



**WILLIAM JAMES  
COLLEGE**

# School Psychology PsyD

PROGRAM HANDBOOK

*2023-2024*

*Revised 8/7/2023*

## About this Handbook

The *School Psychology PsyD Program Handbook* is in effect for academic year 2023-2024. It supplements and elaborates upon the material in the William James College *Graduate Student Handbook* (included on the Office of Academic Affairs page at <http://www.williamjames.edu/academics/academic-affairs/index.cfm>), providing information that is specific to the School Psychology PsyD Program. If there are apparent inconsistencies between this Handbook and the institutional policies manuals or other posted information, please consult the Department Chair for clarification.

All policies and procedures of William James College are subject to change, in response to the evolving needs or demands of the institution and its programs. Appropriate notification of any such changes will be made.

For the 2023-24 academic year, the Program has requested and received Accredited, inactive status. This refers to a doctoral program that has not admitted students for 2 successive academic years or has provided the CoA with notice that it has decided to phase out and close a program.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE  
Washington, DC 20002  
Phone: 202-336-5979  
E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

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## I. Mission and Philosophy

Doctoral training in the School Psychology PsyD Program is grounded in an integrative philosophy of training and education that is in accord with the **mission and core values** of William James College:

### Mission

William James College strives to be a preeminent school of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society.

### Core Values

*Experiential Education.* Integrate rigorous academic instruction with substantial clinical experience.

*Social Responsibility.* Educate providers to meet a diverse society's evolving mental health needs including cultural competence and language training. Develop programs and partnerships to ensure access to mental health care for all persons.

*Personal Growth.* Foster a supportive, challenging and available learning environment that pays careful attention to personal and professional development.

The **School Psychology PsyD Program** adheres to a practitioner-scholar model of training. The Program prepares professional school psychologists through rigorous academic study integrated with intensive supervised clinical practice. Consistent with the William James College mission, the Program stresses core values of experiential education, social responsibility and personal growth. In keeping with these core values, trainees develop attitudes and competencies that enable them to work effectively and respectfully with diverse types of students and families, school personnel, other professionals, and members of the community.

This philosophy is realized as students (1) acquire advanced skills and knowledge in order to effect positive outcomes by providing evidence-based school psychological services; (2) develop leadership skills necessary to assume a systems perspective, function as change agents, and practice the comprehensive role of the school psychologist; and (3) experience professionally relevant personal growth using self-reflection and commitment to professional integrity.

## II. Program Aims and Competencies

The School Psychology PsyD Program's aim, competencies, and elements are designed to be congruent with the American Psychological Association's Standards of Accreditation for Health Service Psychology (HSP). The Program's aim is: To prepare students to become School Psychologists who function in an ethical and professional manner, building upon scientific knowledge to develop practice-related knowledge to deliver a comprehensive array of evidence-based school psychological services including assessment, consultation, and intervention with diverse populations. Students also obtain knowledge and develop skills and attitudes that prepare them to assume leadership and supervisory roles in schools, as well as a variety of health service provider settings.

The School Psychology PsyD Program prepares students in the following Profession-Wide Competencies as specified by the Commission on Accreditation (CoA) Implementing Regulations of the American Psychological Association (APA; available at <http://www.apa.org/ed/accreditation/section-c-soa.pdf>):

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values and attitudes
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

In addition, students gain the following areas of Discipline-Specific Knowledge as specified in APA CoA's Implementing Regulations:

- History and Systems of Psychology
- Basic Content Areas in Scientific Psychology
  - Affective Aspects of Behavior
  - Biological Aspects of Behavior
  - Cognitive Aspects of Behavior
  - Developmental Aspects of Behavior
  - Social Aspects of Behavior
- Advanced Integrative Knowledge in Scientific Psychology
- Research Methods, Statistical Analysis, and Psychometrics

### **Evaluation of Competencies**

APA Competencies are evaluated in coursework, fieldwork, assessment and planning conferences, the doctoral project, and the measurement competency exam. The syllabus for each core course in the School Psychology PsyD Program identifies the program competencies that are substantially addressed by the course. The correspondence between core courses and these program competencies is shown in Appendix 2. Course performance on each relevant program competency is formally evaluated on a four point scale: Exemplary, Expected, Needs Improvement, Unsatisfactory. In addition, the courses listed below have specified minimum levels of achievement (MLA) on specific course-related assignments, as

indicated on the course syllabi, Students who do not meet the MLA will receive a Corrective Action Notice (CAN) and will need to engage in appropriate remediation activities.

- BX 710 Advanced Behavioral Techniques with Children and Families
- CC 522 Diversity and Cross-Cultural Psychology
- CL 521 Clinical Interviewing with Children and Families
- CO 780 Advanced Consultation Skills in Schools
- FP 721 Practicum in Advanced Assessment
- FP 722 Practicum in Advanced Assessment
- FP 725 Doctoral Practicum in Clinical Services I
- FP 726 Doctoral Practicum in Clinical Services II
- FX 630 Collaborative Therapy with Multi-stressed Families
- PA 700 Advanced Psychoeducational Assessment
- PA 725 Advanced Social-Emotional Assessment of Children & Adolescents
- PR 828 Doctoral Project I: Advanced Research Methods
- PR 829 Doctoral Project II: Project Design and Development
- PS 630 Legal, Ethical and Professional Issues in School Psychology
- PY 521 Child & Adolescent Psychopathology
- SU 820 Supervision and Administration of School Psychological Services

### **III. Program Description and Requirements**

The full program sequence has two phases:

Foundational training in school psychology takes place at the MA/CAGS level of the Program. The required coursework at this level consists of 66 semester credits. Students receive a Master's degree (M.A.) in Professional Psychology after completing 30 or more credits in the first full year (Fall, Spring, and Summer). Students earn the Certificate of Advanced Graduate Study (CAGS) degree after three years of full time study, including a 1200 hour specialist level internship. Upon completing these requirements, the student will qualify for licensure as a school psychologist in Massachusetts.

Advanced and specialized training at the doctoral (PsyD) level builds upon the foundational coursework and fieldwork at the MA/CAGS level. Students complete requirements in seven areas: (1) psychological foundations, (2) system interventions and indirect services, (3) psychoeducational theory and practice, (4) assessment, (5) clinical interventions, (6) doctoral practica, and (7) doctoral project. A 1600-hour doctoral internship is the culminating training experience. PsyD-level coursework (i.e., prior to the internship) is typically completed within three years by continuing students, and within four years by students admitted with advanced standing.

A graduate of a specialist level program in school psychology from another accredited institution may matriculate directly into the School Psychology PsyD Program as an advanced standing student. The student must meet the equivalent of MA/CAGS-level coursework requirements through advanced standing credit, course waivers, and/or the completion of coursework. As indicated in Table 1 below, advanced standing credit for specified courses may be met by either a 2 credit or a 3 credit course that satisfactorily addresses the program competencies associated with the course. (See Appendix 3 for the correspondence between these core courses and program competencies.)

#### **A. Coursework Requirements**

Students complete a planned program of 120 or more semester credits, as shown in Tables 1 and 2 below. Advanced standing students may receive up to 62 advanced standing credits for prior graduate coursework that is determined to be comparable to coursework requirements for the MA/CAGS/PsyD sequence (see Section IV). For students who complete the MA/CAGS sequence at William James College, only six course credits from the internship sequence (FP701/702 and CS701/702) may be credited toward the Program's total course credit requirement. This adjustment allows all program requirements to be met within the 120 course credit total, and reduces the disparities in coursework at the PsyD level between MA/CAGS/PsyD students and students accepted to PsyD level with advanced standing.



**Table 1**  
**MA/CAGS-Level Courses**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
CP 501	Orientation to the Profession and Its Practice	0
IA 520	Instructional Assessment and Intervention <sup>1</sup>	3
RS 526	Statistics <sup>1 2</sup>	3
LS 659	Lifespan Development <sup>2</sup>	3
SN 512	Children and Adolescents with Special Needs	3
FP 501	Practicum I: School Environment and Educational Assessment	2
PA 500	Psychoeducational Assessment	3
BC 521	Behavioral Assessment, Intervention, and Consultation <sup>1</sup>	3
PY 521	Child & Adolescent Psychopathology <sup>2</sup>	3
RS 555	Research Evaluation Methods <sup>1</sup>	3
FP 502	Practicum II: Psychoeducational Assessment and Intervention	3
CC 522	Diversity and Cross-Cultural Psychology <sup>2</sup>	3
PH 501	Preventive Mental Health in Schools	2
PA 600	Social-Emotional Assessment	3
CX 610	Counseling and Psychotherapy in Schools	3
PS 630	Legal, Ethical and Professional Issues in School Psychology <sup>2</sup>	3
FP 601	Practicum III: Clinical Practice	2
BL 622	Biological Bases of Behavior and Learning <sup>2</sup>	3
GR 611	Group Process and Group Therapy <sup>1</sup>	3
CO 650	Consultation in Schools <sup>1</sup>	3
FP 602	Practicum IV: Clinical Practice	2
FP701	Internship A	2
CS701	Internship Seminar A	3
FP702	Internship B	2
CS702	Internship Seminar B	3

<sup>1</sup> Either a 2 credit or a 3 credit course may qualify for advanced standing credit, as described above.

<sup>2</sup> Required coursework for psychology licensure.

**Table 2**  
**PsyD-Level Courses**

	<b>Psychological Foundations</b>	<i>Credit Hours</i>
CA 601	Cognitive and Affective Bases of Behavior <sup>2</sup>	3
PS 600	History and Systems <sup>2</sup>	2
PS 603	Social Bases of Behavior <sup>2</sup>	3
RS 526	Statistics in School Psychology <sup>3</sup>	2
	<b>System Intervention &amp; Indirect Services (all required)</b>	
CO 780	Advanced Consultation Skills in Schools	3
SU 820	Supervision and Administration of School Psychological Services <sup>4</sup>	2
	<b>Assessment (all required)</b>	
PA 700	Advanced Psychoeducational Assessment	2
PA 725	Advanced Social-Emotional Assessment of Children & Adolescents	2
PA 760	Bilingual and Culturally Competent Assessment	2
PA 735	Rorschach Essentials or Projective Methods	3
	<b>Psychoeducational Theory and Practice (All required)</b>	
IA 772	Learning Disabilities: Research to Practice	2
IA 777	Autism Spectrum Disorders	2
	<b>Clinical Interventions (All courses required)</b>	
BX 710	Advanced Behavioral Techniques with Children and Families	3
CL 521	Clinical Interviewing with Children and Families	2
FX 630	Collaborative Therapy with Multi-stressed Families	2
SB 523	Addressing Substance Abuse in Schools	2
	<b>PsyD Level Practica (all required)</b>	2
FP 721	Practicum in Advanced Assessment or Advanced Integrated Assessment	3
FP 722	Practicum in Advanced Assessment	3
FP 725	Doctoral Practicum in Clinical Services I	3
FP 726	Doctoral Practicum in Clinical Services II	3
	<b>Doctoral Project (7 credits)</b>	
PR 828	Doctoral Project I: Advanced Research Methods <sup>2</sup>	3
PR 829	Doctoral Project II: Project Design and Development	2
PR 926	Doctoral Project III: Individual Mentorship	2

<sup>3</sup> Advanced standing students with prior coursework in measurement may take RS626 in place of RS526.

<sup>4</sup> An optional field experience (FP831) is associated with this course.

PR 927	Doctoral Project III: Individual Mentorship - 2	0
PR 950	Continuing Doctoral Project (tuition only, at 3 credit rate)	0
PR 951	Continuing Doctoral Project (tuition only, at 3 credit rate) <sup>5</sup>	0
	<b>Doctoral Internship (minimum of 4 credits)</b>	
FP 801	Doctoral Internship	2
FP 802	Doctoral Internship	2
FP 803	Doctoral Internship (2nd year, if applicable)	(0)
FP 804	Doctoral Internship (2nd year, if applicable)	(0)

**Students entering at the advanced standing level who require additional elective credits should contact the Program Director for more information.**

### B. Evaluation of Coursework

School Psychology Department course are evaluated with letter grades. The exception is that field experience (practicum and internship) coursework is graded on a credit/non-credit basis. Guidelines for assigning letter grades for PsyD-level courses are as follows:

Students who earn an “**A**” in this course fully meet the course expectations described by the assessment criteria (see Assessments table in syllabus), with strong performance in mastering the theoretical material, concepts, knowledge, skills, and/or attitudes set forth in course competencies. Instructors may choose to quantify these criteria, for example, by specifying that a grade of A corresponds to a total of 94-100 out of a possible 100 points, and a grade of A- corresponds to a total of 90-93.

