groups or individuals who seek to take part in University life. While all persons may seek to discourage peacefully speech that may be unnecessarily offensive to particular individuals or groups, speech that may be antithetical to the University's values, those persons must support the legal right of free speech.

6. The Council on Academic Freedom and Ethics will serve as a hearing body available to those members of the University community who feel their freedom of expression has been unfairly suppressed. The Council will report its findings to the President for further review and action.

Residence Requirements
(http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm - doctoral_residence)
Students in the PsyD Program in School Psychology complete a minimum of four years of academic study and 1 additional year of internship prior to the granting of the degree. Of the 94 minimum credit hours undertaken to complete the degree, 47 credits (equivalent to approximately two years) must be taken at the University at Albany. University residency requirements (see Graduate Bulletin) stipulate a minimum of one academic year in full-time residence (9-12 credits per semester, depending on assistantship). Courses are taught in a longitudinal sequence, so all courses are not offered each semester. The combination of course work and concurrent field training, supplemented by research assistantships, creates a rigorous schedule for students. Full time status is necessary for enrollment in the PsyD Program.

Full-Time Study in Residence

Each student in a doctoral program must engage in full-time study beyond the master's degree or equivalent at the University in at least two semesters after admission to the advanced program. This requirement is designed to insure for each doctoral student a sustained period of intensive intellectual growth. For this purpose a student will enroll in full-time study (12 credits) taken in each of two consecutive semesters. Any appeals of this policy will be made and approved at the departmental level.

Admission to Candidacy

Admission to candidacy means that, in the judgment of the faculty, the doctoral student has an adequate knowledge of the field, knows how to use academic resources, has potential to do original research, and presumably will complete the dissertation. The qualifying procedures include the following.

1. Passing the program comprehensive qualifying exams.
2. Satisfying the residency requirements.
3. Achieving a satisfactory academic record: at least a B (3.0) average in all resident graduate courses applicable to the degree. B in all professional school psychology courses (ESPY 780, 781, 782, 784, 785, 786, 787, and 788).
4. Final approval of the dissertation proposal. Requirements 1 through 3 must be completed prior to forming the dissertation committee.

Admission to candidacy is not automatic, and a graduate student becomes a candidate for a doctoral degree only with the approval of the Dean of Graduate Studies, acting on recommendations of both the Graduate Academic Council and the dean of the school or college directing the program. Students in doctoral programs must be admitted to candidacy at least one session (exclusive of a summer session) before the acceptance of their dissertation and the completion of all requirements of the degree.

Continuous Registration of Doctoral Students

(http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm - doctoral_continuous)
As detailed in the *Graduate Bulletin*, all doctoral students are expected to maintain continuous registration for each fall and spring session until they have completed all program requirements. The minimum registration consists of 3 credits of approved course work. A student who fails to maintain continuous enrollment is subject to termination. The only exceptions are during periods of official leaves of absence. Official leaves of absence from doctoral study shall be available only up to the point when a doctoral student reaches candidacy and/or is eligible to register for dissertation load credits. Accordingly, a dissertation load registration will be required in order for an individual to remain in matriculated status (for additional information about leaves of absence, consult the *Graduate Bulletin*, [http://www.albany.edu/graduatebulletin/requirements_degree.htm - official leave](http://www.albany.edu/graduatebulletin/requirements_degree.htm - official leave)).

**Statute of Limitations**
([http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm - doctoral statutes](http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm - doctoral statutes))

According to the University regulations, all requirements for a doctoral degree must be completed within **eight** calendar years from the data of initial registration in the program (for additional information about statute of limitations, consult the *Graduate Bulletin*. In order to be strategic and systematic in monitoring timely completion of program requirements, the Division Director will inform students in Year 6 (two years before the statute of limitations) in writing of their remaining degree requirements and request that the student submit a written proposal to the faculty detailing how the student plans to complete the remaining requirements. The faculty then review this plan to determine its feasibility, and to make a contract of specific requirements and timelines to complete each requirement. This contract is implemented as detailed.

An extension of time to complete remaining requirements for the degree may be granted upon petition to the faculty. Failure to meet the time limit requirements may result in termination from the School Psychology Program. Students who have not completed all requirements for the PsyD, including the deposit of the dissertation, within **eight** years of their first registration, face the ever-increasing risk that their dissertation research is no longer at the frontier of current research in their field. Students need to be aware that they cease to be candidates for the PsyD unless they maintain a valid written comprehensive score, or retake and pass the written comprehensive exam.
STUDENT ADVISEMENT, EVALUATION, AND FEEDBACK

Professional School Psychology is a demanding and challenging profession requiring high level intellectual abilities, a broad background of knowledge regarding human behavior, superior skills in the areas of assessment and intervention, and excellent interpersonal abilities. The faculty in the School Psychology Program have the responsibility to assess the progress of each graduate student continuously (ongoing and at defined time periods). This process begins at the application/admissions level, and continues for those students admitted to the Program (see Table 7). The primary purpose of these assessments is to facilitate students’ attainment of the Program’s goals and competencies. It is important that there are regular contacts and close working relationships between the students and the faculty so that these guidelines and procedures can be implemented in a way that maximizes student growth and development. Specifically, the faculty provide guidance and supervision that actively encourages students’ timely completion of the Program. As previously noted, it is the obligation of students to fulfill all requirements of their degree program.

Role of the Advisor

Upon admission to the Program, students are assigned an academic advisor. The advisor assists the students with tasks such as developing a plan of study, pre-registration, consultation regarding petitions for any advanced standing course credits, and ongoing guidance regarding each student’s academic program. The advisor serves as a professional mentor for the student. To facilitate the development and monitoring of the student’s plan of study, each incoming student is provided with a PsyD Program Requirement Worksheet (see Appendix). The assignment of a faculty advisor is based on the combined considerations of faculty availability, and faculty and student interests. This assignment is generally permanent; however, a change can be initiated by either the student or the advisor, and is arranged through the Division Director. The advisor may or may not eventually be the chair of the student’s dissertation committee; this depends on whether the advisor’s area of expertise is relevant to the student’s topic. However, the advisor will, in any event, be in a position to direct the student to faculty members with the most appropriate skills. Students also are encouraged to consult faculty other than the advisor on any matter of concern to them. The Program faculty maintain an open-door policy and readily meet with students regarding their concerns or interests. Students may also offer feedback through their advisor to the Program.

Students are expected to arrange to meet at least once each semester with their academic/program advisor. During these meetings the student and advisor plan the overall program, as well as develop a semester-by-semester plan to complete the Program requirements and review and complete the Program Requirement Worksheet. Ongoing monitoring of students’ progress is provided in these sessions.

Evaluation

Outcomes from the components of the curriculum, academic, clinical, research, and interpersonal and professional, provide evidence of students’ attainment of the Program goals and competencies (see Figure 1). Faculty examines these outcomes to obtain evidence of students’ performance and progress toward achieving Program goals. As is evident in Table 7, the faculty do not rely on any one method of assessment when evaluating each student; multiple
Table 6

ASSESSMENT DATA FOR THE PSYD PROGRAM

<table>
<thead>
<tr>
<th>TIMING OF ASSESSMENT</th>
<th>ADMISSION</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
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methods are used across the curriculum components. In this manner, all measures of student progress are in concert with the Program’s goals and document the development of professional competencies, as well as University standards for academic standing.

Academic Components:

<table>
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<tr>
<th>OUTCOME MEASURES:</th>
<th>EXPECTED OUTCOME CRITERION:</th>
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<tbody>
<tr>
<td>Course performance and grade</td>
<td>A minimum of a B in all courses</td>
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<td>No Incompletes</td>
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<td></td>
<td>Grade of Satisfactory</td>
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<tr>
<td>Comp Part I: Praxis II Exam</td>
<td>Score of 70% or higher</td>
</tr>
<tr>
<td>Comp Part II: Written Exam</td>
<td>Passing Ratings on at least 4 out of 6 questions/areas on the first administration</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Ratings of meets or exceeds standard reported on each criterion</td>
</tr>
<tr>
<td>Annual Faculty Review</td>
<td>Ratings of Appropriate or Excellent and no significant difficulties reported in skills courses (as per observation and review)</td>
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</table>

Academic outcomes are reflected in the students’ attained grades in course work and comments regarding the quality and quantity of their in-class contributions. In addition, information regarding students’ academic performance is solicited in faculty meetings. Following University standards, students must maintain at least a 3.0 average across their course work. Furthermore, students in school psychology must earn a grade of B or higher in all course work. When a course is graded on a Satisfactory/Unsatisfactory basis, the grade of Unsatisfactory is equivalent to a failing grade for that course.

Clinical Components:

<table>
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<tr>
<th>OUTCOME MEASURE:</th>
<th>EXPECTED OUTCOME CRITERION:</th>
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<tbody>
<tr>
<td>Skill course performance and grade</td>
<td>Grade of B or higher all courses</td>
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<tr>
<td>Annual Faculty Review</td>
<td>Ratings of Appropriate or Excellent and no significant difficulties reported in skills courses (as per observation and review)</td>
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</tbody>
</table>
As a Program designed to train professional psychologists, judgment of clinical skill is crucial in the evaluation process. The demonstration of effective clinical skills in assessment and intervention is necessary for all students. Because school psychologists must possess abilities beyond those evident in course work, students must reach acceptable competency levels in assessment, direct interventions, and indirect interventions. Failure to meet these competencies results in required remedial work prior to continuation within the Program. The Faculty make every effort to advise students who may be in danger of not reaching acceptable levels of competency in clinical skills. Clinical skill is evident through attained grades, quality of skill performance, and reports of faculty and field supervisors regarding the student’s performance in various field training experiences. In skills-based courses in School Psychology (i.e., assessment and intervention), both mastery of knowledge and achievement of minimal skill competency are required to successfully complete the courses. When students are enrolled in field training, formal ratings are solicited from their supervisors at specified intervals. Supervisors review the evaluation with each student, and then forward it to the Program faculty. In addition, supervisors may communicate directly with faculty as necessary.

Research Components:

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<tr>
<th>OUTCOME MEASURE:</th>
<th>EXPECTED OUTCOME CRITERION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRB certification</td>
<td>Passing score/current documentation for file</td>
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<tr>
<td>Annual Faculty Review</td>
<td>Ratings of Appropriate or Excellent and no difficulties reported (as per supervisor observation and review)</td>
</tr>
<tr>
<td>Research and statistics course performance</td>
<td>Grade of B or higher, or grade of Satisfactory</td>
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<tr>
<td>RA supervisor review</td>
<td>Positive/satisfactory feedback (as per supervisor observation and review)</td>
</tr>
<tr>
<td>Master’s Project</td>
<td>Grade of Satisfactory</td>
</tr>
<tr>
<td>Publications, presentations, awards, and grants</td>
<td>Documentation of accomplishments (as per supervisor observation and review)</td>
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<tr>
<td>Dissertation:</td>
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</table>
Given the practitioner-scientist model of the PsyD Program, students are engaged in a variety of research activities throughout their graduate studies. All students must successfully complete the mandatory IRB training for ethical conduct in all human participant research ([http://www.albany.edu/orrc/humansubjects.shtml](http://www.albany.edu/orrc/humansubjects.shtml)). Basic consumer and disseminator research skills are required across courses (researching and writing class papers). Doctoral students work with faculty members as research assistants, and in this capacity have a number of different duties (e.g., literature review, data collection, data analysis). In addition, students complete a master’s research project, and then a dissertation. Across all research endeavors, it is expected that students will follow ethical guidelines and apply best practices.

**Interpersonal and Professional Components:**

<table>
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<tr>
<th>OUTCOME MEASURE:</th>
<th>EXPECTED OUTCOME CRITERION:</th>
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<tr>
<td>Annual Faculty Review</td>
<td>Ratings of Appropriate or Excellent and no difficulties reported (as per faculty observations and review)</td>
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<td>(Interpersonal Attributes and Professional Relations)</td>
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<tr>
<td>Supervisor Evaluation</td>
<td>Ratings of 3 (Average) or higher on Interpersonal Attributes and Professional Relations</td>
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<td>(Interpersonal Attributes and Professional Relations)</td>
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<tr>
<td>Professional Organization</td>
<td>Documentation of professional memberships and activities; professional development; goals (as per supervisor observation and review)</td>
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<td>Membership</td>
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<tr>
<td>Professional Development</td>
<td>Documentation of professional development activities (as per supervisor observation and review)</td>
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A variety of skills are needed to function effectively as a psychologist. These include: following ethical guidelines, establishing and maintaining relationships with student colleagues, faculty and supervisors, and fulfilling responsibilities related to graduate training. It is expected that students will apply ethical principles in all activities. Furthermore, the Program focuses on the development of higher level, critical thinking skills that are necessary in providing effective services. As outlined previously, there are a number of interpersonal attributes and professional relations (e.g., professionalism, commitment to learning, ethical behavior) that are expected to characterize all interactions.
Ongoing Monitoring

Inherent in a quality academic and professional program in psychology is the commitment to ongoing evaluation of student progress and goals. A general principle underlying this is that the Program faculty and students are expected to adhere to the code of ethics of both the American Psychological Association (http://www.apa.org/ethics/code/index.aspx) and the National Association of School Psychologists (http://www.nasponline.org/standards/2010standards.aspx), as well as procedures outlined in the Graduate Bulletin.

The faculty monitor students’ progress through discussion of accomplishments and difficulties. Accomplishments might include: meritorious class performance, research recognition (papers accepted for presentation or publication), and student publications. Difficulties include: grades/performance in core school psychology courses (grades of B- or lower or inadequate performance during field training), and incomplete grades.

During field training from practicum (Year 2) through internship (Year 5), students are formally evaluated at specific intervals (see Appendix for evaluation forms). Evaluation criteria and frequency are dependent on the level of field training.

Feedback

Within this professional program, it is the responsibility of faculty to give honest, detailed feedback to students. It is the right of students to know in what ways their performance is regarded, their strengths and weaknesses, and to have an opportunity for open self-reflection with primary instructors in their professional training. All reviews of student performance are handled with regard to due process and the student’s rights to confidentiality. The procedures for due process are described later in this handbook and the Graduate Bulletin.

The formal process of assessing student progress includes a yearly evaluation of each student, by the faculty in School Psychology. This begins with the advisor’s review of the student’s status as evident in his or her record of course work completed, performance in classes, integrative ability, writing skills, professional behavior, progress in executing the steps involved in dissertation research, field training evaluations, performance on the Doctoral Comprehensive Examination, feedback from assistantship supervisor, and professional development activities (see Appendix).

This review is followed by a meeting of the core faculty, scheduled at the end of the spring semester. The faculty discuss each student’s progress. The review provides an opportunity to evaluate each student’s progress and, as appropriate, provide positive feedback and reinforce progress and/or identify and address student difficulties. Progress in each area (academic, clinical, research, and interpersonal and professional) is classified as excellent, appropriate, or in need of improvement, and recommendations are developed, as necessary/appropriate. Significant difficulties or potential problems identified during this meeting are addressed, as appropriate to the particular nature of the concern, by the advisor, the Division Director, Director of Field Training, or the core faculty. At any time a substantial
problem in student progress or performance is identified, the advisor, the Division Director, the Director of Field Training, or the core faculty work in concert to meet with the student, to clarify the basis of the problem, to communicate the process required, and resources available to attempt to remediate the concern if possible, and if indicated, to establish necessary steps to correct the problem using a problem-solving model.

Following this annual review, a progress letter is sent to each student indicating his or her status relative to meeting requirements in each of the curricular components (academics, clinical, research, and interpersonal and professional) and steps to take if difficulties have occurred. The letter is intended to help the student maintain high quality doctoral work and to prevent unexpected termination of studies at the various points of formal evaluation (e.g., comps, dissertation). Appropriate progress as stated in the letter is required for continuation in the Program. This letter also encourages the student to meet with his or her advisor for further information and feedback. A copy of the evaluation letter is placed in the student’s file.

Students who do not attain satisfactory progress in the assessed areas may be placed on a probation period, as determined by the faculty. The terms of the student’s probation are clearly indicated in the letter.

A student may be reviewed for discontinuance in the Program at any time. One or more of the following may prompt such review:

- More than one I (incomplete) grade per semester for the most recent year of study and/or an I grade beyond one year
- A failure in any course taken for graduate credit
- Serious ethical violations, unprofessional conduct, or academic fraud
- Conviction of a felony
- Serious failure to progress
- Grade of U in a required seminar or research course, in a practicum, student, internship, field course or similar application course, on a thesis, in pre-dissertation proposal development/independent study, or in a dissertation course (as per University policy a student is terminated unless an exception is recommended for compelling reasons by their department or school, and they may not register for further study unless they are later reinstated. Under certain conditions, and with the recommendations of the student’s major department, such a student may apply to the Dean of Graduate Studies for reinstatement, but ordinarily at least one session must intervene before a reinstatement).
- Significant difficulties in academic courses or field training, to the extent that a majority of the school psychology faculty question the student’s potential for completion of the program and maintaining the standards of performance of the profession.
- Failure on Comprehensive exam

Remediation Considerations
Students who do not attain appropriate progress in the assessed areas may be placed on a probation period, as determined by the faculty. The terms of the student’s probation are clearly indicated in the letter.

It is important to have meaningful ways to address an impairment once it has been identified. An impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior
2. An inability to acquire professional skills in order to reach an acceptable level of competency
3. An inability to control personal stress and/or excessive emotional reactions which interferes with professional functioning

The overall goal is to maintain psychological well being to engage in appropriate practice. Different difficulties would likely call for different resolution strategies. To this end, several possible, and perhaps concurrent, outcomes and courses of action designed to remedy difficulties may include, but are not limited to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Possible Course of Action</th>
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</thead>
<tbody>
<tr>
<td>To improve the student’s skill in performing professional activities (e.g., assessment, counseling, consultation) in an accurate and competent manner</td>
<td>• Increase supervision (with same or other supervisor)</td>
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<tr>
<td></td>
<td>• Increase field training experience or recommend repeating a particular experience</td>
</tr>
<tr>
<td></td>
<td>• Require specific academic course work</td>
</tr>
<tr>
<td>To increase the student’s ability to perform professional activities (e.g., assessment, counseling, consultation) by effectively managing stress and personal difficulties</td>
<td>• Reduce clinical or other workload</td>
</tr>
<tr>
<td></td>
<td>• Recommend personal therapy</td>
</tr>
<tr>
<td>To improve the student’s ability to use supervisory feedback to improve skills and behaviors</td>
<td>• Change the format, emphasis, or system of supervision</td>
</tr>
</tbody>
</table>

When a combination of the above interventions do not, after a reasonable time period, rectify the impairment, or when the trainee seems unable or unwilling to alter his/her behavior, the training program may take more formal action, including such actions as:

• Recommending and assisting in implementing a career shift for the graduate student, and/or
• Recommending to the Office of Graduate Studies formal dismissal from the training program
If an impairment is identified, the Program faculty will implement the following procedures with all steps being documented in writing, as well as communicated to the student during a formal conference with the appropriate faculty.

1. A conference with the student, and as appropriate to the particular concern, his/her advisor, the Division Director, Director of Field Training, or the faculty.

2. The student will be formally notified, in writing and orally, of the specific problem area(s) noted by the faculty or others.

Unless the problem(s) is severe enough to warrant an immediate dismissal, a plan to remediate the problem will be developed and implemented. If the student chooses not to accept the remedial plan, s/he will be automatically dismissed from the Program.

Students will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to ask the faculty to formally review their case. If so requested, the case will be reviewed by the Program Review/Appeals Panel, which includes members of the faculty as well as faculty from outside the Program. This panel will make the final determination and forward the formal recommendation to the Department Chair.
Due Process and Grievance Procedures
Division of School Psychology

Due Process

Due process ensures that decisions made by the Division of School Psychology about graduate students are not arbitrary or personally biased. Furthermore, due process requires that faculty identify specific evaluation procedures that are applied to all trainees, and have appropriate appeal procedures available to the student so he/she may challenge the Program’s action. General guidelines include:

- Presenting graduate students, in writing, with the Program’s expectations related to professional functioning
- Stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals)
- Articulating the various procedures and actions involved in making decisions regarding impairment
- Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies
- Providing written procedures to the student which describe how the graduate student may appeal the program’s action
- Ensuring that the student has sufficient time to respond to any action taken by the program
- Using input from multiple professional sources when making decisions or recommendations regarding the student’s performance
- Documenting, in writing and to all relevant parties, the action taken by the Division and its rationale

As articulated in the University Code of Conduct, (http://www.albany.edu/studentconduct/introduction.shtml) all problems and complaints are handled following due process. In the event of a problem or complaint, students have available both formal and informal methods and procedures to ensure that all complaints are handled effectively and fairly. The hierarchy for addressing complaints is as follows:

1. Relevant faculty member
2. Academic Advisor
3. School Psychology Division Director/Department Chair
4. School Psychology Division Faculty
5. School Psychology Division Appeals Panel
6. Department of Educational and Counseling Psychology Chair and Department Appeals Committee
7. School of Education Academic Standing Committee (process activated by the Associate Dean of the School of Education)
8. University Graduate Academic Council
Grievance Procedures

Prior to making a formal appeal, students are encouraged to seek informal means for addressing their concerns. Specifically, students are encouraged to seek remedies from the relevant faculty person or through assistance from their academic advisor, Division Director, or other Division faculty. In the event that an informal solution is not available, the student may petition (in writing) the Division faculty to consider the issue. The petition will be reviewed by the Division Review/Appeals Panel, which includes the Division faculty as well as two representatives from the Departmental faculty (one each from the Division of Counseling Psychology and the Division of Educational Psychology). When the grievance involves a School Psychology faculty member, that member is not a member of the Review/Appeals Panel. In the event that the student wants to appeal the Division faculty decision, formal academic grievance procedures begin with a formal referral to the Department of Educational and Counseling Psychology (via the Department Chair), and then to the School of Education Academic Council (via the School’s Associate Dean). Decisions made at the School level can be further appealed to the Graduate Academic Council at the University level. These procedures are detailed in Appendix and the Graduate Bulletin (http://www.albany.edu/graduatebulletin/requirements_degree.htm - academic_grievance).

In addition to the formal mechanisms to insure due process, there is ongoing informal dialogue and interaction among students and faculty. This opportunity for open discussion helps reduce the likelihood of the type of situation in which formal due process procedures become necessary.

For student concerns that fall outside the area of formal grievance and appeal procedures (e.g., personal conflicts, workload concerns), students are encouraged to use a variety of informal problem-solving methods, including presenting concerns to peers, to a faculty member, or to the Division Director, or Director of Field Training. Concerns brought to a faculty member or Director are given full consideration, and every effort is made to address the nature of the concern.
CREDENTIALS FOR PROFESSIONAL PRACTICE

The PsyD Program leads to certification as a school psychologist and licensure as a psychologist in New York state. Students enrolled in the program are eligible to apply for certification as a school psychologist after completing the first 4 years of the program. They are eligible to take the examination towards licensure as a psychologist after receiving the PsyD; licensure is obtained after passing the national examination and completing one year of post-doctoral experience supervised by a licensed psychologist.

School Psychology Certification

School Psychology Certification from the Department of Education in New York State is required to practice in the public schools as a school psychologist. A program including course work and field training is required to obtain certification, and these credits should generally be completed by students when they finish advanced field experience at the conclusion of year 4 (students accumulate approximately 1500 hours of field experience across ESPY 895 and ESPY 896) (see Appendix for Recommendation for Conferral of Certificate in Advanced Study in School Psychology). This is a separate application process that students must complete in order to obtain employment in the schools. The website for the New York State Department of Education is www.nysed.gov. You will need to go this website to apply for certification as a school psychologist in New York state. PsyD students may apply for certification as a school psychologist in New York after completing their fourth year in the program. Application for certification forms are available at www.highered.nysed.gov/tcert. Go to this site to create a TEACH login and password to begin the application for certification process.

There is also a national examination in school psychology that may facilitate efforts to obtain certification in other states. This national exam constitutes Part I of the comprehensive examination and is required for National Certification in School Psychology through NASP (http://www.nasponline.org/certification/becoming_NCSP.aspx).

Fingerprinting

Effective July 1, 2001, the Schools Against Violence in Education (SAVE) requires the Commissioner of Education and the New York State Education Department (NYSED) to request a fingerprint supported criminal history background check for applicants for certification, as well as for prospective employees of school districts, charter schools, and boards of cooperative educational services (BOCES). Each fingerprint packet distributed by the State Education Department (SED) includes one Department of Criminal Justice Services (DCJS) fingerprint card and one Federal Bureau of Investigation (FBI) fingerprint card. Completed cards are returned to SED and then forwarded to DCJS and the FBI for processing. The cost for processing each set (two cards) of fingerprints is $74 + printing fee imposed by the site. The Division requires fingerprinting of all students doing field training (practicum, field experience, advanced field experience, and internship).

Psychology License
Although a license as a psychologist is not required to practice in the schools as a school psychologist, it is required in New York State for private practice by psychologists. In addition, some job settings, such as clinics and community mental health facilities, prefer or require that potential employees are licensed as psychologists. The PsyD Program offers the advantage that graduates are automatically eligible to take the examination for licensure as a psychologist after completion of the PsyD Program. Upon passing the examination, and completing one year of post-doctoral experience supervised by a licensed psychologist, graduates are licensed. It is necessary to apply to the State Licensing Board to take the exam. Information about requirements for licensure in New York state are available at:

http://www.op.nysed.gov/prof/psych/psychlic.htm

Certification and Licensure in Other States

Students should be aware that states may differ in requirements for certification and licensure. The PsyD Program is designed so that graduates should be eligible for certification as a school psychologist and licensure as a psychologist in most other states. However, students considering moving to another state should check carefully the requirements of that particular state so that they can be sure that their course work and fieldwork training experiences meet the specific requirements of that state.

Acceptable Experience for Licensure

Internships require a minimum of two hours individual face-to-face supervision each week. On rare occasions students may complete half-time internships. Under those circumstances the minimum requirement is one hour of individual face-to-face supervision per week. In most cases students will be provided a variety of supervisory experiences which will require more than one hour per week.

The accrual of experience supervised by a licensed psychologist during the internship will be monitored at the University at Albany utilizing the Division of Professional Licensing Services Psychology Form 4-Report of Professional Experience that can be obtained at: http://www.op.nysed.gov/prof/psych/psych4.pdf. This form also will be used to monitor any field experiences that are supervised by a licensed psychologist in a manner congruent with New York State standards for licensure as a psychologist. Upon completion of the experience, the student's supervisor will submit a completed Form 4-Report of Professional Experience (see Appendix) for the student's permanent department file.

All students enrolled in the PsyD program must complete an internship as a part of the program and must accrue a total of 12 months experience supervised by a licensed psychologist. This requirement will not be waived for any student regardless of background, although the nature of internship experiences will be designed to meet each student’s needs depending on their prior experiences.

When students complete the PsyD, they are eligible to sit for the Examination for Professional Practice in Psychology national exam as one of the requirements for licensure as a
psychologist. In addition to the appropriate score for passing the exam, candidates are required to obtain one year of post doctoral experience supervised by a licensed psychologist. These requirements are detailed in state licensure guidelines. This post doctoral experience is the responsibility of the student. The PsyD Program is not directly involved in setting up or monitoring this sort of post doctoral experience, though it assists students in understanding the requirements for this experience and will alert students to opportunities in the Albany, NY area when appropriate.
PROFESSIONAL ORGANIZATIONS

Doctoral students are encouraged to take advantage of the opportunities available to them to develop professional affiliations and receive research journals in their areas of interest. Doctoral students are strongly encouraged to present research papers at the annual meetings of these organizations. Applications are available by contacting the organization(s) of interest.

**American Psychological Association (APA)**
1200 17th Street, NW
Washington, DC 20036

e-mail address: membership@apa.org

Journals of the APA and its divisions including *American Psychologist*, *Developmental Psychology*, *School Psychology Quarterly*, *Journal of Educational Psychology*, etc.

**American Psychological Association of Graduate Students (APAGS)**
750 First Street
Washington, DC 20002-4242

e-mail address: apags@apa.org

**Division 16 of the American Psychological Association (School Psychology)**

**National Association of School Psychologists (NASP)**
4340 East West Highway, Suite 402
Bethesda, MD 20814

e-mail address: NASP8455@aol.com
web site: [http://www.nasponline.org](http://www.nasponline.org)

NASP publishes the *School Psychology Review* and the *Communiqué*

**International School Psychology Association (ISPA)**
Hans Knudsen Plads 1A, 1.tv.
DK-2100 Copenhagen, Denmark

e-mail address: ispacentraloffice@ispaweb.org

ISPA publishes the *School Psychology International*
Students also become members of, and present papers at conferences sponsored by:

**New York Association of School Psychologists (NYASP)**
NYASP  
PO Box 178  
Hornell, NY  14843  

web site:  [http://www.nyasp.org](http://www.nyasp.org)  
NYASP publishes *The School Psychologist*

**New York State Psychological Association (NYSPA)**  
New York State Psychological Association  
6 Executive Park Drive  
Albany, NY  12203  
800-732-3933  

e-mail address:  [nyspa@nyspa.org](mailto:nyspa@nyspa.org)  
web site:  [http://www.nyspa.org](http://www.nyspa.org)  

NYSPA publishes:  
*The Notebook*  
*Legistics*  
*Newsgram*  
*NYS Psychologist*
## FREQUENTLY USED TELEPHONE NUMBERS

The following is a brief listing of telephone numbers most often used by students. For numbers not listed, and numbers of School Psychology faculty and students, refer to the *University at Albany Directory* or the *Department of Educational Psychology and Statistics Directory* ([http://www.albany.edu/directories.php](http://www.albany.edu/directories.php)).

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstore</td>
<td>442-5690</td>
</tr>
<tr>
<td>Campus Center</td>
<td>442-5571</td>
</tr>
<tr>
<td>Check Cashing</td>
<td>442-5680</td>
</tr>
<tr>
<td>Don’t Walk Alone (Campus Safety Escort Service)</td>
<td>442-5511</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>442-5757</td>
</tr>
<tr>
<td>Graduate Student Employees Union (1104 Communication Workers Of America)</td>
<td>453-2565</td>
</tr>
<tr>
<td>Graduate Student Organization</td>
<td>442-4178</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>442-3980</td>
</tr>
<tr>
<td>Health Center</td>
<td>442-5454</td>
</tr>
<tr>
<td>Information</td>
<td>442-5571</td>
</tr>
<tr>
<td>Libraries</td>
<td></td>
</tr>
<tr>
<td>University Library</td>
<td>442.3569</td>
</tr>
<tr>
<td>Science Library</td>
<td>437-3948</td>
</tr>
<tr>
<td>Dewey Library</td>
<td>442-3693</td>
</tr>
<tr>
<td>School Psychology Office</td>
<td>442-5052</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>442-3202</td>
</tr>
<tr>
<td>SUNYCard Help-line</td>
<td>442-3061</td>
</tr>
</tbody>
</table>
PROGRAM FACULTY

Deborah Kundert, PhD, NCSP

Associate Professor
University of Wisconsin
Licensed Psychologist

Prior to joining the faculty in 1986, Dr. Kundert was on the faculty at Oklahoma State University and worked as a practicing school psychologist in rural school districts. Her major research interests relate to issues in training and practice in school psychology and pediatric neuropsychology. She completed post-doctoral training in child and adult neuropsychology. In addition to her position as associate professor, Dr. Kundert works in independent practice with children, families, and schools. She currently teaches courses in psychoeducational assessment, individual differences, and developmental neuropsychology, and provides supervision for fourth and fifth-year doctoral students.

David Miller, PhD

Associate Professor
Lehigh University

Prior to joining the faculty in 2004, Dr. Miller was a school psychologist and director of the Centennial School of Lehigh University Predoctoral Internship in Professional Psychology. His research interests include school-based suicide prevention, childhood internalizing disorders, and the promoting positive youth development. He currently teaches courses in consultation and prevention, behavioral interventions, emotional and behavioral disorders, and introduction to school psychology.

Jason Northrup, PsyD

Visiting Clinical Assistant Professor
Director of Field Training
University at Albany, SUNY

Dr. Northrup joined the faculty in 2013. Prior to that, he taught undergraduate and graduate psychology courses at several colleges. He continues to provide crisis intervention and prevention training for an agency that serves individuals with developmental disabilities. Currently, he is the supervisor for second year students completing the practicum experience and third year students completing their internships and school field placements. His research interests include training issues in school psychology, statewide training initiatives, and self-modeling. Dr. Northrup teaches courses in psychoeducational assessment, instructional consultation, and academic interventions.
PROGRAM RESOURCES

The Division, Department, School of Education, and the University maintain a number of resources for training. These include: Division Training Materials Collection, the Department Test Library, SOE Computer facility, the University library, and the campus computer facilities. In addition, a number of support services are available for students (see Table 9).

Division resources (ED 232)

The Program maintains a collection of assessment materials that are available for use in specific courses and practicum. The Program updates these materials periodically to ensure students and faculty have available current versions of published measures. Students must check out all borrowed materials with the Division secretary and return them in a timely fashion.