Students who earn a “**B**” in this course substantially, and for the most part, meet the course expectations described by the assessment criteria (see Assessments table in syllabus), with satisfactory performance in mastering the theoretical material, concepts, knowledge, skills, and/or attitudes set forth in course competencies. Instructors may choose to quantify these criteria, for example, by specifying that a grade of B+ corresponds to a total of 87-89 out of a possible 100 points, a grade of B corresponds to a total of 84-86, and a grade of B- corresponds to a score of 80-83.

Students who earn a “**C**” in this course fail to adequately meet the course expectations described by the assessment criteria (see Assessments table in syllabus), with poor or substandard performance in various respects. Instructors may choose to quantify these criteria, for example, by specifying that a grade of C corresponds to a total of 70-79 out of a possible 100 points. **A grade of C will not earn credit for this course.**

Students who earn a “**D**” in this course consistently fail to meet the course expectations described by the assessment criteria (see Assessments table in syllabus), with unacceptable performance in most respects. Instructors may choose to quantify these

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<sup>5</sup> PR951, unlike PR950, does not have a 20 hour/week contractual requirement. Registration for PR951 alone does not qualify for half-time enrollment and continued eligibility for Federal Title IV financial aid.

criteria, for example, by specifying that a grade of D corresponds to a total of less than 70 out of a possible 100 points. **A grade of D will not earn credit for this course.**

As set forth in the *WJC Graduate Student Handbook*, criteria for assigning credit/non-credit grades are as follows:

**CR Credit:** Course requirements were satisfactorily completed at a qualitative level judged to be at least equal to that of “B” in more traditionally graded systems (These grades are not included in the calculation of a student’s grade-point-average).

**CP Credit Problematic:** Course requirements were completed and credit was granted, but work was done in some degree of substandard, marginal or problematic fashion. The “CP” grade is generally judged to be of lesser quality than that of “B” in more traditionally graded systems (These grades are not included in the calculation of a student’s grade-point-average). Credit earned in a course for which this grade has been received may not be applied to a degree program. Therefore the course must be repeated.

**NC No Credit:** Course requirements were not completed at a level sufficient to award academic credit (These grades are not included in the calculation of a student’s grade point-average). Credit earned in a course for which this grade has been received may not be applied to a degree program. Therefore the course must be repeated.

Please refer to the *WJC Graduate Student Handbook* for additional information on grade designations.

An instructor should file a Corrective Action Notice as soon as course performance suggests that a student is at risk of receiving a deficient grade (i.e., B-, C, D; Credit Problematic, No Credit).

The opportunity to resubmit substandard work or other opportunities for additional credit are at the discretion of the course instructor. Students are encouraged to consult with the instructor and/or their advisor about problematic performance.

**Course performance evaluations.** Students receive individualized feedback on their performance in each course. Instructors rate each course-related program competency, as described above and identified in Appendix 2, on a four-point scale (Exemplary, Expected, Needs Improvement, Unsatisfactory), and certain courses also contain additional MLAs as specified on the syllabus. Instructors provide a brief narrative summary that addresses aspects of course performance such as the following:

- Achievement (i.e., degree to which student has grasped the material and met course competencies; strengths and weaknesses);
- Quality of written and oral work;
- Effort, Attendance, initiative, attitude, participation;
- Professional behavior; and
- Interpersonal relations and respect for others.

### **C. Assessment and Planning Conference**

Each student has an individual review at the conclusion of each year in the Program in the form of an Assessment and Planning (A&P) conference. The A&P conference serves several

purposes, including (1) assessment of the student's performance in all aspects of the Program, (2) planning and monitoring the student's progression through the Program with respect to coursework, fieldwork, and the doctoral project, and (3) setting personal goals for professional development and career aspirations. This process helps to establish and assure progress toward academic and professional goals, with particular regard for the student's background, skills, interests, learning goals, and professional aspirations. Both strengths and areas needing improvement are discussed, and recommendations for professional development are offered.

Another purpose of this conference is to provide an opportunity for general feedback and discussion. The student is expected to reflect upon personal and professional development, and to assess performance to date in meeting program competencies. Faculty participants use this occasion to recognize the student's accomplishments and leadership activities.

A&P conference participants include the student, the advisor, and a faculty member who has some knowledge of the student's activities and performance during the course of the program. Other participants may be invited with advance permission of the advisor. If the student had a practicum or internship placement during the past year, the field supervisor is also a required participant, and may attend either in person or by conference call. The A&P conference is typically held in June for continuing students and in May for students who are scheduled to graduate in June. See Appendix 4 for a description of A&P conference proceedings and the A&P Conference form.

In addition to the annual A&P conference, an interim A&P conference may be convened by the advisor to address deficiencies in coursework, fieldwork, and/or professional behavior. An interim A&P conference may result in a recommendation for corrective action. In circumstances that result in academic probation, as described in the *WJC Graduate Student Handbook*, the correction action takes the form of an academic probation plan. An interim A&P conference can also serve as the occasion for a student to establish having met program requirements that were not met at previous review points (e.g., Satisfactory Progress Toward Degree, readiness for internship, academic probation conditions).

#### **D. Other Program Requirements**

##### **1. Massachusetts Tests for Educator Licensure (MTEL) or Equivalent**

A passing score on the Communications and Literacy Skills test of the MTEL is a program requirement, as it is required for licensure as an educator in Massachusetts. Students admitted to PsyD level with advanced standing must meet the MTEL requirement or the equivalent literacy test for educator licensure for the state in which the student resides.

##### **2. Praxis School Psychologist Assessment**

Students must obtain a passing score (147 or higher; 165 or higher from September 2008 to August 2014 administration) on the Praxis School Psychologist assessment to demonstrate foundational knowledge of comprehensive and integrated school psychological services. Students typically take this exam near the end of year two of the MA/CAGS level. They may take the exam again to attain a passing score, but must do so to qualify for transition to the PsyD level of the Program (see item G in Section IV, p. 17). Students admitted with advanced standing should take the Praxis assessment soon after they matriculate if they have not already met this program requirement.

A passing score on the Praxis School Psychologist assessment is a requirement to obtain certification as a Nationally Certified School Psychologist (NCSP) and is also a requirement for Massachusetts licensure as a school psychologist at the professional level. Students are strongly encouraged to apply for the NCSP credential upon completion of the MA/CAGS level of the Program, when they are first eligible to do so. To facilitate the NCSP application, students are advised to request that their scores on the Praxis assessment be reported both to William James College (code: 3520) and to the National Association of School Psychologists.

### 3. PsyD Orientation

Students must participate in an orientation to the PsyD Program where they are introduced to Program and William James College policies, procedures, and resources. PsyD-level requirements (i.e., coursework, fieldwork, doctoral project), and other program components are discussed in detail. Students sign and submit the Student Acknowledgement Form (Appendix 5) to indicate that they are familiar with, and will comply with, the policies and procedures as stated in the *School Psychology PsyD Program Handbook* and the *WJC Graduate Student Handbook*.

### 4. Measurement Competency Examination

Students in the first year of PsyD-level coursework take a measurement competency examination to ensure they have the essential foundational skills for psychological assessment and other professional functions (see Appendix 6). Students must attain a passing score of 80% correct. Students obtaining scores below 80% must take an alternate form of the exam and attain a passing score within 12 months of the initial administration. Failure to attain a passing score on each of two additional administrations will result in dismissal from the Program.

### 5. Field Experiences

Practicum and internship field experiences are described in Section VII.

### 6. Doctoral Project

The doctoral project is described briefly in Section VIII, and in greater detail in the *Doctoral Project Manual*, which is posted in the School Psychology OneDrive folder.

### 7. Professional Work Characteristics

In the School Psychology PsyD program, students are expected to check their William James College email every business day during the semester and at least weekly during the summer when they are not enrolled in courses. Students are expected to respond to WJC and Department requests in a timely manner. In addition, students are expected to respond to the following administrative tasks within the specified time period:

- Complete incoming student survey (incoming students only);
- Complete advisor survey;
- Submit completed field placement contract;
- Complete field site evaluations (fall and spring);
- Complete required trainings as requested (e.g., Title IX, HIPPA);

- Register for fall, spring, and summer (if applicable) courses;
- Schedule A&P Conference;
- Submit A&P Conference paperwork to Department Coordinator; and
- Attend to all other requests as indicated.

Student responsiveness to the above administrative tasks is tracked, and lateness on two or more occasions will require follow-up from the student's advisor and may result in a Corrective Action Notice.

In keeping with professional behavior, in-class use of laptop computers, iPads, and other technology during class should be limited to reasonable and respectful course-related purposes. Course instructors may establish more specific guidelines.

Professional work characteristics are also evaluated in students' course evaluations, field work evaluations, and at A&P Conferences. An advisor who has significant concerns about a student's professional behavior should address them in an individual meeting or at an intermediate A&P Conference rather than wait until the end-of-year A&P Conference.

## **E. Transition to CAGS Stage**

Students who enter the Program at the MA/CAGS level qualify for the M.A. in Professional Psychology degree by (1) earning 30 or more course credits of first year MA/CAGS-level courses (i.e., those listed in Table 1 above, through CC522), and (2) sitting for the First Year Examination.

A student who meets the requirements for the M.A. in Professional Psychology is reviewed by the faculty prior to the start of the following semester for approval of transition to the CAGS stage of the Program. The student's faculty advisor reviews the student's status with respect to program requirements and, if warranted, recommends the student for approval by the faculty (see form, Appendix 7). For the standard progression through the Program, this determination is made prior to the start of Fall semester of the second year. Faculty approval is based on the following conditions being met:

1. A passing score on the MTEL Communications and Literacy Skills;
2. Passing scores in all areas of the First Year Examination;
3. A rating of 2.5 or higher on Program Competency 5 (Communications and interpersonal skills) at the most recent A&P conference; and
4. An A&P Conference rating of "Satisfactory" Progress Toward Degree.

The A&P Conference Summary rating is based on multiple inputs, including course grades, field placement evaluations and assessment of professional behavior. A student who does not meet the criteria listed above must satisfactorily resolve the deficiency within one semester following the First Year Examination (usually, by the last day of Fall semester) in order to transition to the CAGS stage and continue in the School Psychology PsyD Program. An interim A&P Conference may be held to determine whether concerns have been addressed and a Satisfactory rating is warranted.

Prior feedback to students regarding substandard Progress Toward Degree is of paramount importance. Although students receive various types of feedback during the first year that provide insight into their standing in the Program, the A&P Conference Progress Toward Degree rating has special significance with respect to prior notice:

As a general rule, a student who receives an A&P Conference Progress Toward Degree rating of "Satisfactory" can expect a timely transition to the CAGS stage of the Program. As a general rule, a student who receives an A&P Conference Progress Toward Degree rating of "Adequate, with reservations" should regard this as a signal that there is a possibility of not being recommended for transition to the CAGS degree stage immediately upon completion of the M.A. degree.

A student who receives an A&P Conference Progress Toward Degree rating of "Questionable" or "Unsatisfactory" is not eligible for consideration of transition to the CAGS stage of the Program at the beginning of the second year. (Note: this rating may also result in academic probation or other formal action.)

The Department Chair notifies students of faculty approval for transition to the CAGS stage of the Program. If the faculty decision is "Not at this time," the advisor shall notify the student prior to the beginning of Year 2 Fall semester classes and convene an interim A&P Conference to clarify issues and/or identify what conditions or corrective actions must be met to qualify for transition to the CAGS stage of the Program.