School of Education Computer Facility (ED B14, B13A, and B15)

The School of Education maintains a Computing Facility which provides supportive and consultative services to the faculty, staff, and students of the School. The Computing facility is staffed by a full-time director and four graduate assistants, and is open 60 hours a week. The Computing Facility is connected to the University's ethernet backbone, which provides high speed access to the University Library's on-line catalog and databases, the University's UNIX cluster, and to the Internet and the World Wide Web. The facility has two computer classrooms, one with 21 Windows XP-based Pentium machines, and the other with 14 Macintosh microcomputers, providing users with a mixed platform environment to better meet their computing needs (class or individual use). In addition, there is a laser printer available for high quality printing of text and graphics, two scanners for digitizing text and graphics, and four data projection systems for the display of data and video output. Students working with faculty also have access to desktop and portable computers used for research.

University Resources

University Libraries. The University at Albany's Libraries are among the top 100 research libraries in the country. The University Library and the newly opened Science Library on the uptown campus, and the Thomas E. Dewey Graduate Library for Public Affairs and Policy on the Rockefeller College campus contain more than two million volumes and over 2.8 million microforms. The Libraries subscribe to 5,410 periodicals and provide access to hundreds of electronic journals and a growing collection of full-text databases. The Libraries serve as a selective depository for U.S. Government publications and house extensive collections of software and media. In addition to the information resources available in the three campus libraries, the University at Albany Libraries maintain a variety of resource sharing and reciprocal agreements that entitle faculty and students access to and borrowing privileges from research libraries throughout the U.S. and Canada (see Table 8).

The ‘virtual electronic library’ at the University at Albany is just as important as the print-based one. Albany has available a full range of electronic indexes, reference works, full text databases, and image databases, all of which are accessible to students and faculty from any
computer on campus or off campus via modem. A single Web-based interface allows the faculty and students to move seamlessly from Albany’s own online catalog to databases of citations, abstracts, articles or book reviews, to full text of many of these resources.

A number of important services are available through the University Libraries. These include circulation, interlibrary loan, reserve services, book and article delivery, user education, course related instruction, web-based tutorials, and instructional workshops. Details, forms, and contacts can be found on the Libraries’ web site (http://library.albany.edu/).

An extensive array of local and external databases can be accessed in the libraries, and on desktop via the internet. The library catalog provides web access for all electronic subscriptions. There is campus-wide and remote unlimited access to PsycInfo, ERIC, Social Sciences Abstracts, and Medline.

**Interactive Media Center.** The Interactive Media Center (IMC), located in B-41 of the University Library, houses a collection of instructional media titles in optical, electronic, and traditional formats. CD-ROMs contain research data, full texts, digital audio, and digitized video. Videodisks include classic films and visual databases. Computer software is available for a wide variety of disciplines and purposes, including authoring, image editing simulations, tutorials, and data analysis. Videocassettes and DVDs in a broad range of subjects serve as primary and supplemental course material. In addition, the IMC collects audio CDs, audiocassettes, and other audio/visual materials. The IMC collection is fully cataloged and integrated in the University Libraries’ online catalog.

The IMC also provides students and faculty with access to tools to enhance the interactive use of multimedia and Web design. Included are a graphics tablet, quick cams, flatbed and film scanners, color and black-and-white laser printers, video and audio capture and editing tools. The computers are equipped with zip drives, CD burners and DVD drives, FTP capability and multiple plug-ins and viewers. A Macintosh workstation is equipped to digitize and record computerized music. The Center offers a variety of small group one-hour classes throughout the year. These classes, which cover such topics as Web design, scanning, and altering image files using Adobe and Macromedia products, are designed to meet student needs but are open to the University community.

**University Computer facilities** (The Academic Computing Center). The Academic Computing Services Center serves students, faculty, and staff in many facets of their use of computing, networking, and audio-visual technology in learning and teaching. The Center does this by offering many core services that directly support a large number of constituents and by maintaining a collaborative and functional partnership with technological support groups in
### Table 7
Overview of the University Libraries

**LIBRARY**

<table>
<thead>
<tr>
<th>University Library</th>
<th>1.8 million</th>
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<tbody>
<tr>
<td><strong>Volumes</strong></td>
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<tr>
<td><strong>Collections</strong></td>
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<tr>
<td>• Humanities</td>
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<td>• Fine and performing arts</td>
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<td>• Social sciences</td>
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<td>• Education</td>
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<td><strong>Services</strong></td>
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<td>• Reserves</td>
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<td>• Periodicals and Microforms</td>
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<td>• Circulation</td>
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<td>• Interactive Media Center</td>
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<td>• Interlibrary Loan</td>
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<td>• Administration</td>
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<tr>
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<tr>
<td>• Atmospheric Sciences</td>
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<td>• Biological Sciences</td>
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<td>• Geology</td>
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<td>• Mathematics and Statistics</td>
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<td><strong>Collections</strong></td>
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<td>• Public Administration</td>
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<td>• Public Policy</td>
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<td>• Federal and State Case And Statutory Law</td>
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<tr>
<td>• Social Welfare Policy, Service, and Practice</td>
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<td>• Social Gerontology</td>
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<td>• Information Science</td>
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<td>• Information Policy</td>
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<td>• Library and Archive Development and Management</td>
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<tr>
<td>• Criminology</td>
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<td>• Legal Processes and Policy</td>
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<td>• Criminal Justice System</td>
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almost all areas of the University.

The Academic Computing Center operates a Compaq/Digital VMS cluster and a Sun Solaris Unix cluster on which it manages over 13,000 student, faculty and staff accounts. These clusters provide the following services:

- Electronic mail, Usenet News, and Electronic List management
- Computer applications and languages (SAS, SPSS, IMSL, BMDP, RATS, TSP, Maple, Minitab, High Performance Fortran, Fortran, C and C++ compilers, Lisp, specialized software such as MELTS, Gempak, Gaussian, TeX and LaTeX)
- Network printing
- University Web server
- Faculty and departmental web services
- Web-based University Calendar, Faculty Directory, and Student Directory
- Domain Name Server services for the University network.

Academic Computing also maintains and supports 313 public access computer platforms in three public user rooms (Dell and Sun Ultra5 using Windows 2000 and Office XP), operates a Help Desk operation for consulting on all Academic Computing services, provides audio-visual services for academic units, and manages a computer hardware support service for all University-owned Macintosh and Intel-based platforms.

In addition to the core services listed above, the Academic Computing Center provides, in conjunction with technical support personnel outside the Center, many collaborative services including:

- Operating system, configuration, security management, application installation, and backup support for all Unix servers and workstations in the University Library, Center for Social and Demographic Analysis, the Department of Mathematics and the School of Business (similar services are also provided to individual faculty in many other departments);
- Maintenance of authentication services to provide off-campus access to specialized databases from the University Library and verification of eligibility for discounted services from the University’s ISP partner;
- Support of the web server, application installation and system monitoring of course management software used by Project Renaissance and CETL;
- Maintenance of a software metering server to provide affordable access to specialized PC-based software used in the College of Arts and Sciences facilities and public user rooms;
- Consultation, advisory, and backup technical support for personnel in many distributed computing support groups in the University;
- IMAP and web-based mail service for students on the RESNet network; and,
- First line of support and response (in collaboration with Data Communications) for all security breaches on networked machines used by students, faculty, and staff.
<table>
<thead>
<tr>
<th>AREA</th>
<th>SERVICE</th>
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<tbody>
<tr>
<td>HEALTH AND SAFETY</td>
<td><strong>University Police</strong> are viewed as cooperative and supportive of students, using a prevention model that has been recognized both locally and nationally for its community policing practices. (<a href="http://police.albany.edu/">http://police.albany.edu/</a>)</td>
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<td><strong>Health Center</strong> offers a comprehensive array of services, including: General Medical Clinic, Health Education, Immunization Clinic, Laboratory Tests, Pharmacy, Prompt Care, Psychiatry, Self-Help &quot;Cold&quot; Clinic, Telephone Medical Advice Line, and Women's Health Clinic. (<a href="http://www.albany.edu/health_center/">http://www.albany.edu/health_center/</a>)</td>
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<td><strong>University Counseling Center</strong> provides a range of education, prevention, and clinical services to assist students in adjusting to university life and in meeting the their educational and personal goals. Services include psychological counseling and short-term psychotherapy for emotional, social and academic concerns as well as psychological testing of academically underachieving students. Prevention education programs addressing a broad range of health and mental health issues are offered to the University community. University personnel, parents, and students may also contact psychologists by telephone or in person to consult about issues or problems that are negatively affecting University students. The Counseling Center is staffed by psychologists and a health promotion specialist. There is no charge for Counseling Center services. (<a href="http://www.albany.edu/counseling_center/index.shtml">http://www.albany.edu/counseling_center/index.shtml</a>)</td>
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<td><strong>Project SHAPE</strong> (Sexual Health and Peer Education) is comprised of student volunteers who assist the University's Coordinator for Health Promotion in facilitating AIDS/HIV prevention programs for the campus community. (<a href="http://www.albany.edu/counseling_center/shape.shtml">http://www.albany.edu/counseling_center/shape.shtml</a>)</td>
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<td><strong>Five-Quad Volunteer Ambulance Service</strong> is a student-operated, Student Association-funded service consisting of more than 75 highly trained volunteers who provide state-certified campus ambulance service on a seven days a week, 24 hours a day basis, as well as coverage at major campus programming and athletic events. In addition, it sponsors extensive training and educational programs in CPR, advanced First Aid, and a variety of other topics. (<a href="http://www.albany.edu/main/features/2003/10-03/5quad/5quad.htm">http://www.albany.edu/main/features/2003/10-03/5quad/5quad.htm</a>)</td>
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<td>AREA</td>
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<td>Office of Campus Recreation</td>
<td>offers a wide variety of recreation opportunities for students, faculty, staff, and community members; including Aquatics, Club Sports, Fitness &amp; Wellness, Group Exercise, Outdoor Pursuits, and Intramural Sports. The Mission of Campus Recreation is to enrich the quality of life of the UAlbany campus community by educating and encouraging participation in recreational opportunities that develop leadership skills, cultivate social relationships and emphasize healthy lifestyles the indoor and outdoor physical education design is among the most comprehensive in the Northeast. (<a href="http://www.albany.edu/campusrecreation/home.php">http://www.albany.edu/campusrecreation/home.php</a>)</td>
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<tr>
<td>Don't Walk Alone Safety Escort Service</td>
<td>is a volunteer safety escort service which operates Sunday-Thursday nights, 7-11 pm, except during the summer and during University recesses. Escorts are based in the library lobby of the uptown campus. Escorts can be met either at their station or call 442-5511 and two escorts, preferably a male and a female, will walk students wherever they need to go on the uptown campus. Don't Walk Alone Safety Escort Service escorts wear purple jackets and carry flashlights and walkie-talkies to call University Police if necessary. (<a href="http://police.albany.edu/DWA.shtml">http://police.albany.edu/DWA.shtml</a>)</td>
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<tr>
<td>Rights and Responsibilities</td>
<td>Office of Diversity and Inclusion maintains an informal complaint and a formal grievance process for allegations of illegal discrimination (including sexual harassment), and assists the campus community in its efforts to increase and support diversity. The staff maintains a cadre of volunteers who act as resource persons on the topic of sexual harassment. (<a href="http://www.albany.edu/diversityandinclusion/">http://www.albany.edu/diversityandinclusion/</a>)</td>
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<tr>
<td>Disability Resource Center</td>
<td>has provided leadership and quality service to the University at Albany's student body for over 25 years. Their primary objective is to develop and maintain a supportive campus environment that promotes recruitment, retention, academic achievement and personal growth for students with disabilities. To achieve their objective they provide academic support services; seek, obtain and develop many types of resources; train and educate faculty and students; and provide many other support services to their clientele. (<a href="http://www.albany.edu/disability/index.shtml">http://www.albany.edu/disability/index.shtml</a>)</td>
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</tbody>
</table>
| Office of Conflict Resolution & Civic Responsibility | promotes and supports a civil, healthy, and safe community through the establishment and administration of community standards outlined in Community Rights and Responsibilities and the Student Code of Conduct. Services include:  
  - Consultation services and conflict resolution through mediation and informal problem solving  
  - Coordination of campus resources and support services in the resolution of behavioral ... |
<table>
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<tr>
<th>AREA</th>
<th>SERVICE</th>
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<tr>
<td>PROFESSIONAL</td>
<td>problems</td>
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<td></td>
<td>• Interpretation of campus policies such as the smoking and alcohol policies</td>
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<td></td>
<td>• Adjudication and resolution of formal student conduct complaints (<a href="http://www.albany.edu/studentconduct/">http://www.albany.edu/studentconduct/</a>)</td>
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<td></td>
<td><strong>Office of the Vice President for Student Success</strong>, working in partnership with other members of the University community, offers many services and programs that contribute to a safe and healthy environment for our students. Additionally, the services contribute to the overall quality of life on campus, enhancing the intellectual, cultural, social and physical development of students. (<a href="http://www.albany.edu/studentsuccess/departments.shtml">http://www.albany.edu/studentsuccess/departments.shtml</a>)</td>
</tr>
<tr>
<td>FINANCIAL</td>
<td><strong>Student Financial Center</strong> provides timely and competent service to students in an efficient and friendly manner. GRADUATE STUDENT LOANS It has received excellent ratings from students who take advantage of its services. Such satisfaction with a financial aid office is rare, and the office is to be commended (<a href="http://www.albany.edu/studentservices/">http://www.albany.edu/studentservices/</a>)</td>
</tr>
<tr>
<td>ACADEMIC</td>
<td><strong>Graduate Student Organization</strong> (GSO) is a student-run group that creates programs designed to facilitate and enhance the academic and extracurricular experience of graduate students at the University at Albany. The programs and services offered by the GSO are funded by the graduate student activity fee that appears on students’ tuition bill (you pay the fee, you are a member), and entitles all graduate students to the privileges of being a member. Programs and services include: grants (for research and travel), multicultural committee, and social issues committee. (<a href="http://www.albany.edu/gso/">http://www.albany.edu/gso/</a>)</td>
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<td></td>
<td><strong>University Writing Center</strong> staff—undergraduate, graduate and faculty tutors—meets with graduate and undergraduate students from all disciplines to talk about their writing at any stage of the writing process. Whether talking about academic research papers or fiction and poetry, their goal is to help students become better writers. The Writing Center Online Writing Lab (OWL) offers links to resources for writing, research, web authoring and writing center scholarship.</td>
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### AREA

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<th>SERVICE</th>
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<tr>
<td><strong>Office of Multicultural Student Success</strong>: this office provides special assistance and support for students of African American, Latino, Asian American and Native American descent. The office also provides advice and guidance to multicultural student groups, and sponsors and cosponsors a number of cultural programs and special events. Some of these include the Annual Martin Luther King Jr./Black History Month Luncheon, the National Latino Collegiate Conference, Asian Occasion, Pan-Caribbean Fashion Show and the Spellman Achievement Awards.</td>
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<tr>
<th>PROFESSIONAL EMPLOYMENT</th>
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<td><strong>Career Services</strong> maintains a job placement folder.</td>
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</table>

**School of Education Dean's Office** and professional development programs provide a series of workshops to support professional employment. For example, the Associate Dean for Professional Studies started participating on the Education Expo committee with other local colleges. This Expo included representatives from 55 school districts in New York, each requesting resumes and interviewing our graduates for school positions. Prior to this event, the Dean's Office offered a resume writing workshop. |
The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see http://www.psychtrainingcouncils.org/pubs/NCSPP-CCTC model Student Competency.pdf). This policy was developed in consultation with CCTC member organizations, and is consistent

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1 This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (http://www.psychtrainingcouncils.org/pubs/NCSPP-CCTC model Student Competency.pdf) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student/trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.
with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology; Ethical Principles of Psychologists and Code of Conduct, 2003; Guidelines and Principles for Accreditation of Programs in Professional Psychology, 2003; Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002*).

II. Model Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to
the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee.

Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).
Grievance Procedures School of Education (SOE)

The procedures apply to grievances related to grades, academic honesty, and academic standing.

The faculty strongly supports a range of efforts at mediating a grievance before it is submitted to the SOE Academic Standing Committee (ASC).

1. Departmental Review

   The complainant consults with the person against whom the complaint is directed. If the complainant feels this will involve reprisals or unpleasant circumstances, s/he should meet with some other persons(s) within the Department, such as the academic advisor, appropriate Department Committee, or the Department Chair. The person against whom the complaint is made must be informed. The Department will attempt to mediate through discussions with each of the persons, together or separately.

   If the complaint is against a Department Chair or a Committee, then it should go to the Office of the Dean for initial review and then to the Academic Standing Committee, if necessary.

   This departmental review should take place within 30 days of the complaint. A formal grievance must be filed with the SOE ASC before the end of the next regular (i.e., fall or spring) semester following the one in which the event leading to the complaint occurred. When a formal grievance is initiated, the following procedures are followed:

2. SOE ASC Action

   If there is no resolution at the Departmental level, the Academic Standing Committee as constituted in the SOB By-Laws is the next step for redress. Any individual who feels s/he has an unresolved grievance may request the case be heard by the Committee.

   a) The individual must write a chronology of events leading up to the specific grievance. This chronology must describe the ways redress was sought, and detail the specific complaint (issue, event, circumstance being grieved) and include a description of the redress or remedy being sought.

   b) Upon receipt of this detailed complaint, the chair of the ASC shall notify in writing all parties concerned and convene the whole committee at the earliest convenient time for a hearing.
Notification of Parties Involved

The ASC chair shall notify all parties of the scheduled review of the complaint case not less than 14 days prior to the meeting. This notification shall be in writing and become part of the record. The notice should be sent and a signed receipt obtained.

This notification shall inform all parties of the following, with sufficient particularity and in sufficient time to ensure opportunity to prepare for the review of the complaint.

a. the specific charges brought and against whom (allegation, time, place, circumstances, parties involved)

b. time and place to appear before the ASC
c. the policies and procedures of the ASC

In addition, all parties will be informed that they:

a. have the right to review documents before and/or during the review of the complaint meeting
b. may have one person of one’s own choosing appear with him/her in an advisory capacity
c. may participate in any portion of the meeting when evidence is heard
d. may have the opportunity to bring witnesses with direct knowledge of the events and/or present evidence in one's own defense
e. may have the opportunity to cross-examine witnesses
f. may request any person involved in the case be present at the hearing
g. be aware that it is the responsibility of the ASC members to consider if they have a potential conflict of interest, and, if so, to absent themselves from the particular case
h. have the right, after the ASC has made a recommendation to the Dean, to appeal the decision

The Review of the Complaint Meeting

The case review meeting will proceed only if there is a quorum (i.e., 2/3 of the committee is present). The meeting consists of:
1. the presentation of evidence and relevant information by all parties
2. the evidence is reviewed by the ASC and
3. a recommendation is formulated by the committee that is then forwarded to the Dean.
Decision of the Academic Standing Committee

The Committee will provide a written decision including a vote. The recommendation will be based on a vote of the majority of the members present. In the case of a tie vote, the recommendation will be that the grievance is not sustained. The Chair of the ASC will forward the Committee’s written recommendation to the Dean within five working days of the meeting.

In the case of academic honesty grievances, the ASC can recommend any of the following to the Dean:

- no action be taken against the student(s) involved
- a letter of reprimand be sent to the student, and a copy kept in the ASC confidential file
- the student be placed on disciplinary probation and in the event s/he is found guilty of any other acts of academic dishonesty, a more stringent penalty could result
- suspension, with denial of registration at the University at Albany for a specified period of time
- expulsion, with no opportunity to return to the School of Education other action

In cases related to grades and academic standing, the ASC may recommend a particular remedy or redress to the Dean.

Decision of the Dean

The Dean of the School of Education carefully reviews the ASC recommendation and makes a final decision. S/he notifies all parties and the ASC in writing of the disposition and rational within 10 working days after receiving the ASC's written recommendation. The complainant and the named party are apprised of the appeal process. If the Dean is a party in the case, the Associate Dean shall decide the case.

Appeal Procedures

The complainant or named party may file an appeal with the Graduate Academic Council or the Undergraduate Academic Council should they feel the issue has not been resolved. Grounds for appeal may include, but are not limited to, procedural error, new evidence, additional information, action unsupported by evidence. Any appeal must be filed within thirty (30) days of the receipt of the Dean's decision. Procedures for these appeals may be obtained from the appropriate Council. Decisions of the Graduate or Undergraduate Academic Council are final.
Records

The ASC shall keep a confidential file in the Office of the Dean to maintain records of case proceedings, until the student graduates or leaves the university.

In addition, we have an established set of procedures for students who wish to file a grievance at the university level. These procedures are available in the Graduate Bulletin: http://www.albany.edu/graduatebulletin/requirements_degree.htm - academic_grievance
PsyD Program Goals, Objectives, and Competencies: How measured and the minimum level of achievement threshold

<table>
<thead>
<tr>
<th>Goal #1: ASSESSMENT: Graduates demonstrate the knowledge and skills to conduct evidence-supported, valid and reliable psychological assessments with individuals from diverse backgrounds.</th>
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<tbody>
<tr>
<td><strong>Objectives for Goal #1:</strong></td>
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<tr>
<td><strong>A:</strong> Students implement a problem-solving, hypothesis-generating process to identify individual strengths and needs using multiple methods.</td>
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<tr>
<td><strong>B:</strong> Students demonstrate the ability to interpret assessment results, make inferences about assessment data, and communicate assessment results and recommendations effectively.</td>
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<tr>
<td><strong>Competencies Expected for these Objectives:</strong></td>
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<tr>
<td><strong>Objective A Competencies:</strong></td>
</tr>
<tr>
<td><strong>A1:</strong> The student demonstrates the ability to utilize a systematic approach to data gathering in order to inform clinical/professional decision-making.</td>
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<tr>
<td><strong>A2:</strong> The student demonstrates the knowledge and skill to select and implement a variety of evaluation techniques (e.g., norm-referenced, criterion-referenced, curriculum-based, interviews, records reviews) in ways that are responsive to and respectful of individuals, families, and groups of diverse backgrounds.</td>
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<tr>
<td><strong>Objective B Competencies:</strong></td>
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<tr>
<td><strong>B1:</strong> The student demonstrates the ability to integrate assessment data from different sources for diagnostic/identification purposes.</td>
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<tr>
<td><strong>B2:</strong> The student demonstrates the ability to integrate assessment results to develop appropriate academic, behavioral, and socio-emotional intervention recommendations.</td>
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<tr>
<td><strong>B3:</strong> The student demonstrates the ability to communicate assessment results to diverse audiences (e.g., other professionals, parents, children).</td>
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Field Training Student Evaluation Form (Years 2-5; YR 2-5 Supervisor)--PsyD Student Handbook pp. 127-133
Year 2 Core Activities--ESPY 790 Syllabus
Year 3 Portfolio--PsyD Student Handbook pp. 28-29; 141-148
Year 3 Comprehensive Examination Part II—PsyD Student Handbook pp. 25-28

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

**Objective A Competencies A1 & A2: How measured and Minimum Level of Achievement (MLA)**

Field supervisor ratings of trainee performance are solicited 2x/year (December and May) via the Field Training Student Evaluation Form (Years 2-5; YR 2-5 Supervisor). Students must receive a rating of 3 or higher (1=competency not demonstrated, 2=competence is below average, 3=competence is average, 4=competence is above average; and, 5=competence is well above average) to demonstrate competency.

**Courses:** students must complete ESPY 780, 781, & 782 with a grade of B or higher to demonstrate competency.

**Year 2 Core Activities:** on the Academic Assessment and Behavioral Assessment activities, students must receive a rating of 2 or higher (1=below expectations, 2=meets expectations, and 3=exceeds expectations) to demonstrate competency (ESPY 790
Syllabus).

Year 3 Portfolio: on the Assessment Report Sample and Functional Behavioral Assessment Report Sample, students must receive a rating of 2 or higher from each of 2 raters (1=below expectations, 2=meets expectations, and 3=exceeds expectations) to demonstrate competency.

Year 3 Comprehensive Examination Part II. Students must receive a pass rating on the Assessment question to demonstrate minimum achievement of this objective.

Competency A1:
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 17; Assessment Skills 1 & 2
- YR 2 Core Activity (Academic Assessment) rating
- YR 2 Core Activity (Behavioral Assessment) rating
- YR 3 Portfolio Assessment Report Sample rating
- YR 3 Portfolio FBA Report Sample rating

Competency A2:
- YR 2-5 Field Training Student Evaluation by supervisor items—Assessment Skills 3-6 & 8
- Course grades ESPY 780, 781, & 782
- YR 2 Core Activity (Academic Assessment) rating
- YR 2 Core Activity (Behavioral Assessment) rating
- YR 2 Comprehensive Examination Part I (Praxis II) Data-Based Decision Making area score
- YR 3 Portfolio Assessment Report Sample rating
- YR 3 Portfolio FBA Report Sample rating
- YR 3 Comprehensive Examination Part II Assessment question rating

Objective B Competencies B1, B2, & B3: How measured and MLA
Please refer to Objective A above; same measures and MLA.

Competency B1:
- YR 2-5 Field Training Student Evaluation by supervisor items—Assessment Skills 7 & 10
- Course grades ESPY 780, 781, & 782
- YR 2 Core Activity (Academic Assessment) rating
- YR 2 Core Activity (Behavioral Assessment) rating
- YR 3 Portfolio Assessment Report Sample rating
- YR 3 Portfolio FBA Report Sample rating

Competency B2:
- YR 2-5 Field Training Student Evaluation by supervisor items—Assessment Skills 9, 11, & 12
- YR 2 Core Activity (Academic Assessment) rating
- YR 2 Core Activity (Behavioral Assessment) rating
- YR 3 Portfolio Assessment Report Sample rating
- YR 3 Portfolio FBA Report Sample rating
**Competency B3:**

YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 7, 9, & 10; Assessment Skills 13

Course grades ESPY 780, 781, & 782

YR 2 Core Activity (Academic Assessment) rating

YR 2 Core Activity (Behavioral Assessment) rating

YR 3 Portfolio Assessment Report Sample rating

YR 3 Portfolio FBA Report Sample rating

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**Goal #2: CONSULTATION AND COLLABORATION: To train practitioners to engage in culturally responsive consultation and collaborative problem solving with others to effectively enhance the mental health and learning competencies of children, adolescents, and their families.**

**Objectives for Goal #2:**

A: Students demonstrate appropriate communication and relationship skills when consulting with others (i.e., professionals, parents).

B: Students demonstrate knowledge of and ability to participate in consultation activities.

C: Students consult with a variety of stakeholders (e.g., teachers, parents, and/or other professionals).

Competencies Expected for these Objectives:

**Objective A Competencies:**

A1: The student demonstrates the ability to establish and maintain rapport with consultees (e.g., teachers, parents).

A2: The student communicates effectively with consultees (e.g., school personnel, parents).

**Objective B Competencies:**

B1: The student models collaborative behavior during consultation.


**Objective C Competencies:**

C1: The student demonstrates knowledge of different consultation models (e.g., behavioral, mental health).

C2: The student implements consultation and collaboration with consultees (e.g., families, schools, and service providers).

C3: The student demonstrates knowledge of resources.

C4: The student evaluates the effectiveness of consultation and collaboration with consultees (e.g., families, schools, and service providers).

Field Training Student Evaluation Form (Years 2-5; YR 2-5 Supervisor)—*PsyD Student Handbook* pp. 127-133

Year 3 Comprehensive Examination Part II Consultation question—*PsyD Student Handbook* pp. 25-28

YR 2 Core Activity (Resource Swap) rating—ESPY 790 Syllabus

YR 2 Comprehensive Examination Part I (Praxis II exam): Consultation and Collaboration area—*PsyD Student Handbook* pp. 24-25

Courses—syllabi for:

- ESPY 785 Behavioral Consultation and Intervention
- ESPY 786 Instructional Consultation and Intervention
**Objective A Competencies A1 & A2: How measured and MLA**

Field supervisor ratings of trainee performance are solicited 2x/year (December and May) via the Field Training Student Evaluation Form (years 2-5). Students must receive a rating of 3 or higher (1=competency not demonstrated, 2=competence is below average, 3=competence is average, 4=competence is above average; and, 5=competence is well above average) to demonstrate competency.

**Competency A1:**

YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 3, 7, 9, & 28; Consultation Skills 5, 10, & 14

**Competency A2:**

YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 3 & 9; Consultation Skills 9 & 15

**Objective B Competencies B1 & B2: How measured and MLA**

Field supervisor ratings of trainee performance are solicited 2x/year (December and May) via the Field Training Student Evaluation Form (years 2-5). Students must receive a rating of 3 or higher (1=competency not demonstrated, 2=competence is below average, 3=competence is average, 4=competence is above average; and, 5=competence is well above average) to demonstrate competency.

**Year 3 Comprehensive Examination Part II.** Students must receive a pass rating on the Consultation question to demonstrate the MLA for this objective.

**Competency B1:**

YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 27; Consultation Skills 3, 5, 7, 8, 9, & 11

**Competency B2:**

YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 17 & 25; Consultation Skills 1, 2, 4, & 11

YR 3 Comprehensive Examination Part II—Consultation question rating

**Objective C Competencies C1, C2, C3, & C4: How measured and MLA**

Field supervisor ratings of trainee performance are solicited 2x/year (December and May) via the Field Training Student Evaluation Form (years 2-5). Students must receive a rating of 3 or higher (1=competency not demonstrated, 2=competence is below average, 3=competence is average, 4=competence is above average; and, 5=competence is well above average) to demonstrate competency.

**YR 2 Resource Swap Activity:** To demonstrate the MLA for this activity, students must earn 23 points or higher (out of total possible of 28).

**YR 2 Comprehensive Examination Part I (Praxis II exam):** students must score in the average
or above average category on the Consultation and Collaboration area. 

Courses: students must complete ESPY 785, 786, & 788 with a grade of B or higher to demonstrate competency.

Year 3 Comprehensive Examination Part II. Students must receive a pass rating on the Consultation question to demonstrate minimum achievement of this objective.

**Competency C1:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Consultation Skills 1-5 & 7
- Course grades ESPY 785, 786, & 788
- YR 2 Comprehensive Examination Part I (Praxis II exam)—Consultation and Collaboration area score
- YR 3 Comprehensive Examination Part II—Consultation question rating

**Competency C2:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 40; Consultation Skills 1, 2, 4, 7, 8, 9, 11, & 13
- YR 3 Comprehensive Examination Part II—Consultation question rating

**Competency C3:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 39; Consultation Skills 4, 7, 8, 13, & 15
- Course grades ESPY 785, 786, & 788
- YR 2 Core Activity (Resource Swap) rating
- YR 3 Comprehensive Examination Part II—Consultation question rating

**Competency C4:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 40; Consultation Skills 6

**Goal #3: INTERVENTION AND PREVENTION:** Graduates display the knowledge and skills to implement evidence-based interventions that promote the academic, behavioral, and social competencies of children and adolescents.

**Objectives for Goal #3:**
- A: Students plan interventions based on available research literature and theory.
- B: Students evaluate interventions.

**Competencies Expected for these Objectives:**

**Objective A Competencies:**
- **A1:** The student demonstrates knowledge of psychological intervention theory, and effectively utilizes research and practice to guide treatment.
- **A2:** The student demonstrates knowledge of the influence of ecological context (e.g., social, cultural, historical) and systems on individual behavior and intervention effectiveness.
- **A3:** The student demonstrates the ability to formulate and conceptualize interventions.
- **A4:** The student demonstrates the ability to plan and implement interventions that address a variety of issues (e.g., psychotherapy, psychoeducational, crisis management, prevention programs) at different levels (e.g., individual, group, systems level).
Objective B Competencies:

B1: The student demonstrates on-going case formulation and treatment planning which attends to the whole person/group/system.

B2: The student develops a decision-making plan that incorporates data.

B3: The student demonstrates the ability to assess and monitor intervention progress and outcomes, and to make appropriate alterations as necessary.

B4: The student demonstrates the ability to assess treatment integrity.

Field Training Student Evaluation Form (Years 2-5; YR 2-5 Supervisor)--PsyD Student Handbook pp. 127-133

Year 3 Comprehensive Examination Part II Consultation question--PsyD Student Handbook pp. 25-27

YR 2 Core Activity (Academic Intervention) rating—ESPY 790 Practicum

YR 2 Comprehensive Examination Part I (Praxis II exam) Research-Based Academic Practices and Research-Based Behavioral and Mental Health Practices areas--PsyD Student Handbook pp. 24-25

Year 3 Portfolio Academic Intervention Sample and Social-Emotional-Behavioral Intervention Sample--PsyD Student Handbook pp. 28-29; 141-148

Year 3 Comprehensive Examination Part II Intervention question--PsyD Student Handbook pp. 25-28

Courses—syllabi for: ESPY 671, 672, 673, 784, 785, 786, 787, & 788

- ESPY 671 Individual Differences in Human Behavior
- ESPY 672 Developmental Neuropsychology
- ESPY 673 Social Psychology Foundations in Professional Psychology
- ESPY 784 School Crisis Preparedness and Intervention
- ESPY 785 Behavioral Consultation and Intervention
- ESPY 786 Instructional Consultation and Intervention
- ESPY 787 Psychotherapy
- ESPY 788 Prevention and Health Promotion

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Objective A Competencies A1, A2, A3, & A4: How measured and MLA

Field supervisor ratings of trainee performance are solicited 2x/year (December and May) via the Field Training Student Evaluation Form (years 2-5). Students must receive a rating of 3 or higher (1=competency not demonstrated, 2=competence is below average, 3=competence is average, 4=competence is above average; and, 5=competence is well above average) to demonstrate competency.