## **F. Eligibility to Enroll in PsyD-Level Courses While at MA/CAGS Level**

A student is eligible to enroll in PsyD-level courses according to Appendix 8. The following two criteria must also be met:

1. Student is in good academic standing; and
2. Advisor gives approval for enrollment in each requested PsyD-level course.

## **G. Transition from MA/CAGS to PsyD Level**

For students who enter the School Psychology PsyD Program at the MA/CAGS level, the transition from the MA/CAGS level to the PsyD level of the Program is automatic upon meeting the following criteria:

1. Completion of all MA/CAGS-level coursework, with the exception of the MA/CAGS-level internship;
2. An A&P Conference rating of “Satisfactory” Progress Toward Degree following the completion of this coursework;
3. A passing score on the Praxis School Psychologist assessment; and
4. Student is in good academic standing.

If a student receives a lower Progress Toward Degree rating at the end-of-year assessment and planning conference, a subsequent conference can be held to determine whether concerns have been addressed and a Satisfactory rating is warranted.

## **H. Concentrations**

Students have the option to pursue a concentration—either as a “major area of study” or as an “emphasis”—in one of four areas: Children and Families of Adversity and Resilience (CFAR), Latino Mental Health, African and Caribbean Mental Health, or Global Mental Health. A concentration in one of these areas can help prepare the student as a practitioner for typically underserved populations. Enrollment in these programs involves required coursework that may increase the total number of credits required for graduation, and may impact the doctoral project focus. For current information about concentration characteristics and requirements, please refer to the *Cross-Departmental Concentration Handbook*.

## **I. Full Time Enrollment**

Full time enrollment is defined as 9 credits each Fall and Spring semester. Students must maintain at least half-time enrollment (minimum of 5 credits) or register for PR950 Continuing Doctoral Project or Doctoral Internship each Fall and Spring to remain eligible for financial aid and loan deferment.

## **J. Minimum Enrollment and Residency**

Students must be enrolled at William James College for a minimum of three years, with at least one year of full-time residence. These minimal levels are primarily applicable to students admitted with advanced standing, as the enrollment and residence periods will be longer for students admitted at the MA/CAGS level.

## **K. Tenure Limits**

The tenure limit for students who matriculate at the MA/CAGS level is eight years. For students who transition to the School PsyD Program while enrolled at the MA/CAGS level of the Program, the eight year tenure limit is prorated accordingly. Specifically, students who enter the Program who have not yet earned their M.A. (e.g., first year MA/CAGS students) will have eight years. Students who have earned their M.A. (e.g., second and third year MA/CAGS students) will have seven years.

The tenure limit for students who matriculate as advanced standing students at the PsyD level is six years. Progress toward program completion is reviewed periodically with the student's advisor, including at the annual assessment and planning conference.

Requests for extensions of the tenure limit due to extenuating circumstances are reviewed by the Department Chair and Vice President for Academic Affairs.

## **L. Transfer of Credit**

After matriculating into the School Psychology PsyD Program, a student may transfer in up to 12 credits of applicable graduate coursework completed at another accredited higher education institution. A student that is admitted to the Program at the MA/CAGS level may transfer in up to 24 credits of applicable graduate coursework completed *prior* to matriculation. However, the total number of transferred credits (i.e., prior to and subsequent to matriculation) may not exceed 24 credits. Transfer of credit requires prior approval from the Department Chair for each such course.

Advanced standing credit is distinct from transfer of credit, and is subject to separate and independent conditions and credit limits (see Section IV).

## **M. Course Waiver**

Prior coursework or learning activities that do not meet the criteria for transfer of credit or advanced standing credit may qualify for a course waiver if the student provides evidence of having met the program competencies associated with the given course. A course waiver does not reduce the number of overall credits required for program completion.

A course may be waived by the Program Director on the basis of the applicant's advanced level learning experiences of a comparable nature (e.g., through field training, professional development programs, or work-related training and practice) or of previously completed graduate coursework that does not meet the criteria for advanced standing credit. Course waivers are routinely granted for MA/CAGS-level practicum coursework to advanced standing students who have worked in a K-12 school setting for at least one school year.

## **N. Continuing Education**

Students are encouraged to attend WJC Continuing Education programs. William James College students can attend many classroom-based CE programs at a 90% discount. However, students must reserve space in advance, and must cancel their reservation if unable to attend. Information about CE offerings can be found on the William James College website at [www.williamjames.edu/ce](http://www.williamjames.edu/ce).

## **IV. Advanced Standing**

Applicants who are offered admission with advanced standing to the School Psychology PsyD Program have the opportunity to submit documentation to determine what prior coursework and experience will be approved to meet program requirements (see instructions, Appendix 9). Admitted applicants do so by completing an Advanced Standing Credit form for each course for which advanced standing credit is sought (see sample, Appendix 10).

The advanced standing application is reviewed by the program faculty, with four possible outcomes for each course under consideration:

A course is accepted toward advanced standing, with a concomitant reduction in the overall minimum number of credits required for the degree.

A course is conditionally accepted toward advanced standing, contingent upon the applicant subsequently demonstrating attainment of the program competencies addressed by the given course.

A course waiver is granted, with no reduction in the number of overall credits required for the degree.

No advanced standing credit or waiver is granted.

Upon entering the PsyD level of the Program, students keep track of completed and projected coursework using the Course Audit form (Appendix 11). A separate form, Conditional Advanced Standing Credit Audit (Appendix 12), is used to track supplemental activities that must be completed as a condition for receiving advanced standing credit .

### **A. Definitions**

#### **1. Advanced Standing**

Advanced standing is a formal status granted to a School Psychology PsyD student who enters the Program at the PsyD level after having completed a specialist level program in school psychology at another accredited institution.

#### **2. Advanced Standing Credit**

Advanced standing credit is credit toward meeting program requirements that is granted for satisfactory completion of a graduate course at another accredited institution prior to matriculation. To qualify for advanced standing credit, the course must be deemed equivalent in content and level of instruction to a course in the School Psychology PsyD Program (i.e., listed in Table 1 or 2, pp. 9-11), as determined by the program faculty. Coursework completed at William James College as a non-matriculated student may be credited towards the allowable total, subject to the specified limit. Students admitted with advanced standing at the PsyD level enter the Program with a concomitant reduction in the overall minimum number of credits required for the degree.

#### **3. Course Waiver**

A course waiver exempts the student from taking the course as a program requirement, even though course credit cannot be granted. A course waiver may not be used to fulfill a breadth

area requirement at the PsyD level of the Program, and will not reduce the number of overall credits required for a degree.

## **B. Policy**

### **1. Prior Notification**

Prior to the decision date for accepting or declining the offer of admission, applicants are provided with an initial (i.e., tentative, but largely accurate) determination of the faculty review of their advanced standing application, indicating the projected advanced standing credits and course waivers that will be granted.

### **2. Advanced Standing Credit**

Advanced standing credit is subject to the following conditions and limitations:

Consideration for advanced standing credit is limited to graduate level courses completed at another accredited institution for which a grade of B or better (not B-) was awarded.

Courses completed within the past 5 years will receive full consideration for advanced standing credit. Applicants may, however, submit documentation of courses taken more than 5 years prior to matriculation, as advanced standing credit may be considered under the conditions described in e., below.

No more than 62 credits that comprise a student's degree program may be satisfied through advanced standing credit.

Graduate coursework that is proposed for advanced standing credit must be recognized as meeting licensure or accreditation standards, where applicable.

Credit for a course completed more than 5 years prior to matriculation may be considered for credit under the following conditions:

- The course substantially addresses the program competencies associated with the William James College course;
- Course content has not significantly changed over time;
- After matriculating into the Program, the applicant must complete course requirements (e.g., readings and assignments) to ensure attainment of the program competencies associated with the course, as specified by a program faculty member with expertise in the subject area; and
- After indicated requirements are satisfactorily completed as determined by the designated faculty member, the faculty member confers with the student to determine whether the student has attained course-related competencies commensurate with program expectations.
- These requirements and their satisfactory completion are documented by the faculty member on the respective Advanced Standing Credit Form

### **C. Application Procedure**

Applicants must submit the Advanced Standing Credit Form (course information, syllabus, and corresponding transcript) specific to each course that is being considered (see sample, Appendix 10).

Materials submitted by applicants will be reviewed by faculty members, who make a recommendation to the program director. The decision to grant advanced standing credit or course waiver resides with the program director and is not subject to appeal.

If a decision cannot be made based on the applicant's submitted documentation for advanced standing credit, then:

Further information may be requested of the applicant;

And/or a decision may be made based on an interview with the program's core faculty member(s) and the program director;

And/or a written assignment (e.g., essay or examination) may be requested of the applicant.

Notification of an applicant's status will include a clear delineation of the graduate credits which are approved, prior to the date when applicants must accept or reject an offer of admission to the Program.

Following the applicant's acceptance into the Program, a program of study will be outlined for the applicant by core faculty members with the final approval of the program director. The information from the review and outcome process will be available to the applicant's assigned faculty advisor, who will guide the student in the ongoing progression of the curriculum.

### **D. Timeline**

Timelines for submitting advanced standing materials and for faculty review and notification are provided to applicants each year. As a general rule:

Individuals who are offered admission to the Program may submit the advanced standing credit application packet only after receiving the admission offer.

The regular submission period runs for six weeks, starting approximately February 1<sup>st</sup>.

For applications submitted in a timely manner, applicants receive notification of the faculty review within six weeks of the date of submission or by April 1, whichever comes first.

For applications submitted after the due date, applicants receive notification of the faculty review within six weeks of the date of submission.

Application requirements or documentation for activities must be completed prior to the first day of Fall classes, unless otherwise approved by the program director.

## V. Course Sequence

### A. MA/CAGS/PsyD Entry Level Six-year sequence

Course sequence subject to change. Appropriate notification of any such changes will be made.

#### **Year 1 Fall (14 Credits)**

IA 520	Instructional Assessment & Intervention	3
RS 526	Statistics	3
LS 659	Life Span Development	3
SN 512	Educating Children & Adolescents with Special Needs	3
FP 501	Practicum I: School Environment and Educational Assessment	2

#### **Year 1 Spring (15 Credits)**

PA 500	Psychoeducational Assessment	3
BC 521	Behavioral Assessment, Intervention, and Consultation	3
PY 521	Psychopathology of Childhood and Adolescence	3
RS 555	Research and Evaluation Methods	3
FP 502	Practicum II: Psychoeducational Assessment and Intervention	3

#### **Year 1/2 Summer (7 Credits)**

CC 522	Diversity and Cross-Cultural Psychology	3
PH501	Preventive Mental Health in the Schools	2
SB 523	Substance Abuse in Schools	2

#### **Year 2 Fall (13 Credits)**

PA 600	Social-Emotional Assessment	3
PS 630	Legal, Ethical, and Professional Issues in School Psychology	3
CX 610	Counseling and Psychotherapy in Schools	3
FP 601	Practicum III: Clinical Practice	2
PA 760	Bilingual and Culturally Competent Assessment	2

#### **Year 2 Spring (13 Credits)**

CO 650	Consultation in Schools	3
BL 622	Biological Bases of Behavior and Learning	3
GR 611	Group Process and Group Therapy	3
FP 602	Practicum IV: Clinical Practice	2
IA777	Autism Spectrum Disorders	2

#### **Year 2/3 Summer (4 credits)**

CL 521	Clinical Interviewing with Children and Families	2
PS 600	History and Systems	2

#### **Year 3 Fall (6 credits)**

CS 701	Internship Seminar A	3
FP 701	Internship A <sup>4</sup> (HSP Advanced Practicum in School <sup>5</sup> )	

<sup>4</sup> Credit for FP701 and FP702 does not count toward the School PsyD total credit requirement.