Courses: students complete ESPY 671, 672, 673, 784, 785, 786, 787, & 788 with a grade of B or higher to demonstrate competency.

Year 2 Core Activities: on the Academic Intervention activity, students must receive a rating of 2 or higher (1=below expectations, 2=meets expectations, and 3=exceeds expectations) to demonstrate competency.

YR 2 Comprehensive Examination Part I (Praxis II exam): students must score in the average or above average category on the Research-Based Academic Practices and Research-Based Behavioral and Mental Health Practices areas

Year 3 Portfolio: on the Academic Intervention Sample and Social-Emotional-Behavioral
Intervention Sample, students must receive a rating of 2 or higher from each of 2 raters (1=below expectations, 2=meets expectations, and 3=exceeds expectations) to demonstrate competency.

Year 3 Comprehensive Examination Part II. Students must receive a pass rating on the Intervention question to demonstrate the MLA for this objective.

**Competency A1:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 35; Intervention Skills 2
- Course grades ESPY 784, 785, 786, 787, & 788
- YR 2 Core Activity (Academic Intervention) rating
- YR 2 Comprehensive Examination Part I (Praxis II exam) Research-Based Academic Practices area score
- YR 2 Comprehensive Examination Part I (Praxis II exam) Research-Based Behavioral and Mental Health Practices area score
- YR 3 Portfolio Academic Intervention Sample rating
- YR 3 Portfolio Social-Emotional-Behavioral Intervention Sample rating
- YR 3 Comprehensive Examination Part II—Intervention question rating

**Competency A2:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 38
- Course grades ESPY 671, 672, 673, 784, 785, 786, 787, & 788
- YR 2 Core Activity (Academic Intervention) rating
- YR 3 Portfolio Academic Intervention Sample rating
- YR 3 Portfolio Social-Emotional-Behavioral Intervention Sample rating
- YR 3 Comprehensive Examination Part II—Intervention question rating

**Competency A3:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 41; Intervention Skills 1-7
- YR 2 Core Activity (Academic Intervention) rating
- YR 3 Portfolio Academic Intervention Sample rating
- YR 3 Portfolio Social-Emotional-Behavioral Intervention Sample rating
- YR 3 Comprehensive Examination Part II—Intervention question rating

**Competency A4:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 36 & 37; Intervention Skills 1-7 & 9
- YR 2 Core Activity (Academic Intervention) rating
- YR 3 Portfolio Academic Intervention Sample rating
- YR 3 Portfolio Social-Emotional-Behavioral Intervention Sample rating
- YR 3 Comprehensive Examination Part II—Intervention question rating

**Objective B Competencies B1, B2, B3, & B4: How measured and MLA**

Field supervisor ratings of trainee performance are solicited 2x/year (December and May) via
the Field Training Student Evaluation Form (years 2-5). Students must receive a rating of 3 or higher (1=competency not demonstrated, 2=competence is below average, 3=competence is average, 4=competence is above average; and, 5=competence is well above average) to demonstrate competency.

Courses: students must complete ESPY 784, 785, 786, 787, & 788 with a grade of B or higher to demonstrate competency.

Year 2 Core Activities: on the Academic Intervention activity, students must receive a rating of 2 or higher (1=below expectations, 2=meets expectations, and 3=exceeds expectations) to demonstrate competency.

YR 2 Comprehensive Examination Part I (Praxis II exam): students must score in the average or above average category on the Research-Based Academic Practices and Research-Based Behavioral and Mental Health Practices areas.

Year 3 Portfolio: on the Assessment Intervention Sample and Social-Emotional-Behavioral Intervention Sample, students must receive a rating of 2 or higher from each of 2 raters (1=below expectations, 2=meets expectations, and 3=exceeds expectations) to demonstrate competency.

Year 3 Comprehensive Examination Part II. Students must receive a pass rating on the Intervention question to demonstrate the MLA for this objective.

Competency B1:
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 40; Intervention Skills 8
- YR 2 Core Activity (Academic Intervention) rating
- YR 3 Portfolio Academic Intervention Sample rating
- YR 3 Portfolio Social-Emotional-Behavioral Intervention Sample rating

Competency B2:
- YR 2 Core Activity (Academic Intervention) rating
- YR 3 Portfolio Academic Intervention Sample rating
- YR 3 Portfolio Social-Emotional-Behavioral Intervention Sample rating

Competency B3:
- YR 2-5 Field Training Student Evaluation by supervisor items—Intervention Skills 8, 10, & 11
- YR 2 Core Activity (Academic Intervention) rating
- YR 3 Portfolio Academic Intervention Sample rating
- YR 3 Portfolio Social-Emotional-Behavioral Intervention Sample rating

Competency B4:
- YR 2 Core Activity (Academic Intervention) rating
- YR 3 Portfolio Academic Intervention Sample rating
- YR 3 Portfolio Social-Emotional-Behavioral Intervention Sample rating

Goal #4: PROFESSIONAL PRACTICE: School psychologists consistently engage in practice with diverse individuals that is grounded in ethical, legal, and professional standards.
### Objectives for Goal #4:

**A**: Students adhere to established ethical and legal standards of professional school psychological practice.

**B**: Students demonstrate knowledge of and sensitivity to issues of diversity in their professional practice.

### Competencies Expected for these Objectives:

**Objective A Competencies**:

**A1**: The student demonstrates knowledge of the major professional issues that influence the practice of school psychology.

**A2**: The student demonstrates knowledge and the ability to apply ethical guidelines, legal standards, and professional principles in school psychological practice.

**A3**: The student consistently exhibits professional dispositions and effective communication skills in professional practice.

**A4**: The student demonstrates commitment to continuous learning and professional development.

**A5**: The student responds to supervisory feedback to develop appropriate personal and professional skills.

**A6**: The student demonstrates knowledge of the theory and practice of clinical supervision.

**A7**: The student applies supervision theories and research through provision of effective supervision to others.

**Objective B Competencies**:

**B1**: The student demonstrates knowledge of and sensitivity to cultural diversity and individual differences, as well as recognizes his/her own biases and influences on behavior.

**B2**: The student considers and incorporates dimensions of diversity in designing, implementing, and evaluating programs, products, and services that relate to school psychology practice and research.

**B3**: The student demonstrates effective interpersonal skills when interacting with individuals from diverse backgrounds.

### Field Training Student Evaluation Form (Years 2-5; YR 3-5 Supervisor)--PsyD Student Handbook pp. 127-133

Year 3 Comprehensive Examination Part II Consultation question--PsyD Student Handbook pp. 25-28

YR 2 Core Activity (Academic Intervention) rating—ESPY 790 Practicum Syllabus

YR 2 Comprehensive Examination Part I (Praxis II exam) Ethical, Legal, and Professional Foundations area --PsyD Student Handbook pp. 24-25

Year 3 Portfolio Professional Identity Statement and Diversity Statement--PsyD Student Handbook pp. 28-29; 141-148

Year 3 Comprehensive Examination Part II Professional Practice and Ethics questions--PsyD Student Handbook pp. 25-28

Year 4 Theory of Supervision paper—ESPY 896 Advanced Field Placement Syllabus

Year 4 Supervisee (year 2 teaching assistant) Rating of Supervisor-in-Training—ESPY 896 Advanced Field Placement Syllabus

Annual Faculty Review on each of 13 interpersonal attributes and professional relations behaviors--PsyD Student Handbook pp. 66-74; 124-126
<table>
<thead>
<tr>
<th>Competency</th>
<th>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</th>
</tr>
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<tr>
<td>A1</td>
<td>Field supervisor ratings of trainee performance are solicited 2x/year (December and May) via the Field Training Student Evaluation Form (years 2-5). Students must receive a rating of 3 or higher (1=competency not demonstrated, 2=competence is below average, 3=competence is average, 4=competence is above average; and, 5=competence is well above average) to demonstrate competency.</td>
</tr>
<tr>
<td>A2</td>
<td>YR 2 Comprehensive Examination Part I (Praxis II exam): students must score in the average or above average category on the Ethical, Legal, and Professional Foundations area.</td>
</tr>
<tr>
<td>A3</td>
<td>Year 3 Portfolio: on the Professional Identity Statement students must receive a rating of 2 or higher from each of 2 raters (1=below expectations, 2=meets expectations, and 3=exceeds expectations) on each sample to demonstrate competency.</td>
</tr>
<tr>
<td>A4</td>
<td>Year 3 Comprehensive Examination Part II: Students must receive a pass rating on the Professional Practice and Ethics questions to demonstrate the MLA for this objective.</td>
</tr>
<tr>
<td>A5</td>
<td>Year 4 Theory of Supervision paper: students must receive a grade of B or higher</td>
</tr>
<tr>
<td>A6</td>
<td>Year 4 Supervisor (year 2 teaching assistant) Rating of Supervisor-in-Training: on the supervisor-in-training form, students will receive a rating of 3 or higher from each teaching assistant observed to demonstrate competency</td>
</tr>
</tbody>
</table>

**Competency A1:**
- Course grade ESPY 690
- YR 2 Comprehensive Examination Part I (Praxis II)—Ethical, Legal, and Professional Foundations area score
- YR 3 Portfolio Professional Identity Statement rating
- YR 3 Comprehensive Examination Part II—Professional Practice question rating

**Competency A2:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 17, 19, 25, 26, 27, 29, 42, & 43; Assessment Skills 4; Consultation Skills 12
- Course grade ESPY 690
- YR 2 Comprehensive Examination Part I (Praxis II)—Ethical, Legal, and Professional Foundations area score
- YR 3 Comprehensive Examination Part II—Professional Practice question rating
- YR 3 Comprehensive Examination Part II—Ethics question rating

**Course—syllabus for:**
- ESPY 690 Introduction to School Psychology
**Competency A3:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 3-12, 16-18, 20-25, 27, 28, & 30; Consultation Skills 10
- YR 1-5 Annual Faculty Review—Interpersonal Attributes and Professional Relations Characteristics rating on each of 13 listed behaviors

**Competency A4:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 1 & 2
- YR 1-5 Annual Faculty Review of continuing professional development activities rating
- YR 1-5 Annual Faculty Review of professional organization membership rating

**Competency A5:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 13-15, 31-34

**Competency A6:**
- YR 4 Theory of Supervision paper grade

**Competency A7:**
- YR 4 Supervisee (year 2 teaching assistant) Rating of Supervisor-in-Training

**Objective B Competencies B1, B2, & B3: How measured and MLA**
- Field supervisor ratings of trainee performance are solicited 2x/year (December and May) via the Training Student Evaluation Form (years 2-5). Students must receive a rating of 3 or higher (1=competency not demonstrated, 2=competence is below average, 3=competence is average, 4=competence is above average; and, 5=competence is well above average) to demonstrate competency.

**Course:** students must complete ESPY 690 with a grade of B or higher to demonstrate competency.

**Year 3 Portfolio:** on the Diversity Statement students must receive a rating of 2 or higher from each rater (1=below expectations, 2=meets expectations, and 3=exceeds expectations) on each sample to demonstrate competency.

**Competency B1:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 6, 28, 30, 38, & 41
- YR 3 Portfolio Diversity Statement rating

**Competency B2:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes and Professional Relations 5, 6, & 38; Assessment Skills 4.

**Competency B3:**
- YR 2-5 Field Training Student Evaluation by supervisor items—Interpersonal Attributes
### Goal #5: RESEARCH AND EVALUATION: To train professional school psychologists to be competent consumers, distributors, and producers of research.

#### Objectives for Goal #5:

**A:** Students will demonstrate competence in aspects of research design and analysis, as well as competence in the critical review and evaluation of the psychological and educational research literature.

**B:** Students generate original research and scholarship.

#### Competencies Expected for these Objectives:

**Objective A Competencies:**

- **A1:** The student demonstrates knowledge of and competence in basic quantitative and qualitative methods, data analysis, data interpretation, research design, and psychological measurement.

- **A2:** The student demonstrates the ability to write a critical review of the literature in an area in psychology and education.

**Objective B Competencies:**

- **B1:** The student demonstrates the ability to conduct an independent research project.

- **B2:** The student demonstrates the use of research to inform the practice of psychology.

- **B3:** The student demonstrates the ability to communicate research.

#### Field Training Student Evaluation Form (Years 2-5; YR 2-5 Supervisor) -- *PsyD Student Handbook* pp. 127-133

- Year 3 Comprehensive Examination Part II Consultation question -- *PsyD Student Handbook* pp. 25-28

- YR 2 Core Activity (Academic Intervention) rating — ESPY 790 Practicum Syllabus

- YR 2 Comprehensive Examination Part I (Praxis II exam) Ethical, Legal, and Professional Foundations area -- *PsyD Student Handbook* pp. 24-25

- Year 3 Portfolio Functional Behavioral Assessment Sample, Academic Intervention Sample, and Social-Emotional-Behavioral Intervention Sample -- *PsyD Student Handbook* pp. 28-29; 141-148

- Year 3 Comprehensive Examination Part II Research question -- *PsyD Student Handbook* pp. 25-28

- Annual Faculty Review on each of 13 interpersonal attributes and professional relations behaviors -- *PsyD Student Handbook* pp. 66-74; 124-126

#### Courses—syllabi for:

- EPSY 630 Statistical Methods II
- EPSY 680 Seminar in Educational Research
- EPSY 750 Educational Research Design
- EPSY 890 Research and Independent Study (proposal development)
- Advanced Statistics
- ESPY 780 Psychoeducational Assessment I: Intellectual
- ESPY 781 Psychoeducational Assessment II: Educational
- ESPY 782 Psychoeducational Assessment III: Behavioral and Social-Emotional
- ESPY 799 Research Issues in School Psychology
- ESPY 899 Professional Dissertation
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

**Objective A Competencies A1 & A2: How measured and MLA**

**CITI Training:** all students must complete training on the ethical principles and guidelines for the protection of human research subjects (through the University of Miami’s CITI Course in The Protection of Human Research Subjects), and submit documentation of successful course completion.

**Courses:** students must complete EPSY 630, 750, advanced statistics, and ESPY 780, 781, 782, & 799 courses with a grade of B or higher; complete EPSY 680 and 890 with a grade of satisfactory; and, complete ESPY 899 with a grade of Load to demonstrate competency.

**Year 3 Comprehensive Examination Part II:** Students must receive a pass rating on the Research question to demonstrate the MLA for this objective.

**Competency A1:**
- CITI Course in The Protection of Human Research Subjects passed completion report
- Course grades in EPSY 630, 640, 680, 750, 890 (dissertation proposal development), advanced statistics course, ESPY 780, 781, 782, 799, & 899 (final defense and deposit of dissertation)
- YR 2 Comprehensive Examination Part I (Praxis II) Data-Based Decision Making area score
- YR 3 Comprehensive Examination Part II—Research question rating

**Competency A2:**
- Course grades in EPSY 630, 680, 750, 890 (dissertation proposal development), and ESPY 799 and 899 (final defense and deposit of dissertation)

**Objective B Competencies B1, B2, & B3: How measured and MLA**

**Field supervisor ratings** of trainee performance are solicited 2x/year (December and May) via the Field Training Student Evaluation Form (years 3-5). Students must receive a rating of 3 or higher (1=competency not demonstrated, 2=competence is below average, 3=competence is average, 4=competence is above average; and, 5=competence is well above average) to demonstrate competency.

**Courses:** students complete ESPY 630, 750, advanced statistics, and ESPY 799 courses with a grade of B or higher; complete EPSY 680 and 890 with a grade of Satisfactory; and, complete ESPY 899 with a grade of Load to demonstrate competency.

**Year 2 Core Activities:** on the Academic Intervention activity students must receive a rating of 2 or higher (1=below expectations, 2=meets expectations, and 3=exceeds expectations) to demonstrate competency.

**Year 3 Portfolio:** on the Academic Intervention Sample, and Social-Emotional-Behavioral Intervention Sample, students must receive a rating of 2 or higher from each of 2 raters (1=below expectations, 2=meets expectations, and 3=exceeds expectations) on each sample to demonstrate competency.

**Competency B1:**
Course grades EPSY 680 & 890 (dissertation proposal development), and ESPY 899 (final dissertation defense and deposit)

**Competency B2:**
- YR 3-5 Field Training Student Evaluation by supervisor items—Intervention Skills 8, 10, & 11; Consultation Skills 6
- YR 2 Core Activity (Academic Intervention) rating
- YR 3 Portfolio Academic Intervention Sample rating
- YR 3 Portfolio Social-Emotional-Behavioral Intervention Sample rating

**Competency B3:**
- Course grade EPSY 630, 680, 750, & 890 (dissertation proposal development) & ESPY 799 and 899 (final dissertation defense and deposit); advanced statistics course
**PsyD PROGRAM REQUIREMENT WORKSHEET**

**Name:** ____________________________  **Advisor:** ____________________________

**Prerequisite hours in Psychology:** ____________________________

**Date Entered PsyD Program:** ____________________________  **SOL:** ____________________________

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### FIELD TRAINING

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**TOTAL MONTHS EARNED**

**TOTAL REQUIRED** 22 MONTHS

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<td>Transfer of Credit Form</td>
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<td>CAS Degree Form</td>
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<td>Appointment of Dissertation Committee Form</td>
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<tr>
<td>Approval of Dissertation Proposal Form</td>
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<td>Approval of Dissertation Form</td>
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</table>
### CAS PROGRAM REQUIREMENT WORKSHEET

**Name__________________________ Advisor________________________________**

Prerequisite Hours in Psychology___________

<table>
<thead>
<tr>
<th>PSYCHOLOGICAL FOUNDATIONS</th>
<th>(15)</th>
<th>PROFESSIONAL SCHOOL PSYCHOLOGY</th>
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<tr>
<td>Developmental</td>
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<td>Intro to School Psychology</td>
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<td>Learning/Cognition</td>
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<td>NYS 2-Hr Mandated Report</td>
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<td>Psychopathology</td>
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<td>Project SAVE</td>
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<td>Bio/Personality/Social (2/3)</td>
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<th>RESEARCH, MEASUREMENT, &amp; STATISTICS</th>
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<th>INTERVENTION/PROBLEM-SOLVING</th>
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<td>Intellectual Assessment</td>
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<td>Research</td>
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<td>Social, Emotional, &amp; Beh Assess</td>
<td>(3)</td>
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<td>Crisis Intervention</td>
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<td>DASA</td>
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**PROGRAM FORMS**

- Practicum: Advanced Standing
- Site: Transfer of Credit
- CAS Internship: CAS Degree Form

**Student’s Signature and Date**

**Advisor’s Signature and Date**
# UNIVERSITY AT ALBANY
DIVISION OF EDUCATIONAL PSYCHOLOGY AND METHODOLOGY
ADVISEMENT RECORD for the Master of Science in Educational Psychology and Methodology
(School Psychology Students)

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID#</th>
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<tr>
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<table>
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<th>E-mail</th>
<th>Program</th>
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<table>
<thead>
<tr>
<th>School Psychology Advisor</th>
<th>Educational Psychology Advisor</th>
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<tbody>
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</table>

## A: A foundation core of 6 courses (18 credits)
At least 3 of these 6 core courses must be completed within the Educational Psychology and Methodology Division. Suggested courses are listed below. This core includes one course in each of the following areas:

### 1. Development (3 credits)
- EPSY 623 Advanced Dev Psych
- EPSY 721 Comparative Theories of Human Dev
- EPSY 725 Seminar in Human Dev
- Other course:

### 2. Learning (3 credits)
- EPSY 610 Adv Educ Psych: Learning & Instruction
- EPSY 611 Topics in Learning
- EPSY 612 Motivation
- EPSY 614 Children’s Learning
- EPSY 615 Applic of Cognitive Theories to ELA & SS
- EPSY 715 Seminar in Learning
- Other course:

### 3. Individual Differences & Special Education (3 credits)
- ESPY 789 Developmental Psychopathology
- ESPE 560 Introduction to Human Exceptionality
- ESPE 650 Educ Envir Meet Learn Stands-Ch'ld/Mid Ch'hd
- ESPE 651 ELA & Soc Socs Instr Chn Dis –Ch'hd/Mid Ch'hd
- ESPE 652 MST Instr Chn Disab-Ch'ld&Mid Ch'hd
- ESPE 653 Manag Beh Studs Disabs – Chld/Mid Chld
- ESPE 654 Using Learn Stands-Chldrn Sev & Mtpl Disab
- ESPY 669 Spec Ed for Studs Emot & Beh Problems
- Other course:

### 4. Research Methods (3 credits)
- EPSY 680 Res Project in Educational Psychology
- Other course:

### 5. Measurement and Evaluation (4 credits)
- ESPY 780 Psychoed Assessment I: Intellectual
- Other course:

### B: Electives: The remaining 4 courses (12 credits)

#### 1. Within Division.
3 courses (9 credits) should be taken within the Educational Psychology and Methodology Division. At least 2 of these courses must be at the 600 level or above.
- EPSY 750 Research Design
- EPSY 786/ESPY 786 Instruct Consult & Interv
- EPSY 784/ESPY 784 Sch Crisis Prepared & Interv

#### 2. Outside Educational Psychology and Methodology Division
One course (3 credits) should be taken outside the division in a related field.
- ESPY 690 Introduction to School Psychology
- Other course:

#### C. Special Research Project:
WITHIN THE 30 CREDITS, the student should complete a special data-based research project. This may be satisfied by the completion of EPSY 680 (Research Project in Educational Psychology) listed above. Students can also fulfill this requirement by taking EPSY 697 (Independent Study in Educational Psychology), or EPSY 699 (Masters Thesis), if 697 or 699 are equivalent in scope and content to the special project of EPSY 680 and with the prior consent of the division. Note that a statistics course, a measurement course, and IRB certification must be gained before taking EPSY 680, or EPSY 697 for this purpose.

---

**TOTAL CREDITS EARNED**

<table>
<thead>
<tr>
<th>School Psychology Advisor's Signature</th>
<th>Educational Psychology Advisor's Signature</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>
TO: All students in School Psychology
FROM: School Psychology Faculty
RE: Student Accomplishment Form
DATE: / /200#

Attached is a Student Accomplishment Form for 20##-20##. This is an important document that provides you with an opportunity to provide faculty with your accomplishments over the past year.

Please return electronically to Sandy Romano by / /200#.

Thank you for your cooperation!
STUDENT ACCOMPLISHMENT FORM
20##-20##

STUDENT ACCOMPLISHMENT FORM
DIVISION OF SCHOOL PSYCHOLOGY

Name: _____________________________ Date: ____________________

Year Entered UA Program: ________________ Program: ________________

Academic Year: _______________________

1. Describe your research and presentation experiences for the 200#-200# academic year (May 200# through April 200#) (e.g., data collection, research projects, implemented, papers published). List any papers presented, submitted or published with full APA style citations.

   a. Research Experiences (projects involved with as data collector, implementer, etc.):

   b. Presentations (class presentations, inservices, invited presentations or workshops; full citation).

   c. Paper Presentations at State Conferences (full citation).

   d. Paper Presentations at National Conferences (full citation).

   e. Journal Articles published (full citation).
2. Indicate your continuing development activities in the field of school psychology (e.g., conferences, inservices, or workshops attended):

3. Professional organization membership(s): (check all that apply)

   _____ American Psychological Association (student affiliate)
   American Psychological Association, Division of School Psychology (student affiliate)
   _____ National Association of School Psychologists (student member)
   _____ Association for Behavior Analysis
   _____ Association for the Advancement of Behavior Therapy
   _____ Council for Exceptional Children
   _____ New York Association of School Psychologists
   _____ New York State Psychological Association
   Others (please list)

4. Grants/Awards received (e.g., GSO, Benevolent; name of grant award, source of award, amount of award)
5. Describe coursework and/or field related experiences in which you have engaged this year concerning issues related to cultural and ethnic diversity (include Program/campus activities and community activities; do not include personal-social experiences):

Coursework (e.g., 3 lectures in cognitive assessment related to bias, 2 lectures in intro seminar related to the provision of services to diverse populations):

Field work (e.g., experiences with students with disabilities, completion of Self-Reflection exercises on cultural identity and tolerance):

Campus (e.g., attended annual Diversity Conference, attended GSO cultural events):

Other (e.g., employment working with individuals with disabilities, research with diverse populations, volunteer services with diverse populations):

6. What have you achieved this year (e.g., successful completion of first year in graduate school, passed comprehensive exam, successful completion of field placement)

7. Describe your involvement in other relevant activities (e.g., student organizations, volunteer activities, community involvement, conference/workshop organizer, tutoring).

8. Assess your satisfaction with your professional and academic growth this year.
9. In a brief paragraph, describe your anticipated goals and accomplishments for the 2009-0 academic year.

10. Indicate your level of knowledge and expertise with technology commonly used in professional practice (insert an X under the appropriate level for each item on the list):

<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
<th>No Experience</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
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<td>Computerized test scoring</td>
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</table>
Use of PDA

Use of digital camera

Use of scanners

Creating PDF files

Current media storage (e.g., DVD, flash/jump drives)

Editing documents using track changes

Other (specify):

11. Any additional comments (including any information that may have been omitted from this form):
**DIVISION OF SCHOOL PSYCHOLOGY**  
**ANNUAL FACULTY REVIEW OF STUDENT PERFORMANCE SUMMARY FORM**  
**PsyD Program**

Based on academic year: __________________________

Student: __________________________ Year in Program: ______

Date of Review: __________________________

Advisor: __________________________

### 1. ACADEMIC COMPETENCE:  

<table>
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<tr>
<th>GPA to date (cumulative)</th>
<th>Needs Improvement</th>
<th>Appropriate</th>
<th>Excellent</th>
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<td>Average of 3.0</td>
<td>Yes</td>
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Minimum of B in prof ESPY:  

Incompletes:  

In academics, independent study, research, dissertation:  

In field training (administratively an I is recorded for each student enrolled in field placement, advanced field placement, or internship until the contract is completed, at which time a grade is recorded): 

<table>
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<th>Comp Part I Pass</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Comp Part II Pass</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
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<tr>
<td>Portfolio</td>
<td>All components meet or exceed standards</td>
<td>Component(s) needs improvement</td>
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**COMMENTS:**

**RECOMMENDATIONS:**

### 2. RESEARCH COMPETENCE:  

<table>
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<th>Needs Improvement</th>
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RA supervisor feedback:  

MS research project:  

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<th>Proposal Development</th>
<th>Dissertation Defended</th>
<th>In Progress</th>
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| Research course grades (If you transferred any courses in this area, then delete UA # and record original #) |  
| ESPY 750 | EPSY 680 |
| EPSY 630 | ESPY 799 |
| ECPY 724 | Transfer: Yes No |

Student Accomplishment Form: National Presentations:  

| Yes | No |

Student Accomplishment Form: Publications:  

| Yes | No |

Student Accomplishment Form: Awards/Grants:  

| Yes | No |

**COMMENTS:**

**RECOMMENDATIONS:**
3. **CLINICAL COMPETENCE**

<table>
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<td>DASA</td>
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**Faculty feedback (courses)**
- Excell
- Appr
- NI
- NA

**TA supervisor feedback**
- Excell
- Appr
- NI
- NA

**Field Supervisor Ratings**
- Excell
- Appr
- NI
- NA

**Campus Supervisor Ratings**
- Excell
- Appr
- NI
- NA

**Monthly Logs Variety of activities**
- Yes
- No
- NA

**Self Reflection Exercises show growth in clinical skills**
- Yes
- No
- NA

**COMMENTS:**

**RECOMMENDATIONS:**

4. **INTERPERSONAL ATTRIBUTES AND PROFESSIONAL RELATIONS**

<table>
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<td>Field Supervisor Form-Interpersonal Attribs &amp; Prof Rel</td>
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<td>NA</td>
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<td>Monthly Logs-professional development</td>
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<td>Student Accomplishment Form:Profess memberships</td>
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<td>Student Accomplishment Form:Professional development activities</td>
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<td>SAF-goals appropriate to program and level</td>
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<td>NA</td>
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<td>Self Reflection Exercises-growth in interpersonal and professional relations</td>
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<td>No</td>
<td>NA</td>
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<tr>
<td>Demonstrates openness to wide array of different roles and functions professional psychologists may assume</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
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<tr>
<td>Uses information and technology resources to acquire knowledge of current research findings and professional lit</td>
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<td>No</td>
<td>NA</td>
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**COMMENTS:**

**RECOMMENDATIONS:**
INTERPERSONAL ATTRIBUTES AND PROFESSIONAL RELATIONS

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<tr>
<th>BEHAVIOR</th>
<th>NEEDS IMPROVEMENT</th>
<th>APPROPRIATE</th>
<th>EXCELLENT</th>
<th>COMMENTS/ RECOMMENDATIONS:</th>
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<tr>
<td>Commitment to learning</td>
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<tr>
<td>Appropriate interpersonal skills</td>
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<td>Effective communication skills</td>
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<td>Effective use of time &amp; resources</td>
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<td>Use of constructive feedback</td>
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<td>Problem-solving</td>
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<td>Client sensitivity</td>
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<tr>
<td>Participation in supervision</td>
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</tbody>
</table>

I have received this evaluation of my progress and recommendations.

(Student Signature) __________________________ (Date) ________________

(Advisor Signature) __________________________ (Date) ________________
ESPY 790 Field Experience I: Practicum in School Psychology

Supervisor Rating of Student Performance

Division of School Psychology
University at Albany-State University of New York

Date__________________________
Name of Student__________________ Evaluator_________________________
Placement______________________ Evaluator’s title_____________________

Directions: The internship experience is an integral part of the training in the University at Albany’s Programs in School Psychology. Ratings are intended to guide the student and the program in evaluating the skill development of the psychologist in training. Please use the following rating scale in evaluating the student on the characteristics listed below.

1 Competency not demonstrated; student seems to lack basic professional maturation in this area; additional intervention in this area is indicated.