<sup>5</sup> If available, not guaranteed

CO 780 Advanced Consultation Skills 3

**Year 3 Spring (6 credits)**

CS 702 Internship Seminar B 3  
FP 702 Internship B<sup>1</sup> (HSP Advanced Practicum in School<sup>2</sup>)  
BX 710 Advanced Behavioral Techniques with Children & Families 3

**Year 3/4 Summer (5 credits)**

IA 772 Learning Disabilities 2  
CA 601 Cognitive and Affective Bases of Behavior 3

**Year Fall 4 (7 credits)**

FP 725 Doctoral Practicum in Clinical Services I<sup>6</sup> 3  
FX 630 Collaborative Therapy with Multi-Stressed Families 2  
PA 700 Advanced Psychoeducational Assessment 2

**Year 4 Spring (8 credits)**

FP 726 Doctoral Practicum in Clinical Services II<sup>6</sup> 3  
PR 828 Doctoral Project I: Advanced Research Methods 3  
PA 725 Advanced Social-Emotional Assessment of Child. and Adol. 2

**Year 4/5 Summer (5 credits)**

PR 829 Doctoral Project II: Project Design and Development 2  
PA 735 Rorschach Essentials 3

***APA/APPIC Internship Preparation***

**Year 5 Fall (7 credits)**

FP 721 Practicum in Advanced Assessment (Brenner Center) 3  
SU 820 Supervision and Administration of School Psychological Services 2  
PR 926 Doctoral Project III: Individual Mentorship 2

**Year 5 Spring (6 credits)**

FP 722 Practicum in Advanced Assessment (Brenner Center) 3  
PR 927 Doctoral Project III: Individual Mentorship - 2 0  
PS 603 Social Bases of Behavior 3

**Year 5/6 Summer (0 credits)**

**Year 6 Fall & Spring (4 credits)**

FP 801/802 Doctoral Internship 4

**B. PsyD Advanced Standing Level Entry**

*Course sequence subject to change. Appropriate notification of any such changes will be made.*

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<sup>6</sup> Must complete at least 600 hours in a HSP setting over at least 30 weeks

The pace and course sequence at the PsyD level is fixed so a student's program follows a logical sequence. Required courses are offered at times that fit for a particular stage of the Program. . The curriculum map below outlines typical course sequences for students who enter at the MA/CAGS level to complete the Program in 4. This example is intended to illustrate the typical pace and sequence; other variations may be possible and, for students entering at PsyD level, are expected. Please refer to Appendix 8 for further specification of the course sequence or level at which courses can be taken.

**Summer Year 1 (6 Credits)** (All Summer 2)

CL 521	Clinical Interviewing with Children and Families	2
SB 523	Substance Abuse in Schools	2
IA 772	Learning Disabilities	2

**Year 1 Fall (7 Credits)**

RS 526	Statistic in School Psychology (if needed)	3
PA 760	Bilingual and Culturally Competent Assessment	2
PA 700	Advanced Psychoeducational Assessment	2

**Year 1 Spring (7 Credits)**

IA777	Autism Spectrum Disorders	2
BX 710	Advanced Behavioral Techniques with Children & Families	3
PA 725	Advanced Social-Emotional Assessment of Child. and Adol.	2

**Summer Year 2 (7/10 credits)**

CC 522	Diversity and Cross-Cultural Psychology (as needed)	3
PH501	Preventive Mental Health in the Schools (as needed)	2
PS 600	History and Systems	2
PA 735	Rorschach Essentials	3

**Year 2 Fall (8/9/11 credits)**

FP 725	Doctoral Practicum in Clinical Services I <sup>7</sup>	3
CO 780	Advanced Consultation Skills	3
LS 659	Life Span Development (As needed)	3/1
FX 630	Collaborative Therapy with Multi-Stressed Families	2

**Year 2 Spring (8 credits)**

FP 726	Doctoral Practicum in Clinical Services II <sup>8</sup>	3
PR 828	Doctoral Project I: Advanced Research Methods	3
	Elective as needed	

**Year 3 Summer (5 credits)**

PR 829	Doctoral Project II: Project Design and Development	2
CA 601	Cognitive and Affective Bases of Behavior	3
	Internship Application	

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<sup>7</sup> Must complete at least 600 hours in a HSP over at least 30 weeks



**Year 3 Fall (5 credits)**

FP 721	Practicum in Advanced Assessment (Brenner Center)	3
PR 926	Doctoral Project III: Individual Mentorship	2
SU 820	Supervision and Administration of School Psychological Services	2
	Elective as needed	

**Year 3 Spring (6 credits) but meets financial aid requirement**

PR 927	Doctoral Project III: Individual Mentorship – 2	0
PS 603	Social Bases of Behavior	3
	Elective as needed	
FP 722	Practicum in Advanced Assessment (Brenner Center)	3

**Year 4 (4 credits)**

FP 801/802	Doctoral Internship	4
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## VI. Course Descriptions

### **SCH BC 521 – BEHAVIORAL ASSESSMENT, INTERVENTION, AND CONSULTATION (3 credits):**

This course examines major theoretical models and strategies for addressing behavior and emotional problems in the classroom setting, including principles of learning theory and behavior modification, and positive behavioral supports. Foundational skills will emphasize selection of target behaviors, techniques for increasing and decreasing behaviors, contingency contracting, and group management strategies. Cross-cultural perspectives will provide a context for understanding and addressing student behavior. Students will learn to problem-solve, anticipate and prevent problem behaviors, plan and implement interventions, and evaluate and modify interventions based on monitoring data. Students will apply these skills as they conduct a functional behavioral assessment. Students will generate a repertoire of strategies and learn to analyze appropriate approaches for individuals or groups of children.

### **SCH BL 622 – BIOLOGICAL BASES OF BEHAVIOR AND LEARNING (3 credits):**

This course examines the biological bases of behavior and learning through the lifespan, including the fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology, neurochemistry, psychopharmacology and temperament. Interactions between genes, brain, environment and lifestyle (including effects of diet, exercise, and sleep) will be emphasized, and how these impact brain development, learning and memory, and mental health. This knowledge is applied towards understanding typical maturation, as well as developmental conditions such as learning disabilities, ADHD and autism, and clinical mental health conditions such as anxiety, depression, and psychosis. Students will critically examine a variety of intervention approaches with the goal of becoming lifelong critical consumers of new information in these areas. Principles and theories of learning, motivation and neuropsychologically based interventions are also discussed.

### **SCH BX 710 – ADVANCED BEHAVIORAL TECHNIQUES WITH CHILDREN & FAMILIES (3 credits):**

This course is designed to teach advanced behavioral assessment and intervention techniques for use with children and families impacted by major mental health concerns and behavioral impairments. The focus of the course will be to prepare students to have a broad understanding of evidence-based and effective behavioral and cognitive-behavioral options when faced with youth exhibiting extremely challenging, self-destructive, explosive, and detrimental behavioral patterns. Family and systems theory concerns will also be explored in the context of needs and challenges related to enhancing effectiveness of interventions with children impacted by abuse, neglect, substance abuse and/or chaotic systemic involvement. In addition to focusing on theory and skills related to advanced behavioral techniques, this the course will focus on the importance of having enhanced ability to reflect on changing data and responses to intervention, and will examine impediments to clinician creativity, flexibility and self-introspection that detract from desired behavioral outcomes. *Prerequisite: BC521 or equivalent course.*

### **SCH CA 601 – COGNITIVE AND AFFECTIVE BASES OF BEHAVIOR (3 credits):**

This three-credit course will review core theories of Cognition and Affect by examining how humans process information and organize their knowledge and emotional experiences. Core theories of cognition and affect will be evaluated based on research relevant to various aspects of thinking and feeling and they influence behavior. Students will be able to see how cognition and affect are multi-dimensional in nature and address specific topics ranging from memory, categorization, language, reasoning and problem solving. Their implications for contemporary issues will be addressed in several areas of application including regulation of affect and behavior in everyday life and in special states such as trauma. Current controversies will be explored from a variety of perspectives including emerging fields addressing the interplay of the two. *Cross listed as CLI CA601.*

### **SCH CC 522 – DIVERSITY AND CROSS CULTURAL PSYCHOLOGY (3 credits):**

This course provides an overview of the study of culture, education and mental health. It presents different frameworks to understand children and families from various cultural backgrounds, stressing their SES, the ways in which they typically understand themselves (e.g., gender roles, self-definitions,

culture-bound syndromes), and their strengths. Implications for the school environment, including strategies for providing educational and psycho-social supports, are examined. *Cross-listed as CLI CC522.*

**SCH CL 521 – CLINICAL INTERVIEWING WITH CHILDREN AND FAMILIES (2 credits):**

This practice-oriented course will prepare students to conduct thoughtful and well-informed interviews with children, adolescents, and parents. Several types of techniques will be covered, including semi-structured interviews, structured interviews, and play interviews. Students will build skills in interviewing for different purposes, including initial psychotherapy sessions, diagnostic interviews, obtaining background as part of psychological assessments, and interviews done as part of the assessment of suicide and violence risk. Students will also attain competence with specialized interviews, such as the Child and Adolescent Needs and Strengths (CANS) protocol done as part of the Massachusetts Children's Behavioral Health Initiative.

**SCH CO 750 – CONSULTATION IN SCHOOLS (3 credits):**

The purpose of this course is to introduce and develop beginning knowledge and skills in indirect service delivery in the schools through consultation using a problem solving model. Students will have an initial experience with consultation using the Instructional Consultation (IC) model. Reflection on the practice of consultation is also developed, as well as competencies for practice within a pluralistic society.

**SCH CO 780 – ADVANCED CONSULTATION SKILLS IN SCHOOLS (3 credits):**

In this course, students develop advanced knowledge and skills in consultee-centered consultation and systems/organizational consultation. Students will learn about the Instructional Consultation (IC) model in working with teachers on academic or behavioral concerns. Students will engage in consultation in their work settings and/or practicum sites. Participation in feedback sessions will deepen organizational consultation skills.

**SCH CP 501 – ORIENTATION TO THE PROFESSION AND ITS PRACTICE (0 credits):**

This non-credit short course provides an orientation to important concepts and skills that serve as a basis for the initiation of professional training and early clinical/professional practice. *Required of all entering students.*

**SCH CS 701 – INTERNSHIP SEMINAR A (2 credits):**

This seminar supports the first segment of the 1200-hour internship, which provides the opportunity to refine and integrate skills, and develop the "professional self" and professional work characteristics. The internship enables interns to practice a comprehensive model of school psychological services that includes data-based decision making, counseling, consultation, and group facilitation and leadership. The seminar addresses issues that surface during internship, such as ethical and practice dilemmas, use of supervision, and interactions with administration and staff. Guest presenters offer special sessions on featured topics. *Corequisite: FP701. Open only to MA/CAGS students in the School Psychology Program.*

**SCH CS 702 – INTERNSHIP SEMINAR B (2 credits):**

This seminar supports the second segment of the 1200-hour internship, which provides the opportunity to refine and integrate skills, and to develop the "professional self" and professional work characteristics. The internship enables interns to practice a comprehensive model of school psychological services that includes data-based decision making, counseling, consultation, and group facilitation and leadership. The seminar addresses issues that surface during internship, such as ethical and practice dilemmas, use of supervision, and interactions with administration and staff. *A continuation of CS701 Corequisite: FP702.*

**SCH CX 610 – COUNSELING AND PSYCHOTHERAPY IN THE SCHOOLS (3 credits):**

This course explores theoretical foundations and practical interventions involved in counseling and psychotherapy with children adolescents, particularly as applied in school settings. Topics include establishing rapport, ethical responsibilities, intervention planning, psychodynamic techniques, and

behavioral techniques, treatment of selected disorders, relationships with social services and other providers, transference and counter-transference, and the influence of social and cultural factors. Supervised experience in counseling of individual students is arranged through the concurrent Practicum III.