2 Competence is currently considered below average; additional intervention in this area is indicated.

3 Competence is considered at an average level for this level of training.

4 Competence is assessed to be above average; student seems comfortably independent in this skill.

5 Competence is well above average for student’s level of training.

A. INTERPERSONAL ATTRIBUTES AND PROFESSIONAL RELATIONS

1. Shows evidence of continued self-evaluation 1 2 3 4 5

2. Expresses commitment to engage in continuing professional development 1 2 3 4 5

3. Works assertively but constructively with site professionals 1 2 3 4 5

4. Relates well with children 1 2 3 4 5

5. Achieves comfortable interactions with minority students 1 2 3 4 5

6. Works in a culturally responsive manner with individuals, groups, systems, and organizations that may have diverse values, ethical perspectives, world views, or backgrounds (e.g., cultural, social, ethnic, racial, economic) 1 2 3 4 5
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td>Conducts effective conferences (e.g., parent, teacher)</td>
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32. Comes to supervision prepared

33. Seeks out supervision when necessary

34. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s)

35. Demonstrates emerging skills for working with others at a systems level to implement prevention and intervention programs that promote mental health and physical well-being of students

36. Demonstrates knowledge of site crisis intervention plans

37. Demonstrates knowledge and emerging skills regarding collaboration with site personnel, parents, and community authorities in the aftermath of a crisis

38. Demonstrates knowledge of, and sensitivity to, diverse family systems including strengths and influences on individual development, learning, and behavior

39. Demonstrates knowledge of site- and community-based services for families and makes appropriate referrals

40. Designs, implements, monitors, and evaluates programs that promote site, family, and/or community partnerships and enhance outcomes for individuals

41. Integrates all knowledge domains when conceptualizing cases

42. Demonstrates the ability to deliver a comprehensive range of school psychological services

43. Ensures confidentiality of client information stored on personal computers. Works effectively with others to ensure the confidentiality of information placed in site data systems

44. Uses data to evaluate outcomes of services and to facilitate accountability

45. Participates in continuing professional development activities
46. Practices ethical, legal, and socially responsible behavior when using technology and computer software, including social media

47. Uses technology in communicating, collaborating, implementing interventions, and conducting research and program evaluation

B. ASSESSMENT SKILLS

1. Clearly identifies the nature of the referral problem and the purpose of assessment

2. Demonstrates rationale and independence in selection of assessment procedures

3. Selects valid standardized and nonstandardized assessment techniques directly related to the referral question(s)

4. Is sensitive to sources of bias when selecting and administering tests

5. Displays accuracy in administering tests

6. Displays accuracy in scoring tests

7. Analyzes and interprets test results using empirically-based practices

8. Assesses strengths/assets of individual within environmental context

9. Integrates test data with clinical interviews, behavioral observations, and data from other settings (e.g., home, classroom)

10. Demonstrates ability to accurately diagnose learning and adjustment difficulties using both special education and mental health classification systems

11. Makes recommendations that follow logically from the assessment results and are educationally relevant

12. Uses assessment information to develop instructional strategies to meet individual needs

13. Writes reports in a coherent, focused, and well organized manner

C. CONSULTATION SKILLS

1. Develops and uses a rationale for consultation

2. Describes and clarifies the consultation service to school staff

3. Is flexible with and visible to consultee populations
4. Generates and discusses alternative strategies for intervention
5. Establishes effective collaborative relationships with teachers and other school personnel
6. Evaluates the effectiveness of consultative strategies used
7. Demonstrates and uses knowledge and skills in consultation and collaboration to facilitate change at the individual, classroom, building, district, and/or other agency levels
8. Effectively consults with teachers/staff to provide indirect services to students and to enhance teachers’/staff’s problem-solving skills
9. Communicates and collaborates effectively with parents
10. Demonstrates positive interpersonal skills and shows patience in difficult situations through the use of active listening, conflict resolution, and group facilitation skills
11. Participates in collaborative decision making and problem solving with other professionals
12. Promotes and models ethical practices regarding confidential communication with others
13. Uses technological resources to access, manage, and disseminate information to enhance the consultation process and interventions
14. Establishes cooperative relationships with parents and others in the community to promote and provide comprehensive services
15. Provides information to families regarding child development, learning problems, and behavior management through a variety of media
16. Uses a variety of modes (e.g., written, verbal, visual) to communicate effectively across different audiences
17. Collaborates with school personnel to develop appropriate goals and interventions for students who do not meet academic and/or behavioral expectations
18. Uses a variety of consultation models
19. Identifies resources and facilitates communication between schools, families/caregivers, and community agencies

D. INTERVENTION SKILLS
1. Generates an organized conceptual understanding of the student’s problem(s)  
2. Uses intervention strategies that are directly related to the assessed/identified problem  
3. Clearly delineates goals of intervention techniques used  
4. Prepares ahead for counseling sessions  
5. Demonstrates skill in utilizing individual counseling techniques  
6. Demonstrates skill in utilizing group counseling techniques  
7. Demonstrates skill in utilizing behavior modification and classroom management techniques  
8. Uses ongoing evaluation of goals and modifies strategies and goals as indicated  
9. Plans for and implements procedures for appropriate termination of intervention  
10. Evaluates the effectiveness of intervention techniques used  
11. Demonstrates the ability to have a measurable impact on clients  
12. Uses formal and informal techniques to evaluate the performance and progress of students and to make instructional recommendations  
13. Demonstrates skill in conducting and interpreting curriculum-based progress monitoring or other authentic methods of assessment of academic skills  
14. Assesses the integrity of interventions  
15. Applies knowledge of development, learning theory, diversity, and curricula to data-based decision making  
16. Uses technology to monitor programs to assist in the evaluation of individual, group, and systems-level interventions  
17. Provides direct interventions that address students’ mental health problems (e.g., counseling, social skills training)  
18. Uses intervention strategies and resources that encourage the development of critical thinking, problem solving, and performance skills
19. Applies the principles of generalization and transfer of training when developing interventions

20. Incorporates information about students, families, cultures, and communities when planning and implementing interventions

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<th>OVERALL RATING OF STUDENT TRAINEE</th>
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**General comments**

__________________________________________________________________________________________________________________________________________________

**Summary of overall trainee strength(s)**

__________________________________________________________________________________________________________________________________________________

**Area(s) in need of further practice**

__________________________________________________________________________________________________________________________________________________

Evaluator’s signature ___________________________________________________________________________ Date ___________________________________________________________________

Student’s signature ___________________________________________________________________________ Date ___________________________________________________________________

(student signature indicates only that the evaluation has been discussed between the supervisor and student)

Please return form to:

Division of School Psychology
233 Education
1400 Washington Ave.
Albany, NY 12222
Field Training Student Evaluation Form

Division of School Psychology
University at Albany-State University of New York

Date __________________________
Name of Student __________________________ Evaluator __________________________
Placement __________________________ Evaluator’s title __________________________

Directions: The internship experience is an integral part of the training in the University at Albany’s Programs in School Psychology. Ratings are intended to guide the student and the program in evaluating the skill development of the psychologist in training. Please use the following rating scale in evaluating the student on the characteristics listed below.

1. Competency not demonstrated; student seems to lack basic professional maturation in this area; additional intervention in this area is indicated.

2. Competence is currently considered below average; additional intervention in this area is indicated.

3. Competence is considered at an average level for this level of training.

4. Competence is assessed to be above average; student seems comfortably independent in this skill.

5. Competence is well above average for student’s level of training.

A. INTERPERSONAL ATTRIBUTES AND PROFESSIONAL RELATIONS

1. Shows evidence of continued self-evaluation 1 2 3 4 5

2. Expresses commitment to engage in continuing professional development 1 2 3 4 5

3. Works assertively but constructively with site professionals 1 2 3 4 5

4. Relates well with children 1 2 3 4 5

5. Achieves comfortable interactions with minority students 1 2 3 4 5

6. Works in a culturally responsive manner with individuals, groups, systems, and organizations that may have diverse values, ethical perspectives, world views, or backgrounds (e.g., cultural, social, ethnic, racial, economic) 1 2 3 4 5

7. Conducts effective conferences (e.g., parent, teacher) 1 2 3 4 5

8. Meets difficult situations with self-control 1 2 3 4 5
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17. Collaborates with school personnel to develop appropriate goals and interventions for students who do not meet academic and/or behavioral expectations
18. Demonstrates a systems orientation (understanding that schools, families, and agencies are systems with rules, policies, and other characteristics)
19. Recognizes and identifies mental health problems affecting students’ performance in school
20. Uses a variety of consultation models
21. Identifies resources and facilitates communication between schools, families/caregivers, and community agencies

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15. Applies knowledge of development, learning theory, diversity, and curricula to data-based decision making 1 2 3 4 5
16. Uses technology to monitor programs to assist in the evaluation of individual, group, and systems-level interventions 1 2 3 4 5
17. Applies knowledge of professional literature and research to all aspects of professional practice, including service delivery 1 2 3 4 5
18. Provides accurate information and relevant research findings to staff, parents, and the public 1 2 3 4 5
19. Provides direct interventions that address students’ mental health problems (e.g., counseling, social skills training) 1 2 3 4 5
20. Uses data to identify factors that influence learning and behavior at the individual, group, and systems levels 1 2 3 4 5
21. Uses intervention strategies and resources that encourage the development of critical thinking, problem solving, and performance skills 1 2 3 4 5
22. Applies the principles of generalization and transfer of training when developing interventions 1 2 3 4 5
23. Assists parents and other caregivers with the development and implementation of interventions in the home in order to facilitate the learning and prosocial behavior of their children

23. Incorporates information about students, families, cultures, and communities when planning and implementing interventions

OVERALL RATING OF STUDENT TRAINEE

1 2 3 4 5

General comments


Summary of overall trainee strength(s)


Area(s) in need of further practice


Evaluator’s signature ____________________________ Date __________________

Student’s signature ____________________________ Date __________________

(student signature indicates only that the evaluation has been discussed between the supervisor and student)

Please return form to:

Division of School Psychology
233 Education
1400 Washington Ave.
Albany, NY 12222
Individual Supervision Monitoring Form

Name: _________________________________  Date: ________________

Placement: _________________________________

Onsite supervision:

Breadth of experiences:

Consolidation of skills:

Challenges and plan:

Frustrations:

Celebrations:

Stress Management:

Things to address in group:

Comments on supervision structure:

Session ratings (as appropriate):

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GUIDELINES FOR COMPLETING FIELD TRAINING ACTIVITY LOGS

****TO USE AND COMPLETE THE ELECTRONIC LOG:

1. SET YOUR EXCEL MARGINS TO .25 FOR TOP, BOTTOM, LEFT, AND RIGHT (OTHERWISE IT DOES NOT WORK ONE/PAGE)

2. DO NOT WRITE ANY TEXT IN BOXES TO DOCUMENT HOURS—ONLY ENTER NUMBERS

As part of school psychological practice, professionals must account for and document their activities. For students-in-training, they must complete a log of time spent in field experiences and document the activities in which they have participated. The activity categories on the Field Training Activity Log form are designed to be consistent with NASP and APPIC training standards, and provide information to the site and university supervisors so that activities can be appropriately monitored. It is essential that this form be completed accurately and in a timely fashion. The following is a discussion of the activity codes. Activities listed are not exhaustive, but are provided to illustrate the range of activities that can be included under that code.

You are encouraged to add some detail to these codes for your personal record keeping, and to be able to recall specific activities. For example, you may have multiple direct intervention (DI) activities ongoing at the same time. You could put a code of your own making (activity, issue) in parentheses beside the code. For example:

- AA(test admin-elem-LD reeval)=Assessment Activity-Psychodiagnostic test administration-for LD reevaluation
- DI(indiv-ms-social)=Direct Intervention-Individual counseling-middle school-for social skills improvement
- CC(collab-hs-assess case)=Consultation & Collaboration-collaboration-high school-assessment case

Record time for each activity rounded to the nearest .25 hour (i.e., 15-minute interval). You should update the activity log on a weekly basis, and submit it electronically to your university supervisor on the 1st of each month.

Your log must be completed in full (for all months in your placement contract) before successful completion of the field experience will be considered. Logs will be reviewed monthly with your university supervisor.

AA-ASSESSMENT ACTIVITIES

- **PT-Psychodiagnostic Test Administration**-formal test administration
- **OA-Other Assessment Activities**-informal assessment activities (e.g., interviews, behavioral observations, FBAs) from all parties (child, parents, teachers).
- **AS-Assessment Support Activities**-e.g., planning assessment, preparation for assessments, practicing assessment technique/refreshing self, record reviews, scoring and interpretation, oral feedback to parents and teachers, report writing
DI-DIRECT INTERVENTION ACTIVITIES (intervention activities delivered directly by the trainee with the purpose of affecting change; includes planning, implementing, and evaluating the intervention)

- **IN-Individual Intervention** - e.g., counseling with 1 individual client, academic intervention with 1 individual client
- **GR-Group Intervention** - e.g., group counseling
- **CL-Classwide Intervention** - e.g., intervention delivered to an entire classroom of students
- **FA-Family Intervention** - e.g., family counseling
- **CP-Couples Intervention** - e.g., couples counseling

CC-CONSULTATION & COLLABORATION (implementing consultation, as well as consulting, conferring, and collaborating with others)

- **TM-Team Meetings** - e.g., meetings with teachers, parents, others (CST, CSE), developing Behavior Support Plans
- **TI-Training/Inservices** - e.g., providing training to others (teachers, parents), presenting an inservice to staff
- **ST-Supervision of other Trainees** - e.g., advanced doctoral student supervising other students-in-training
- **CO-Collaboration with Others** - e.g., collaboration with others (on-site of off-site) regarding sharing information, collecting information

PD-PROFESSIONAL GROWTH & DEVELOPMENT - participation in formal professional development activities resulting in a change in knowledge, behavior, or skills. Formal activities include attending professional conferences (e.g., NYASP, NASP, APA), inservices, or workshops.

RE-RESEARCH & PROGRAM EVALUATION - this code represents activities that would include planning and conducting research for the district/site (e.g., analyzing behavior problems on school buses), researching evidenced-based practices for use in direct interventions or consultation & collaboration. Other activities may include program evaluation, survey development, needs assessment.

SO-SCHOOL/SITE ORGANIZATION/POLICY/CLIMATE - these activities provide knowledge about the school district’s/site’s policies, procedures, and practices. This might include orientation meetings, procedural knowledge about how to complete forms, observing in various programs in the school/site, shadowing different professionals (principal, counselor, social worker), reviewing site policies, reviewing curricula.

SU-SUPERVISION - this code documents your supervision time with your primary supervisor(s). Supervision would include providing support and guidance on the development of professional skills, behavior, and image, as well as feedback and guidance on the performance of professional activities. This should be **2 hours/week**. If less than 2 hours of supervision are logged, the trainee must make note of the extenuating circumstances (e.g., supervisor not available due to illness) at the bottom of the weekly log sheet. Furthermore, this time should be made up in a timely manner. Supervision may be either:

- **IS-Individual Supervision** - 1 trainee with 1 supervisor
- **GS-Group Supervision** - 1 supervisor with multiple trainees
• **SE-Seminar** - 1 supervisor with multiple trainees

**MO-MISCELLANEOUS OTHER** - this code should be used for activities which are important for your functioning within the school district/site and take up time, yet they are not a substantive school psychology professional activity. Such activities as clerical duties, lunch with coworkers (if not a working lunch), casual discussions with colleagues, or driving time from 1 building to another during the day would be included in this category.

**NOTE:**
The codes noted above are not discrete and there will be activities where you could designate more than 1 code. Only 1 code, however, should be designated per activity. Keep in mind that while you will be engaged in a variety of activities across the year, some activities will be more frequent than others. Trainees should try to make sure to have the lower frequency activity codes represented. You may need to code a lower frequency activity over the higher frequency activity when the activity overlaps. For example, you may have a log of CC/Collaboration activities but few RE/research activities and you are coding a meeting to plan the development of CBA norms. Code this activity as RE rather than CC.
**UNIVERSITY AT ALBANY: DIVISION OF SCHOOL PSYCHOLOGY**  
**FIELD TRAINING ACTIVITY LOG: SUMMARY PAGE**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MONTHLY TOTAL</th>
<th>YEAR-TO-DATE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychodiagnostic Test Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Assessment Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Support Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DIRECT INTERVENTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classwide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td></td>
<td></td>
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<tr>
<td>Couples</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONSULTATION &amp; COLLABORATION</strong></td>
<td></td>
<td></td>
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<tr>
<td>Team Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide Training/Inservices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL GROWTH &amp; DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESEARCH &amp; PROGRAM EVALUATION</strong></td>
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</tr>
<tr>
<td><strong>SITE ORGANIZATION/ POLICY/CLIMATE</strong></td>
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<tr>
<td><strong>SUPERVISION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
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</tr>
<tr>
<td><strong>MISCELLANEOUS OTHER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># New Clients worked with</td>
<td></td>
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</tbody>
</table>
NAME: Site:

TIME/DAY ON SITE:
Start Time:
End Time:
Length
Lunch: 

# hours/day worked
Minimum # hours to document this week

Sick days used (provide date[s]):

Vacation days used (provide date[s]):

Personal leave days used (provide date[s]):

Supervision dates with on site supervisor:

July-Week 1

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Date:</td>
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<td>Date:</td>
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</tbody>
</table>

ASSESSMENT
Psychodiagnostic Test Administration
Other Assessment Activities
Assessment Support Activities

DIRECT INTERVENTIONS
Individual
Group
Classwide
Families
Couples

CONSULTATION & COLLABORATION
Team Meetings
Provide Training/Inservices
Supervision of others
Collaboration with others

RESEARCH & PROGRAM EVALUATION

SITE ORGANIZATION/ POLICY/CLIMATE

SUPERVISION
Individual
Group
Seminars

MISCELLANEOUS OTHER
EXPERIENCES WITH DIVERSE POPULATIONS

Name: 

Site: 

Month: 

Please indicate the number of NEW clients/patients seen for each of the following diverse populations. You may provide additional information or comments in the space provided. Include under the assessment column NEW clients/patients for whom you performed evaluations.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NUMBER OF DIFFERENT CLIENTS SEEN:</th>
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<tbody>
<tr>
<td></td>
<td>INTERVENTION</td>
</tr>
<tr>
<td><strong>RACE &amp; ETHNICITY</strong></td>
<td></td>
</tr>
<tr>
<td>African-American/Black/African Origin</td>
<td></td>
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<tr>
<td>Asian-American/Asian Origin/Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Latino-a/Hispanic</td>
<td></td>
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<tr>
<td>American Indian/Alaskan Native/Aboriginal Canadian</td>
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<tr>
<td>European Origin/White</td>
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<tr>
<td>Bi-racial/Multi-racial</td>
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<tr>
<td>Other (specify)</td>
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<tr>
<td><strong>SEXUAL ORIENTATION</strong></td>
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</tr>
<tr>
<td>(adolescents &amp; adults)</td>
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<tr>
<td>Heterosexual</td>
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<tr>
<td>Gay</td>
<td></td>
</tr>
<tr>
<td>Lesbian</td>
<td></td>
</tr>
<tr>
<td>Bisexual</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
<tr>
<td><strong>DISABILITIES</strong></td>
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<tr>
<td>Physical/Orthopedic Disability</td>
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<tr>
<td>Blind/Visually Impaired</td>
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<tr>
<td>Deaf/Hard of Hearing</td>
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<tr>
<td>Learning/Cognitive Disability</td>
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<tr>
<td>Developmental Disability (including Mental Retardation and Autism)</td>
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<tr>
<td>Serious Mental Illness (e.g., primary psychotic disorders, major mood disorders that significantly interfere with adaptive functioning)</td>
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<tr>
<td>Other (specify)</td>
<td></td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>
PORTFOLIO SCORING RUBRICS

Student Name: _____________________________
Rater’s Name: _______________________________

Rubric Key

1 = Below Criterion: Candidate does not yet meet expectation for the specialist level of training or entry into the profession without more practice and supervision.

2 = Meets Criterion: Candidate meets expectations for the specialist level of training and entry level competency in the profession.

3 = Exceeds Criterion: Candidate exceeds expectations for the specialist level training and entry-level competency in the profession.

Students need to attain a rating of 2 (expected level of knowledge or competence) or higher in each of areas assessed in order to successfully complete the portfolio requirement of the program. A rating of 1 would require a revise and resubmit.

I. Organization & Presentation

Score: _____________________

1 = Small amount of organization is evident. It is difficult to find materials in sections, the sections are not labeled, the identifying information on cover and spine is missing, missing section dividers, layout and print quality not clear and inconsistent, numerous grammar, spelling errors, instructors’ comments and confidential information are present.

2 = It is relatively easy to locate evidence in each of the sections. All sections are labeled. Portfolio is sturdy. Identification information is on the spine and cover, section dividers are present, layout and print quality clear and consistent, and no grammar, spelling errors, instructor’s comments or confidential information present.

3 = It is exceptionally easy to locate evidence in each of the sections. All sections are clearly labeled. Portfolio is sturdy and attractive. Identification information is on the spine and cover, section dividers are present, layout and print quality clear and consistent, no grammar, spelling errors, instructor’s comments or confidential information present; and superior attention to quality.
II. Resume

Score: ____________________

1 = Writing is very simplistic. It lacks variety and precision. Meaning may be unclear or vague. There are frequent errors in spelling, capitalization, punctuation, and word choice and agreement. It leaves the reader confused.

2 = Writing style is average. Good word choices that are appropriate and varied. Meaning is clear. There are occasional errors in spelling, capitalization, and punctuation. However, the resume needs updating (i.e., current experience is not included).

3 = Exceptional evidence of clear, complete communication, spelling, capitalization, and punctuation are correct, readable, jargon absent, usage correct; and well chosen vocabulary that enriches the written product. The resume is current and accurate.

III: Professional Statement

Score: ____________________

1 = Writing is very simplistic. It lacks variety and precision. Meaning may be unclear or vague. There are frequent errors in spelling, capitalization, punctuation, word choice and agreement. It leaves the reader confused. Furthermore, the Professional Statement fails to reflect adequately a set of beliefs about his/her practice of school psychology, does not elaborate on those beliefs in accompanying paragraphs, and fails to set standards for him/herself as a practitioner.

2 = Writing style is average. Good word choices that are appropriate and varied. Meaning is clear. There are occasional errors in spelling, capitalization, and punctuation. The Professional statement documents an integrative reflective response that shows good attention to quality, good understanding of concepts, and good organization. The statement adequately reflects a set of beliefs about his/her practice of school psychology, appropriately elaborates on those beliefs in accompanying paragraphs, and sets standards for him/herself as a practitioner.

3 = Exceptional evidence of clear, complete communication, spelling, capitalization, and punctuation are correct, readable, jargon absent, usage correct; well chosen vocabulary that enriches the written product. The Professional statement documents integrative reflective response that shows excellent attention to quality, exceptional understanding of concepts, and well organized. The statement reflects a compelling belief-system about his/her practice of school psychology, effectively elaborates on those beliefs in accompanying paragraphs, and sets high standards for him/herself as a practitioner.
IV. Diversity Statement

1 = Writing is very simplistic. It lacks variety and precision. Meaning may be unclear or vague. There are frequent errors in spelling, capitalization, punctuation, and word choice and agreement. It leaves the reader confused. The Diversity Statement is not included or fails to reflect adequately a set of beliefs about his/her practice of school psychology services to diverse students and families, does not elaborate on those beliefs in an accompanying paragraph, and fails to set standards for him/herself as a practitioner.

2 = Writing style is average. Good word choices that are appropriate and varied. Meaning is clear. There are occasional errors in spelling, capitalization, and punctuation. The Diversity statement documents an integrative reflective response that shows good attention to quality, good understanding of concepts, and good organization. The statement adequately reflects a set of beliefs about his/her practice of school psychology service to diverse students and families, appropriately elaborates on those beliefs in accompanying paragraphs, and sets standards for him/herself as a practitioner.

3 = Exceptional evidence of clear, complete communication, spelling, capitalization, and punctuation are correct, readable, jargon absent, usage correct; well chosen vocabulary that enriches the written product. The Diversity statement documents an integrative reflective response that shows excellent attention to quality, exceptional understanding of concepts, and well organized. The statement reflects a compelling belief-system about his/her practice of school psychology service to diverse students and families, effectively elaborates on those beliefs in an accompanying paragraph, and sets high standards for him/herself as a practitioner.
V. Assessment Report

Full/comprehensive psychological assessment report is defined as a report that includes assessment of two or more of the following: (1) cognitive abilities, (2) academic achievement/skills, (3) socio-emotional or behavioral functioning. Reports should include basic demographic data, reason for referral, background information, assessments administered and/or sources of information, observations, results, interpretation, summary, and recommendations. Students need to have all components to get a score of 2 or higher.

1 = Writing is very simplistic. It lacks variety and precision. Meaning may be unclear or vague. There are frequent errors in spelling, capitalization, punctuation, word choice and agreement. It leaves the reader confused. Inadequate observations are presented or considered, emphasizes numbers over person, fails to include a comprehensive description of skills examined, interpretation is incomplete or inadequate (i.e., lacks many details, insight and analysis), fails to integrate observations and assessment results in summary, and limited to no recommendations are offered.

2 = Writing style is average. Good word choices that are appropriate and varied. Meaning is clear. There are occasional errors in spelling, capitalization, and punctuation. The most relevant observations are presented, the description of skills in the result section is adequately defined, the result section emphasizes person over number, interpretation is reasonably clear, though lacks details, adequate depth of insight and analysis is evident, attempts to integrate observations and assessment results in the summary, and offers recommendations related to results/data.

3 = Exceptional evidence of clear, complete communication; spelling, capitalization, and punctuation are correct; readable, jargon absent; usage correct; well chosen vocabulary that enriches the written product. The assessment is comprehensive and includes observations that are comprehensive and clearly written, the result section attends to strengths as well as weaknesses, a comprehensive description of skills are examined in each area, the interpretation demonstrates complete understanding of underlying theories and practices, the summary draws conclusions that are logical to the data, and quality recommendations that are clearly tied to the results/data are offered.
VI. Functional Behavioral Assessment

Score: ______________________

1 = Ideas/Hypotheses are weak and minimally supported. There is little or no extension of details and the document is incomplete and incoherent. Irrelevant information is presented and fails to address essential components of the referral. Additionally, the student fails to identify and fully investigate the referral problem, collect baseline data to verify the problem, generate hypotheses/specific goal(s) in observable terms, collect data to test hypotheses, and develops an intervention plan from confirmed hypotheses.

2 = Good development of ideas, many details elaborated and extended. Ideas are fairly well supported. The report examines most essential elements of the problem, presents adequate supporting arguments and uses basic resources to support hypotheses. Furthermore, the report adequately defines the problem, fully investigates the referral problem, documents the collection of baseline data to verify the problem, adequately generates hypotheses/specific goal(s) in observable terms, collects data to test hypotheses, and adequately develops an intervention plan from confirmed hypotheses.

3 = The student response is complete in every way; exemplary document; examines all essential elements. Ideas are extensively developed with extension and elaboration on all or most of the points. Multiple resources reviewed. Furthermore, the report exceptionally defines the problem, fully investigates the referral problem, documents the collection of stable baseline data to verify the problem, generates hypotheses/specific goal(s) in observable terms, collects data to test hypotheses, and develops an exceptional intervention plan from confirmed hypotheses.
VII. Counseling Intervention

Score: ______________________

1 = Ideas/Hypotheses are weak and minimally supported. There is little or no extension of details and the document is incomplete and incoherent. Irrelevant information is presented and fails to address essential conditions and/or goals of the referral. Additionally, the student identifies the student behavior but it is not operationally or collaboratively defined in terms of both current and desired levels of performance; data relevant to the referral problem (e.g., record review, interview, rating scales, observations, self-report) are not gathered to identify/define the behavior and to serve as baseline; operationally-defined goals of the intervention are not specified; the intervention is not evidence-based or sensitive to individual differences (e.g., cultural, considerations, developmental level, type of problem); strategies for generalizing outcomes to other settings are not utilized; data are not collected, documented, and used to measure progress towards goals; or used to inform decision-making about the intervention and follow-up.

2 = Good development of ideas, many details elaborated and extended. Hypotheses and goals are fairly well supported. The report examines most essential elements of the counseling goal, presents adequate supporting activities and uses evidence-based resources to support student progress. Furthermore, the referral problem is adequately and collaboratively defined in the context of appropriate grade and/or peer expectations; data relevant to the referral problem (e.g., record review, interview, rating scales, observations, self-report) are gathered to identify/define the behavior and to serve as a baseline; operationally defined goals of the intervention are specified; the intervention is evidence based and is sensitive to individual differences (e.g., cultural, considerations, developmental level, type of problem); strategies for generalizing outcomes to other settings are utilized; data are collected, documented, and used to measure progress towards goals; and data are used to inform decision-making about the intervention and follow-up.

3 = The student response is complete in every way; exemplary document; examines all essential elements. Hypotheses and Goals are extensively developed with extension and elaboration on all or most of the points. Multiple resources reviewed. Furthermore, the referral problem is exceptionally and completely defined in the context of appropriate grade and/or peer expectations; data relevant to the referral problem (e.g., record review, interview, rating scales, observations, self-report) are gathered to identify/define the behavior and to serve as a baseline; stable baseline data are collected when warranted; operationally defined goals of the intervention are specified; the intervention is evidence based and is sensitive to individual differences (e.g., cultural, considerations, developmental level, type of problem); strategies for generalizing outcomes to other settings are utilized; data are collected, documented, and used to measure progress towards goals and to inform decision-making about the intervention and follow-up; and visual and empirical analyses are used to interpret the data.

Assessment of Candidate Effect on Student Learning

<table>
<thead>
<tr>
<th>Data Evaluation</th>
<th>Yes</th>
<th>No</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Analysis</strong></td>
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<tr>
<td><strong>Level (Average)</strong></td>
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<tr>
<td><strong>Trend (Rate of Improvement)</strong></td>
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<tr>
<td><strong>Empirical Analysis</strong></td>
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<tr>
<td><strong>Effect size (ES)</strong></td>
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<tr>
<td><strong>Percentage of non-overlapping data</strong></td>
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</table>
VIII. Academic Intervention

Score: ______________________

1 = Ideas/Hypotheses are weak and minimally supported. There is little or no extension of details and the document is incomplete and incoherent. Irrelevant information is presented and fails to address essential conditions and/or goals of the referral. Additionally, the student behavior is identified but it is not operationally or collaboratively defined in terms of both current and desired levels of performance; data relevant to the referral problem (e.g., record review, interview, rating scales, observations, self-report) are not gathered to identify/define the behavior and to serve as a baseline; operationally defined goals of the intervention are not specified; the intervention is not evidence-based or sensitive to individual differences (e.g., cultural, considerations, developmental level, type of problem); strategies for generalizing outcomes to other settings are not utilized; data are not collected, documented and used to measure progress towards goals or inform decision-making about the intervention and follow-up; progress monitoring data are not charted; nor is visual and empirical analyses used to analyze data.

2 = Good development of ideas, many details elaborated and extended. Hypotheses and goals are fairly well supported. The report examines most essential elements of the academic intervention, presents adequate supporting activities and uses evidence-based resources to support student progress. Furthermore, the referral problem is adequately defined in the context of appropriate grade and/or peer expectations; data relevant to the referral problem (e.g., record review, interview, rating scales, observations, self-report) are gathered to identify/define the behavior and to serve as a baseline (minimum 3-5 data points); goals of the intervention are adequately specified; the intervention is evidence based and is sensitive to individual differences (e.g., cultural, considerations, developmental level, type of problem); strategies for generalizing outcomes to other settings are utilized; data are collected, documented, and used to measure progress towards goals, and to inform decision-making about the intervention and follow-up; progress monitoring data are charted; and visual and empirical analyses are used to analyze data.

3 = The student response is complete in every way; exemplary document; examines all essential elements. Hypotheses and Goals are extensively developed with extension and elaboration on all or most of the points. Multiple resources reviewed. Furthermore, the referral problem is exceptionally defined in the context of appropriate grade and/or peer expectations; the behavior is identified as a skill or performance deficit; resources relevant to the referral problem (e.g., record review, interview, rating scales, observations, self-report) are gathered to identify/define the behavior and to serve as a baseline (minimum 3-5 data points); operationally defined goals of the intervention are specified, the intervention is evidence based and is sensitive to individual differences (e.g., cultural, considerations, developmental level, type of problem); strategies for generalizing outcomes to other settings are utilized; data are collected, documented, and used to measure progress towards goals and inform decision-making about the intervention and follow-up; progress monitoring data are charted and charting includes student performance trend lines, and/or goal lines; and empirical and visual analyses are used to analyze the data.

Assessment of Candidate Effect on Student Learning

<table>
<thead>
<tr>
<th>Data Evaluation</th>
<th>Yes</th>
<th>No</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Analysis</strong></td>
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<td></td>
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<tr>
<td><strong>Level (Average)</strong></td>
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<tr>
<td><strong>Trend (Rate of Improvement)</strong></td>
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<td><strong>Empirical Analysis</strong></td>
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<td><strong>Effect size (ES)</strong></td>
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<tr>
<td><strong>Percentage of non-overlapping data</strong></td>
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</table>
Students need to attain a rating of 2 (expected level of knowledge or competence) or higher in each of areas assessed in order to successfully complete the portfolio requirement of the program. *A rating of 1 would require a revise and resubmit.*

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Below Criterion (1) Revise &amp; Resubmit</th>
<th>Meets Criterion (2)</th>
<th>Exceeds Criterion (3)</th>
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<tr>
<td>Organization &amp; Presentation</td>
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<tr>
<td>Resume</td>
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<td>School Psychology Statement</td>
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<td>Diversity Statement</td>
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<tr>
<td>Assessment Report</td>
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<td>FBA</td>
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<td>Counseling</td>
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<tr>
<td>Academic</td>
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</table>
PsyD Program Completion Proposal

Date____________________________
Student________________________________
Date enrolled in PsyD program____________________________
Statute of Limitations date____________________________

Program Requirements remaining (specific list):

Projected Date for completion of PsyD____________________________

SEMESTER BY SEMESTER PROPOSED PLAN TO COMPLETE REMAINING REQUIREMENTS:

Semester____________________________
Proposed requirement(s)/task(s) to be completed:

Proposed grading criteria for Independent Study/Dissertation credit:
Satisfactory/Load:

Incomplete:

Unsatisfactory:

Semester____________________________
Proposed requirement(s)/task(s) to be completed:

Proposed grading criteria for Independent Study/Dissertation credit:
Satisfactory/Load:

Incomplete:

Unsatisfactory:
Semester __________________________

Proposed requirement(s)/task(s) to be completed:

Proposed grading criteria for Independent Study/Dissertation credit:

Satisfactory/Load:

Incomplete:

 Unsatisfactory:

Semester __________________________

Proposed requirement(s)/task(s) to be completed:

Proposed grading criteria for Independent Study/Dissertation credit:

Satisfactory/Load:

Incomplete:

 Unsatisfactory:

Semester __________________________

Proposed requirement(s)/task(s) to be completed:

Proposed grading criteria for Independent Study/Dissertation credit:

Satisfactory/Load:

Incomplete:

 Unsatisfactory:

Student Signature/Date __________________________

Division Director (following Division Discussion)/Date __________________________

Dissertation Chairperson/Date __________________________