**SCH FP 501 – PRACTICUM I: SCHOOL ENVIRONMENT & EDUCATIONAL ASSESSMENT (2 credits):** This seminar supports and complements the 10 hour/week first year practicum, a field experience designed to orient the student to the general school environment and to provide opportunity to apply skills introduced in the Instructional Assessment & Intervention and Educating Children & Adolescents with Special Needs courses. Students receive training in the implementation of Primary Project interventions. Assignments and class discussion help students understand the field of school psychology and how it is practiced on a daily basis. Assignments orient the student to school culture and operations, the classroom environment, instructional practices, and types of special classrooms and programs. The course also provides opportunities for practicing skills in administration and scoring of curriculum-based measures and nationally normed educational achievement tests. Opportunities to practice initial counseling skills are provided. *Open only to MA/CAGS students in the School Psychology Program.*

**SCH FP 502 – PRACTICUM II: PSYCHOEDUCATIONAL ASSESSMENT & INTERVENTION (3 credits):** This seminar provides instructional and supervisory support for the 10 hour/week first year practicum, which enables the student to apply knowledge and skills introduced in concurrent courses, namely (1) Psychoeducational Assessment, (2) Behavioral Assessment, Consultation, and Collaboration, and (3) Research Methods and Evaluation. The seminar provides the forum to reflect on specific situations that occur in field work, and to address practice issues of general interest. Development of the professional self (e.g., attitudes, habits, ethics, relational behaviors) is an ongoing theme and goal. The Practicum seminar provides opportunities to develop psycho-educational assessment skills and demonstrate requisite proficiency. Supervised training experience in preventive mental health as a Primary Project child associate is incorporated into this practicum. *Prerequisite: FP501.*

**SCH FP 601 – PRACTICUM III: CLINICAL PRACTICE (2 credits):**  
This seminar provides support for the second year (15 hour/week) secondary level school-based practicum, which is linked with concurrent coursework in Social-Emotional Assessment; Counseling and Psychotherapy in Schools; and Group Process and Group Therapy. The practicum seminar integrates the material learned in these courses with the practical aspects of providing treatment and educational interventions at the secondary level. Students are expected to be providing assessments, treatment and educational interventions in their school placements. Discussions address how to use the total available resources to provide mental health and academic benefits for students and their families, with a focus on data-based decision-making and the three-tiered model. The practicum seminar provides a forum for students to discuss complex cases that they have encountered in the field from an ecological perspective. Additionally, students explore an area of special interest over the course of the year. This will be coordinated with the presentations and readings that students do during the seminar. *Prerequisite: FP502.*

**SCH FP 602 – PRACTICUM IV: CLINICAL PRACTICE (2 credits):**  
This seminar provides support for the concurrent second year (15 hour/week) secondary level school-based practicum, which is also linked with the following concurrent courses: Consultation in Schools and Group Process and Group Therapy. The practicum seminar integrates the material learned in these courses with the practical aspects of providing treatment and educational interventions at the secondary level. Discussions address how to use available resources to provide mental health and academic benefits for students and their families, with a focus on databased decision-making and the three-tiered model. Students are expected to be administering assessments and providing interventions to support students' social emotional and academic development. The practicum seminar provides a forum for students to discuss complex cases that they encounter in the field from an ecological perspective. *Prerequisite: FP601.*

**SCH FP 701 – INTERNSHIP A (3 credits):**

School psychology interns register for the internship experience, in addition to the Internship Seminar, each semester. Students submit documentation of meeting time-on-site, supervision, and breadth of experience requirements to meet NASP standards, training program expectations, and Massachusetts licensure requirements. *Prerequisite: FP602 Corequisite: CS701.*

**SCH FP 702 – INTERNSHIP B (3 credits):**

Continuation of Internship A. One internship, but not both, may be in a clinical, rather than a school, setting. *Corequisite: CS702.*

**SCH FP 721 – PRACTICUM IN ADVANCED ASSESSMENT (3 credits):**

This practicum provides students with closely supervised experience in psychological and educational assessment with children and adolescents. The emphasis is on integrating assessment results so as to foster deeper understanding by consumers, be they clients, parents, teachers, or school administrators. Assessment covers a wide range of areas including intelligence, memory, executive functions, sensory-motor functions, and social and emotional development. Students will receive extensive feedback on report-writing as well as presenting assessment results in feedback sessions and meetings. The practicum will be arranged through the Brenner Center for Assessment at William James College. This is part one of a two-semester sequence. *Prerequisite: PA725. Open only to students in the School Psychology PsyD Program.*

**SCH FP 722 – PRACTICUM IN ADVANCED ASSESSMENT (3 credits):**

This practicum provides students with closely supervised experience in psychological and educational assessment with children and adolescents. The emphasis is on integrating assessment results so as to foster deeper understanding by consumers, be they clients, parents, teachers, or school administrators. Assessment covers a wide range of areas including intelligence, memory, executive functions, sensory-motor functions, and social and emotional development. Students will receive extensive feedback on report-writing as well as presenting assessment results in feedback sessions and meetings. The practicum will be arranged through the Brenner Center for Assessment at William James College. This is part two of a two-semester sequence. *Prerequisite: FP721. Open only to students in the School Psychology PsyD Program.*

**SCH FP 725 – DOCTORAL PRACTICUM IN CLINICAL SERVICES I (3 credits):**

This seminar supports the clinical services practicum of students in the School Psychology PsyD Program. Students will reflect upon their activities and experiences in their practicum setting, so as to enhance skills and professional growth. In doing so, students will study best practices in providing mental health services, with an emphasis on evidence-based interventions. This is the first part of a two-semester sequence. *Prerequisite: FP 721. Open only to School Psychology PsyD students.*

**SCH FP 726 – DOCTORAL PRACTICUM IN CLINICAL SERVICES II (3 credits):**

This seminar supports the clinical services practicum of students in the School Psychology PsyD Program. Students will reflect upon their activities and experiences in their practicum setting, so as to enhance skills and professional growth. In doing so, students will study best practices in providing mental health services, with an emphasis on evidence-based interventions. This is the second part of a two-semester sequence. *Prerequisite: FP 725. Open only to School Psychology PsyD students.*

**SCH FP 727 – DOCTORAL PRACTICUM IN CLINICAL SERVICES III (2 credits):**

This seminar supports the optional second year of clinical services practicum for students in the School Psychology PsyD Program. Students will reflect upon their activities and experiences in their practicum setting, so as to enhance skills and professional growth. In doing so, students will study best practices in providing mental health services, with an emphasis on evidence-based interventions. This is the first part of a two-semester sequence. *Prerequisite: FP 726. Open only to School Psychology PsyD students.*

**SCH FP 728 – DOCTORAL PRACTICUM IN CLINICAL SERVICES IV (2 credits):**

This seminar supports the optional second year of clinical services practicum for students in the School Psychology PsyD Program. Students will reflect upon their activities and experiences in their practicum setting, so as to enhance skills and professional growth. In doing so, students will study best practices in providing mental health services, with an emphasis on evidence-based interventions. This is the second part of a two-semester sequence. *Prerequisite: FP 727. Open only to School Psychology PsyD students.*

**SCH FP 801/802 – DOCTORAL INTERNSHIP (2 credits each semester):**

There are two components to FP 801/802; the doctoral Internship and the internship seminar:

*Internship:* School psychology doctoral students who have received faculty approval register for the doctoral internship each semester. A minimum of 16 hours per week is devoted to comprehensive delivery of psychological services to children and families in either a school or a clinical setting. Students submit documentation of meeting time-on-site, supervision, and breadth of experience requirements to meet APA standards, training program expectations, and Massachusetts licensure requirements.

*Seminar:* The clinical seminar supports the doctoral internship by providing an avenue for interns to reflect on their experiences in the field and to develop advanced skills that are called for in practice. Particular attention is devoted to ethical and practice dilemmas, peer supervision and to identifying and developing leadership opportunities in the field placement.

**SCH FP 803/804 – DOCTORAL INTERNSHIP (continuing, as needed) (0 credits each semester):**

School psychology doctoral students who complete their doctoral internship over a two-year period register for FP 803 and FP 804 in the second year of internship. This training experience consists of the doctoral internship and the related seminar, as described by FP 801/802. *Prerequisite: FP 801/802,*

**SCH FP 831 – FIELD EXPERIENCE IN SUPERVISION AND ADMINISTRATION (1 credit):**

This field work experience is concurrent with, or follows completion of, the Supervision and Administration of School Psychological Services course. Students are closely supervised as they undertake supervisory, administration, and/or program development activities in school settings. Students must meet competency expectations to meet program requirements. *Prerequisite/Corequisite: SU820.*

**SCH FX 630 – COLLABORATIVE THERAPY WITH MULTI-STRESSED FAMILIES (2 credits):**

This course highlights a framework for counselors and agencies working with families and communities to help families envision their desired lives. Drawing on theoretical concepts of Appreciative Inquiry, Collaborative, Solution-Focused and Narrative therapies, this course will focus on interventions that will engage reluctant clients in addressing long-standing problems; and help students to develop practices to ground their work in a spirit of possibilities, collaboration and accountability. The importance of diversity and difference will be addressed throughout the course, such as gender and power issues, social class, and other socio-cultural factors. Open only to students in the master's program in Counseling Psychology. *Prerequisite: CX610. Cross listed as COU GR523.*

**SCH GR 611 – GROUP PROCESS AND GROUP THERAPY (3 credits):**

This course provides a basic understanding of groups and teaches skills for leading task-oriented groups in school and child clinical settings. Critical facets of group functioning are studied through key concepts that are applicable to all groups, including boundaries, task/maintenance, content and process, levels of group functioning, phases of group development, cohesiveness, conflict management, and working alliances. These principles are studied with reference to both leading student groups, and participating with other adults in school/community teams and committees. The course provides an introduction to theory, research and practice in the area, and focuses on key decisions associated with planning and leading a group. The assignment of conducting a student group is arranged through the concurrent Practicum IV.

**SCH IA 520 – INSTRUCTIONAL ASSESSMENT AND INTERVENTION (3 credits):**

This course examines essential principles of classroom instruction, and methods of screening and assessing academic performance, critical learning skills, and the classroom environment. Data

collection methods include structured observation, standardized educational testing, formal and informal skill inventories, curriculum based assessment and curriculum based measurement. Students apply these data to the design and evaluation of instruction and academic interventions, as guided by scientific evidence. Particular emphasis is placed on the acquisition of early reading skills. Field assignments for this course are arranged through the concurrent Practicum I.

**SCH IA 772 – LEARNING DISABILITIES: RESEARCH TO PRACTICE (2 credits):**

This course is designed to provide knowledge on the evolution of learning disabilities as a diagnosis within medical, educational-legislative and social frameworks. Emphasis is placed on current and contributory past research on instructional interventions in literacy (decoding, fluency, comprehension, written expression including spelling) and mathematics. Neurobiological factors, gender, cultural, and life-span issues are also addressed. *Prerequisite: SN512 or permission of instructor.*

**SCH IA 777 – AUTISM SPECTRUM DISORDERS (2 credits):**

This course provides a general introduction to autism spectrum disorders. It addresses etiology and diagnostic issues, and introduces students to a broad range of assessment measures and intervention approaches. This course is a prerequisite to the 1-credit course on the Autism Diagnostic Observation Schedule (ADOS-2), which is recommended for students wishing to develop expertise in evaluating children with autism spectrum disorders. *Prerequisite: PA500 or equivalent coursework in assessment.*

**SCH LS 659 – LIFESPAN DEVELOPMENT (3 credits):**

This course examines various theories of human development and considers the process of development through various life phases across the lifespan. Theories of biological, cognitive, social, and emotional development are explored to understand the interplay of nature and nurture from infancy through aging. Students examine the psychological and environmental contexts required to support normal development and adaptation in all stages of life. The primary focus of the course is to consider the range of possibilities of normal development and to explore multiple developmental pathways in the course of the lifespan. Individual differences as well as general trends are discussed. Current controversies in development are also addressed through the use of relevant research. *Cross listed as CLI LS659, COU LS659.*

**SCH PA 500 – PSYCHOEDUCATIONAL ASSESSMENT (3 credits):**

This course covers the knowledge and skills required to conduct individual assessment of educationally relevant cognitive functions and special abilities. Emphasis is placed on using multiple types of data, including structured observation, interviews, rating scales, and standardized tests. Students are expected to achieve a high level of proficiency in administration and scoring of standardized tests, and initial skills in analysis and integration of assessment data, report writing, and oral communication of assessment results. Historical influences and theoretical models for conceptualizing cognitive and neuropsychological functions and special abilities are presented. The course also addresses major issues and controversies in assessment of children and adolescents. Practice assignments for this course are arranged through the concurrent Practicum II.

**SCH PA 600 – SOCIAL-EMOTIONAL ASSESSMENT (3 credits):**

This course covers the history and use of personality, social-emotional, and behavioral measures with children and adolescents. The focus is on assessing social and emotional aspects of individuals with reference both to familial and cultural context and to traditional notions of emotional impairment and psychiatric diagnosis. Students learn methods of observation and interview, as well as the most recent objective and projective measures. Projective and objective measures are compared and contrasted with respect to value and appropriate use of each. Impact of cultural, linguistic, and socioeconomic factors are addressed. Legal and ethical implications are explored. Supervised experience in social-emotional assessment is arranged through the concurrent Practicum III.

**SCH PA 700 – ADVANCED PSYCHOEDUCATIONAL ASSESSMENT (2 credits):**

This course applies evidence-based theory and practice to the development of advanced skills in psychoeducational assessment of individual children and adolescents. Students will expand their understanding of relevant psychometric, educational and neuropsychological concepts, expand their

repertoire of assessment tools, and develop skills in integrating assessment data and formulating theme-based reports. Emphasis is placed on relevance of assessment of findings for instructional intervention, specifically in the areas of early literacy and reading, written language, and math skills. This course also addresses recent advances and ongoing issues in psychoeducational assessment, including response to intervention (RTI) assessment models, assessing children with learning disabilities and ADHD, use of curriculum based measurement, and assessment of culturally and linguistically diverse children and adolescents. *Cross listed as CLI PA700. Prerequisite: PA500, CLI PA503, or the equivalent.*

**SCH PA 725 – ADVANCED SOCIAL-EMOTIONAL ASSESSMENT: CHILDREN & ADOLESCENTS (2 credits):** This course covers the use of social-emotional measures with children and adolescents with a focus on the application of this type of assessment in schools. Several conceptual topics will be considered, including DSM-IV diagnosis, psychometric properties, the projective hypothesis, strength-based reporting, integrating findings, and providing useful feedback, both written and oral. Numerous specific procedures will be reviewed, including self-report measures (e.g., MMPI-A, PIY), rating scales (BASC, ASEBA, Conners), projective techniques (Roberts-2, Sentence Completion), interview, and behavioral assessment. Some conditions will receive special focus, including mood disorders, autism spectrum disorders, and ADHD. Cultural concerns will be considered throughout the course. The course will culminate with a module on useful report-writing. *Cross listed as CLI PA725. Prerequisite: PA600, CLI PA520, or the equivalent.*

**SCH PA 735 – RORSCHACH ESSENTIALS (3 credits):**

The focus of this course is on personality assessment, primarily the Rorschach Inkblot Test and its application in clinical practice. Students will learn the Exner Comprehensive System for scoring and interpretation. Students will be exposed to the most recent developments in Rorschach psychology including the latest variables which have been added to the Comprehensive System. Strategies of interpretation will include the analysis of structural variables as well as associational features of thematic imagery. An overview of the rich legacy and history of the Rorschach technique and projective methods will be discussed. Students will also learn how to use projective techniques in a culturally sensitive manner. The course will focus on the use of the Rorschach for children, adolescents, and adults. *Prerequisite: PA600 or PA725.*

**SCH PA 760 – BILINGUAL AND CULTURALLY COMPETENT ASSESSMENT (2 credits):**

This course covers research and practice with culturally diverse populations including bilingual language development. Assessment measures of language ability (English and other languages) will also be covered. Nonverbal assessments are taught including use and misuse of English- and other-language standardized psychological tests. The course will cover use of informal and curriculum-based assessments, use of interpreters, and the non-standardized translations of English-normed tests. Factors to consider when assessing and determining the eligibility of a culturally diverse student for special education services beyond language are also covered including acculturation level, consistency of educational background, services received before coming to the U.S., culture-specific factors, teacher report and experience, informal assessments, curriculum based assessments, response to intervention, other assessment scores (e.g. achievement, speech and language), laws associated with the assessment of culturally diverse students, standards for the educational, and psychological testing of bilingual and/or culturally diverse students. *Prerequisite: PA500, CLI PA503, or the equivalent.*

**SCH PH 501 – PREVENTIVE MENTAL HEALTH IN THE SCHOOLS (2 credits):**

Schools offer a unique and invaluable opportunity for delivery of mental health services. While the majority of mental health services for children are currently provided in school settings, they are often delivered in an inefficient and ineffective manner to select subsets of the school population (i.e., students with disabilities and those severe behavioral and emotional disorders). This course focuses on prevention and early intervention strategies, delivered within a continuum of services model that addresses the needs of all students. Evidence-based practice, positive behavioral interventions and supports, and school-community partnerships are major topics of study.

**SCH PR 828 – DOCTORAL PROJECT I: ADVANCED RESEARCH METHODS (3 credits):**



This is the first of a three-course sequence that helps the doctoral candidate plan and conduct their doctoral project (DP). Expanding on research methods learned in previous courses, in this course students review and enhance their understanding of commonly used applied research designs, internal and external validity, program evaluation, qualitative methods, survey research, single-subject design, and proper choice of statistical analysis for various designs. The course also promotes further understanding of evidence-based practice and the interplay between social/disciplinary relevance and study feasibility. In addition, students familiarize themselves with the DP process by reading and demonstrating knowledge of the DP Manual. Students also complete an on-line training program, the Collaborative Institutional Training Initiative (CITI), to ensure that they fully understand the ethical responsibilities associated with human subjects research. Incorporating their knowledge of research design and methodology, students propose and discuss topics of interest that may evolve into their doctoral projects. *Open only to School Psychology PsyD students with advisor approval.*

**SCH PR 829 – DOCTORAL PROJECT II: PROJECT DESIGN AND DEVELOPMENT (2 credits):**

This is the second of a three-course sequence that helps the doctoral candidate plan and conduct the doctoral project, providing guidance to the student in laying the foundation for and initiating the project. Students learn the specific details of doctoral project requirements and produce a doctoral project prospectus as part of the course requirement. *Prerequisite: PR828.*

**SCH PR 925 – DOCTORAL PROJECT III: (individual mentorship) (2 credits):**

After submitting the doctoral project proposal to the student's DP committee, the student works independently with the support of the DP committee chair. The doctoral project reflects the student's individual interests and provides an opportunity for the consolidation of the student's knowledge and understanding of current research. The expectation is to produce a substantial body of work that makes a unique contribution to the evidence-based practice of school psychology. *Prerequisite: PR829; open only to School Psychology PsyD students.*

**SCH PR 950 – CONTINUING DOCTORAL PROJECT (tuition only, no credit):**

Students who have submitted the project proposal to their doctoral project committee and who have previously registered for PR925 must register for PR950 or PR951 each Fall and Spring semester until the completion of the project. PR950 has a contractual obligation to dedicate 20 hours/week to the project, which is sufficient to qualify the student for financial aid. *Prerequisite: PR925.*

**SCH PR 951 – CONTINUING DOCTORAL PROJECT (tuition only, no credit):**

Students who have submitted the project proposal to their doctoral project committee and who have previously registered for PR925 must register for PR950 or PR951 each Fall and Spring semester until the completion of the project. PR951 does NOT have a contractual obligation to dedicate 20 hours/week to the project. *Prerequisite: PR925.*

**SCH PS 600 – HISTORY AND SYSTEMS (2 credits):**

This course provides a framework for examining the historical and philosophical perspectives and antecedents of modern psychology. It explores the epistemological bases of psychological thought and how, historically, they have defined the field of applied psychology. Schools of thought (e.g. psychodynamic, behavioral, humanistic, and existential) are examined, with attention to different research modes of inquiry and evidence, and to different views of human nature, the self and social context. *Cross listed as CLI PS600.*

**SCH PS 603 – SOCIAL BASES OF BEHAVIOR (3 credits):**

The course explores the social behavior of individuals and groups. Social Psychological theories and empirical research will provide a foundation and framework for examining and studying social phenomena scientifically. How individuals think about the world, how they understand themselves and others, how they formulate perspectives on the world, as well as the development of prejudice and stereotypes are addressed. Specifically, social psychological research on social perception and social cognition, attitude formation, persuasion, obedience and compliance, prosocial behavior, and fairness in social relationships will be examined to provide a deeper understanding of contemporary clinical and social psychological issues related to class, culture, sexuality, and race. *Cross listed as CLI PS603.*

**SCH PS 630 – LEGAL, ETHICAL & PROFESSIONAL ISSUES IN SCHOOL PSYCHOLOGY (3 credits):** This course broadens and deepens students' knowledge and appreciation of historical, legal, ethical, and professional issues in providing psychological services in schools. In addition to relevant laws, and ethical and professional standards, the course addresses roles and priorities, use of supervision, professional development, and technology. Practical issues include use of the personal computer and the internet to organize and process information, write reports, network with other professionals, and find resource materials. These skills and perspectives are applied to the study of current issues and controversies in the field of school psychology. Particular emphases are conceptual, professional, legal, and ethical issues; and, emerging problems and opportunities in school psychology including service delivery models and methods.

**SCH PY 521 – PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE (3 credits):** This course provides an overview of psychopathology in childhood and adolescence from multiple perspectives: biological, developmental, psychodynamic, cognitive-behavioral, cultural, and situational. DSM diagnosis is taught and the major disorders are covered, including conduct and oppositional-defiant disorders, attention deficit/hyperactivity disorder, anxiety and depression, pervasive developmental disorders, eating disorders, disorders of young children, personality disorders, and psychosis. Attention is paid to developmental trajectories, that is, the ways in which early development affects later functioning. *Cross listed as CLI PY521, COU PY521.*

**SCH RS 526 – STATISTICS (3 credits):** This course covers descriptive and inferential statistical methods applied to educational and psychological research. Students learn how and when to use various statistical procedures; how to use data analysis software to analyze data and test assumptions; how to interpret and report data; and how to measure individual progress in clinical and educational settings. Students learn to critically examine published research. The course also covers foundations of psychometrics, including measurement scales, reliability and validity, standardized scores, and basic concepts of test construction. *Cross listed as CLI RS526.*

**SCH RS 555 – RESEARCH AND EVALUATION METHODS (3 credits):** This course provides students with an understanding of how productive research and evaluation questions are formulated, the critical distinction between empirical observation and inference, and factors governing the types of conclusions which can be drawn from empirical data. Issues such as sample size and type, correlational vs. experimental research designs, objective vs. subjective data are addressed. Special issues of qualitative research and single case studies are addressed, including the use of phenomenological research to generate research hypotheses. The material is presented with the primary intent of training student to be discriminating consumers of research. Students are introduced to program evaluation, and design an evaluation of a school program or service.

**SCH SB 523 – ADDRESSING SUBSTANCE ABUSE IN SCHOOLS (2 credits):** Drawing from current theory and evidence-based research, this practice-oriented course will prepare students to conduct thoughtful and well-informed substance abuse assessments and interventions with students in schools, as well as address alcohol and drug-related consultations with parents and faculty members. Through lecture, role-play and experiential exercises students in the course will become familiar with a range of prevention- and intervention-focused initiatives for use in elementary, middle and high school settings. Both individual and group-based interventions will be considered as will the role of the family in the development (and treatment) of substance abuse concerns. Individual and community issues of diversity and cultural difference in relation to relevant diagnostic and intervention situations will be discussed and explored.

**SCH SN 512 – EDUCATING CHILDREN AND ADOLESCENTS WITH SPECIAL NEEDS (3 credits):** This course provides an overview of P-12 students with disabilities who require special education services, Section 504 accommodations, and/or other specialized educational supports. The course devotes significant attention to legal mandates that have shaped current practices. Students examine characteristics and educational needs of children and adolescents with high incidence disabilities (i.e., learning disabilities, intellectual impairments, emotional and behavioral disorders, executive functioning impairments, and speech

and language disabilities), and an introduction to children with low incidence disabilities. Particular emphasis is placed on (1) identifying appropriate evidence-based interventions; (2) establishing positive relationships with parents and guardians and identifying common parental perspectives; (3) limitations of prevailing systems for service delivery; (4) universal design for learning; and (5) social influences on onset and treatment of disabilities. Other topics include disproportionality in special education, inclusion, transitional planning, and assistive technology.

**SCH SU 820 – SUPERVISION OF SCHOOL PSYCHOLOGICAL SERVICES (2 credits):** This course reviews the theory, process and practice of supervision and administration of school psychological services. Research pertaining to the developmental nature of supervision is addressed both in terms of supervision of pre professional and professional school psychologists. Issues in clinical and administrative models of supervision are reviewed. Administration of comprehensive school psychological services using evidence based practice is reviewed using organizational principles including: service delivery; climate; physical, personnel and fiscal support systems; professional communication; supervision and mentoring; and, professional development and recognition systems (NASP, 2010). The impact of diversity on the supervisory and administration relationship is explored. *Prerequisite: open to School Psychology PsyD students, or permission of instructor.*

**SCH XX 550 – DIRECTED STUDY (1 or 2 credits):** Directed studies are considered to be a part of the academic program which expands curricular flexibility and creativity at William James College. The purpose of a directed study is to individualize the curriculum to meet a student's specific need either for knowledge or skills in a particular area of psychology or professional practice. *Prerequisite: Permission of the program director.*

**SCH XX 700 – SPECIAL TOPICS (variable credit):** Course offerings on new or emerging topical areas. May be repeated for credit provided that the topic is different with each selection.

### **Course Evaluation**

Instructors receive formative course evaluation feedback from students mid-way through the semester using a standard written form and, if desired, by informal means (e.g., discussion).

Students complete a confidential institution-wide course evaluation electronically at the end of each semester. Compiled evaluation data are provided to the instructor and to the program director.

## VII. Field Education

Integration of field experience and classroom instruction is a cornerstone of the William James College School Psychology PsyD Program. Field placements are collaborations between the School Psychology Program and the field site. Each field placement experience is supported by a clinical seminar at William James College. The field supervisor and the William James College seminar instructor jointly provide supervision and guidance. The seminar instructor acts as the primary liaison between the College and the field site. The field supervisor, however, has ultimate responsibility for the trainee's activities in the field placement. It is required that the field supervisor directly observe the trainee's practice a minimum of one time per semester, although more frequent observation will often occur, particularly at the earlier levels of training.

The field experiences at the MA/CAGS level include a 300-hour first year practicum at the elementary school level and a 500-hour second year practicum at the secondary school level. The 66-credit MA/CAGS sequence concludes with a full-time 1200 hour specialist-level internship in the third year, which may be completed in a school setting or a combination of school and clinical settings. MA/CAGS-level field experiences are described in detail in the *School Psychology MA/CAGS Program Handbook* and *Field Education Handbook*.

At the PsyD level, students complete two practica before undertaking the doctoral internship. During Year 1 of the Advanced Standing PsyD level, students complete a practicum in Advanced Assessment, supported by the practicum seminar sequence (FP 721 and FP 722). Students then complete a year-long Advanced Practicum in Clinical Services and enroll in the concurrent practicum seminar sequence (FP 725 and FP 726). All Advanced Practica in Clinical Services must meet the requirements of Advanced Practicum as defined by Massachusetts Board of Registration of Psychologists. The hours accumulated as part of this practicum qualify toward Massachusetts psychologist licensure requirements. With permission from the academic advisor, students can opt to complete the Advanced Assessment Practicum and the Advanced Practicum in Clinical Services simultaneously. Students have the option of completing a second year-long Advanced Practicum in Clinical Services (FP 727 and 728) prior to the doctoral internship. The culminating field experience is a doctoral internship of 1600 or more hours, as described below. Search and application procedures for PsyD-level practica and internships are prescriptive and specific (see Appendix 14).

### A. MA/CAGS-Level Field Experiences

#### 1. First-Year Practicum

The first-year practicum student is placed at an elementary school 1-1/2 days and a minimum of 10 hours per week, for a total of 300 hours over the course of the school year (i.e., from opening of school through mid May). The primary field supervisor must provide a minimum of 1/2 hour per week of direct face to face supervision. Course related assignments include structured observation, benchmark screening and progress monitoring of academic performance, data collection to determine effectiveness of interventions, and administration of educational and cognitive assessments.

In addition, first-year students are trained to provide services through Primary Project, a research based preventative mental health intervention. After being trained in the Primary Project methodology, practicum students facilitate weekly individual child-led play sessions

with primary grade students who are at risk for adjustment problems. This supplementary field experience is of value to both the school psychology trainee and the host school district. Students learn and practice essential skills that serve as a foundation for subsequent training in counseling and progress monitoring. The Primary Project training experiences are supported in the first-year practicum seminar.

The field supervisor and school administration must be supportive of the placement and must ensure that the school can provide opportunities for the student to practice the specific skills associated with the first-year practicum.

## 2. Second-Year Practicum

The second-year practicum is completed in a secondary school setting and encompasses a wide range of training experiences. Students are on site (in-person and/or virtually) a minimum of 2-1/2 days (i.e., on three separate days) and a minimum of 15 hours per week, for a total of 500 hours over the course of the school year (i.e., from the opening of school through the month of June). The primary field supervisor must be able to provide a minimum of 1 hour per week of direct face to face supervision for the trainee.

Clinical practice is the primary focus of this practicum. Essential training opportunities include individual and group counseling, comprehensive (including social-emotional) assessment, consultation, and intervention design and monitoring.

The School Psychology Department's Associate Director of Field Education works with students to facilitate second-year practicum placements in the spring semester of the prior academic year and must approve all placements. Placements must meet program standards to provide appropriate field supervision and opportunities to practice key skills associated with concurrent coursework.

To ensure that the practicum offers ample training experience in assessment, as well as other domains of practice, it is recommended that the trainee conduct 8 to 12 comprehensive assessments over the academic year. The number of assessments should not exceed 15.

## 3. Specialist-Level Internship

In the third year of the Program, students complete a full-time specialist-level internship. Three criteria are essential for a placement to qualify as an internship placement:

- A minimum of 1200 hours, of which at least 600 must be in an in person and/or virtual school setting;
- Two or more hours of field-based supervision per week from an appropriately licensed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the setting; and
- Opportunity for the intern to engage in a comprehensive range of school psychological services, as described by National Association of School Psychologists (NASP) standards.

To ensure that the field placement offers ample training experience in assessment as well as other domains of practice, it is recommended that the intern conduct from 12 to 25 comprehensive assessments. The number of assessments should not exceed 30.

Students who complete all or part of their Specialist-Level Internship at a Health Service Provider (HSP) site have the option of using the hours to meet criteria for Advanced Practicum (as defined by Massachusetts Board of Registration of Psychologists), thus qualifying these hours to be counted toward licensure requirements. To meet requirements for Advanced Practicum, sites must meet WJC requirements for Specialist-Level Internship as well as some additional criteria, including that they receive supervision from a licensed psychologist (see Appendix 15). More information about Advanced Practicum will be provided at the beginning of the search process.

For students who successfully complete a specialist-level internship that meets the criteria above, the requirement to complete a minimum of 600 hours of the doctoral internship in a school setting is waived. Students admitted with advanced standing who are graduates of a NASP-approved specialist level school psychology program qualify for this waiver. Students admitted with advanced standing who are not graduates of a NASP-approved school psychology program may qualify for this waiver by documenting successful completion of an internship that met the criteria above, as well as the following conditions:

- The internship was preceded by appropriate graduate coursework and practica;
- The student has continued to utilize the knowledge and skills resulting from the internship.

## **B. PsyD-Level Field Experiences**

### **1. Advanced Assessment Practicum**

The Brenner Assessment Center serves as the training site for the Practicum in Advanced Assessment, which is undertaken prior to the doctoral internship. The Center provides students with closely supervised experience in psychological and educational assessment, with an emphasis on integrating assessment results so as to foster deeper understanding by clients, parents, teachers, and school administrators. Assessments cover a wide range of areas, including cognitive functioning, memory, executive functions, sensory-motor functions, and social and emotional development. Integration of findings across domains of functioning is valued to provide a holistic understanding of the client in the context of his or her school, family, and culture. The populations served include children, adolescents, and college-age adults. Students may be assigned adult cases at the discretion of the supervisor.

Students complete a minimum of 3 comprehensive assessments within the academic year and receive extensive feedback on both report writing and presenting results in feedback sessions and meetings. An ongoing seminar supports this learning experience.

### **2. Advanced Practicum in Clinical Services**

The Advanced Practicum in Clinical Services is completed prior to the doctoral internship and meets Advanced Practicum requirements for the MA Board of Registration of Psychologists. The Advanced Practicum in Clinical Services provides an opportunity for trainees to practice advanced-level skills in a clinical setting with the support of both field-based and university-based seminar instructors. The trainee's field activities primarily involve direct clinical interventions and services such as individual, group, and family counseling, behavior management, and parent training. Additional activities may include: case management; consultation to parents, agency, or school personnel; and program development or support. Weekly time commitment ranges from 16-20 hours a week (a minimum of 600 hours total), with the specific amount negotiated between the site and the practicum student.

Sites must meet criteria for HSP (See Appendix 15) as well as Advanced Practicum (see Advanced Practicum in Clinical Services Contract, Appendix 19) and students must receive at least two hours of supervision per week, at least one of which must be provided by a licensed psychologist. In addition, students attend a concurrent weekly practicum seminar taught by a doctoral-level school psychologist. More information about Advanced Practicum will be provided at the beginning of the search process.

### 3. Doctoral Internship

The doctoral internship is the culminating field experience whereby students integrate their previous training and apply their skills in a broad range of clinical activities, including comprehensive evaluation and assessment, counseling, consultation, behavioral and academic intervention, and systems-level supports. Please note that Program requirements are aligned with requirements for Massachusetts licensure as a Licensed Psychologist/Health Service Provider (HSP) defined by the Massachusetts Board of Registration of Psychologists. Students who are pursuing licensure in states other than Massachusetts are responsible for learning requirements in their respective state(s), and working with the Associate Director of Field Education to ensure their internship site meets these requirements.

School Psychology doctoral students are required to apply “in good faith” for an APA-accredited internship, but can also apply to non-accredited internships. Any student who wishes to apply to a non-accredited internship must have permission from the Associate Director of Field Education.

Students are required to begin the APPIC Application process during Summer Session 1 prior to their internship year. The APPIC Application, including essays, should be completed and ready for submission by the November prior to beginning internship. Any non-accredited sites must be vetted by the Associate Director of Field Education to ensure they meet Massachusetts Health Service Provider licensure requirements. Students are prohibited from applying to any sites not approved by the Associate Director of Field Education. For more information on participating in the APPIC Match, please refer to Appendix 16.

#### a. Internship Site Requirements

Minimum requirements for the internship experience are as follows:

- Interns are at their field site for a minimum of 1600 hours, over a period that is not shorter than 10 months or 43 weeks (for full time internships) and not longer than 24 months (for part time internships);
- At least 600 hours must be completed in a school setting **unless** this requirement has been previously met or waived, as described in Section VII.A.3 above;
- A minimum of 50% of the intern’s caseload must be with children, adolescents, and/or young adults;
- Interns will spend at least 25% of their time providing face-to-face psychological services;
- Interns have the opportunity to engage in a range of activities, including individual and group counseling/therapy, academic and behavioral intervention, and addressing behavioral and emotional problems;
- The intern’s primary supervisor must be a licensed psychologist; the secondary supervisor may be a psychologist, LICSW, or MD psychiatrist; All additional supervision hours must have oversight by a doctoral level licensed psychologist.

- The intern’s supervisor is on the premises when services are rendered (this is a requirement for MA licensure,);
- One hour of supervision must be provided for every 16 hours of work performed, with a minimum of two hours of supervision per week. At least one hour per week must be individual supervision provided by a Licensed Psychologist (additional hours can be group supervision or provided by an LICSW or MD psychiatrist); All additional supervision hours must have oversight by a doctoral level licensed psychologist
- The intern’s title must reflect the training status, such as “doctoral intern” or “psychologist in training”.

The site must meet Health Service Provider Requirements (See Appendix 14). Local and non-accredited sites must meet the additional requirements outlined in the Internship Program Director Form Part B (See Appendix 13)

For HSP psychology licensure, an additional 1600 supervised experience hours in a health service setting is required. Any hours that are not completed through Advanced Practicum placements, must be completed post graduation.

b. Supervision of Interns

All interns must have a minimum of two supervisory experiences each week:  
One hour of individual supervision by a licensed psychologist (HSP if in Massachusetts)

AND EITHER

A second hour of individual supervision from a licensed psychologist, LICSW or MD psychiatrist. All additional supervision hours must have oversight by a doctoral level licensed psychologist.

OR

Group supervision with a licensed psychologist, LICSW or MD psychiatrist that is 90 minutes in length and includes up to three interns. All additional supervision hours must have oversight by a doctoral level licensed psychologist.

**Responsibilities of the primary supervisor.** The primary supervisor, who must be a licensed psychologist, is a key member of the training team for William James College students. The primary supervisor’s responsibilities are:

- To complete and sign the Field Placement Contract prior to the start of the internship;
- To ensure that internship requirements for the site are provided;
- To work with the trainee to implement individual training goals as specified in the Field Placement Contract;
- To be on site or to have a designee with appropriate qualifications on site when intern is delivering services;
- To complete a brief initial feedback form online in the Fall Semester prior to completing formal evaluations of the intern;
- To complete a formal evaluation of the intern two times during the year concerning the trainee’s progress. (Supervisor evaluations of interns are completed online in late Fall and Spring Semesters to review training for each of these time periods);
- To participate in an annual site visit. (Site supervisors are contacted by a faculty member to arrange this visit and may also request a visit to the site at any time. Site visits may occur virtually if distance makes an in-person visit unreasonable);



- To attend the intern's Assessment and Planning Conference (A & P) at William James College, either in person or by phone. (This includes an overall review of the trainee's individual strengths, weaknesses and progress as well as an overview of the field site characteristics);
- To inform the trainee of the various programs, training opportunities, and supervisors available at/to the site;
- To oversee or designate another staff member to oversee the intern's training program at the site in the case of the supervisor's absence;
- To inform William James College about any concerns about the site or the trainee's performance as early as possible.

c. For students who are granted permission to apply to non-accredited sites that are not associated with the APPIC match (i.e. Local HSP sites) the following are expected in regard to site and trainee interactions in the application process:

- Students must:
  - Apply to sites early enough so that they can withdraw from the Match before February;
  - Withdraw from the National Match when they receive an offer from the local site.
  - Respond to an offer within two weeks after receiving it;
  - Notify all placements at which they are being considered once they accept an offer.

#### d. Internship Eligibility

A student who intends to begin the doctoral internship must have faculty approval of readiness in accordance with the Internship Eligibility Policy (*Appendix 17*). The process takes place prior to December 1<sup>st</sup> of the academic year in which the student applies for internship. The student is notified of the decision within one week of the faculty review. Essentially, the student must be making satisfactory progress toward the PsyD degree and have reasonable expectation of successfully completing the Program. If there is uncertainty as to whether the student will be ready for internship the following year, the student's advisor should convene an interim A&P Conference as early as possible.

### **C. Willingness to Participate**

Prospective field placement sites provide pertinent information by submitting the William James College Willingness to Participate form (WTP; see Appendix 18). The WTP is generally completed prior to the beginning of each training year by the site Director of Training or designee. The WTP requires the site to describe the kinds of training opportunities offered to interns at the site, pertinent site contact information, supervisor's credentials, and the requirements and prerequisites for students who train at the site. Once a site has been approved, the completed WTP is placed in the William James College Field Site Directory and made available to students seeking practicum or internship sites.

### **D. Field Training Contract**

A Field Training Contract must be on file for every student who has a field placement through William James College (*see Appendix 19*). This contract identifies the field supervisor(s) and

clarifies the terms of the placement, including: (a) beginning and end dates, (b) time commitment, (c) supervisory responsibilities, (d) activities in which the trainee is engaged, and (e) student's personal learning goals. The contract also ensures that the student's practice-related field site activities are covered under the William James College liability insurance policy. The contract is signed by the field site director of training and/or primary field supervisor, the student, the student's advisor, and the School Psychology Department Associate Director of Field Education.

### **E. Evaluation of Field Work**

Formative and summative evaluations of the trainee's performance in practicum and internship is conducted by the field supervisor. Field supervisors provide the Program with input about basic placement arrangements, expectations, and the student's initial adjustment in the early phase (first 6 weeks) on the Initial Feedback form (*Appendix 20*), while they use the Practicum and Internship Evaluation forms (*Appendix 21*) to provide the Program with formal feedback about the trainee's performance at the end of each semester of placement. In addition to being used for evaluative purposes, this process is intended to provide a structure for honest and explicit feedback to the trainee to assist with professional development and goal setting. Field supervisors are expected to review their evaluations with their trainee(s) during supervision. Trainees are required to meet a Minimum Level of Achievement (MLA) for each competency by the end of a training experience. The MLA is higher for each sequential level of training and is indicated on the evaluation form. If a supervisor anticipates that a student will not meet MLA by the end of the placement, due to either lack of opportunity or performance, the student is expected to contact the seminar instructor as soon as possible, so that an appropriate remediation plan can be developed. Trainees will not receive final grades for their doctoral Internship Seminar (FP802/804) until final Internship Evaluation forms and final logs demonstrating 1600 hours of supervised internship experience are received by the Internship Seminar instructor.

The practicum or internship seminar instructor holds a minimum of two conferences with the field supervisor and trainee per year, at least one of which is on site, unless distance makes this prohibitive. The Field Training Site Visit form is completed by the instructor over these two visits (*Appendix 22*). Field site visits are intended both to evaluate the site and the quality of training provided and to address issues related to the student's preparedness, skills, and work characteristics. Trainees provide feedback about their practicum or internship sites on the Student Field Placement Site Evaluation form at least once a year.

## VIII. Doctoral Project

Essential characteristics of the doctoral project process and requirements are provided below. Please consult the School PsyD Program's *Doctoral Project Manual* on OneDrive (or send a request to the School Psychology Department Coordinator to receive a copy) for detailed description of the course requirements, timelines, acceptable types, committee membership and roles, IRB requirements, and requisite forms.

### A. Goal and Expectation

The doctoral project is an integral part of the School Psychology PsyD Program. The process promotes the development of previously established research competencies, as well as the integration of coursework and practice applications. It also provides an opportunity to connect the student's professional development with the larger school psychology community.

As a general expectation, a doctoral project is a substantial body of work that makes a unique contribution to the evidence-based practice of school psychology. With guidance from a faculty chairperson and invited committee members, students conduct a thorough literature review; formulate and implement an ethically and methodologically sound research design; analyze and interpret findings, and address implications for practice.

### B. Coursework

Completion of the doctoral project is facilitated by a four-part course structure:

PR 828 Doctoral Project I: Advanced Research Methods – 3 credits

PR 829 Doctoral Project II: Project Design and Development – 2 credits

PR 926 Doctoral Project III: Individual Mentorship – 2 credits

PR 927 Doctoral Project III: Individual Mentorship 2 – 0 credits

The course sequence begins with Doctoral Project I in the spring semester of the student's second or third year of the PsyD level of the Program, followed by Doctoral Project II in the first or second summer session. The student must register for Doctoral Project III in the Fall semester immediately after completing Doctoral Project II. Doctoral Project III is a yearlong course. In the event a student does not complete their Doctoral Project during DP III the student must register for Continuing Doctoral Project (PR 950 or PR951) each Fall and Spring semester until completion of the doctoral project. Registering for Continuing Doctoral Project enables the student to be continuously enrolled so as to have access to faculty members and to school resources. PR950 has associated contractual requirement that maintains the student's eligibility for Federal Title IV financial aid.

### C. Sequence

The sequence of steps for the completion of the doctoral project is as follows:

#### 1. Topic Area

The initial step is to identify a subject matter of interest relevant to the application of psychological knowledge to the practice of school psychology.

#### 2. Prospectus

The prospectus is a brief overview of (a) the topic area and research questions (b) the relevance and importance of the proposed project to the field of school psychology; (c) the general areas of literature to be reviewed, and (d) a timetable for completion of the project. The length of the prospectus will vary but is typically five to eight pages, including timeline and references. Students develop a prospectus as part of the Doctoral Project II course (PR 829). Students begin to form a doctoral project committee only after the prospectus receives faculty approval (see *Doctoral Project Manual* for details).

### 3. Proposal

The proposal consists of the title page and first three chapters (Introduction, Literature Review, and Method). The proposal articulates the research question, critically analyzes the relevant professional literature, and describes the method for studying the research question. The proposal must be approved by all members of the student's Doctoral Project Committee. Prior to any data collection, doctoral project proposals must be reviewed and approved by the William James College Institutional Review Board (IRB) for adherence to ethical standards of conducting research with human participants (see section 1.4.6 of this manual).

### 4. Doctoral Project Completion

Most doctoral projects will follow the five chapter APA format of Introduction, Literature Review, Methods, Results and Discussion. Demonstration projects may involve an additional, non-written product such as a film or an audio-video recording. The Discussion section should include an interpretation of results in the context of application to professional practice and future research. The doctoral project must receive final approval of the Committee before a colloquium can be scheduled.

### 5. Colloquium

After the doctoral project has been completed, approved by the Doctoral Project Committee, and filed in the William James College library, a colloquium is held during which the student presents the project to the William James College community. The colloquium includes comments/critique by a discussant, and a question and answer period is held to engage attendees in discussion.

A timeline for completing these steps and procedures for monitoring progress toward doctoral project completion can be found in the School PsyD *Doctoral Project Manual*.

## **D. Acceptable Project Types**

Acceptable types of projects are as follows:

- Intervention Project
- Program Evaluation
- Demonstration Project (program, service development)
- Survey Project
- Measure, Test, Product Development Project
- Meta-Analysis
- Investigation of a Phenomenon or Problem

## **IX. Student Advising**

Students in the Program are assigned to an advisor who is a core faculty or teaching faculty member. Assignments are made so as to equalize advisors' responsibilities, although consideration is also given to minimizing multiple relationships (e.g., a student who works with a faculty member as a project assistant or clinical supervisee might be assigned to a different faculty member) and matching subject area interests.

Faculty advisors meet with advisees at least once per semester and additionally as needed to discuss program planning, field placement applications, professional interests and any matters of academic or personal concern. The advisor chairs the student's annual A&P Conference.

Students remain with the same advisor throughout the Program unless they seek a change. However, students are free to request a new advisor after completing MA/CAGS-level coursework (i.e., end of Year 2) in order to expand their faculty mentorship/support network. Students are encouraged to request a change in advisor if their faculty advisor becomes their doctoral project committee chair. New advisor assignments are made by the chair of the School Psychology Department.

The Dean of Students and Associate Dean of Students are available to students to discuss personal and interpersonal concerns of a confidential manner. For matters concerning academic matters or relationships with faculty, students should first make reasonable efforts to resolve the matter with the party in question and/or the faculty advisor.

Program-wide meetings for students and faculty generally are held twice per year, one in Fall semester and one in Spring semester. Advising issues of general concern (e.g., curriculum options, field placement search, obstacles to meeting program requirements) are addressed with students as a group, either in clinical seminars or program-wide meetings. Information regarding professional credentials and psychology licensure is routinely addressed in the Internship Seminar.

## **X. Professional Credentials**

The School Psychology PsyD Program trains professional psychologists to provide school psychological services of an advanced and specialized nature. While schools are the primary locus for the delivery of these services, doctoral level school psychologists may function in other settings as well.

The two essential credentials for which program graduates will qualify, and for which the program curriculum is designed are (1) state and national licensure as a school psychologist, and (2) state licensure as a psychologist (HSP). Typically, student will qualify for state and national licensure as a school psychologist en route, upon earning the CAGS or specialist level degree. The psychology licensure in Massachusetts, as in most states, typically requires additional supervised hours in an appropriate setting post-doctorally. By meeting the requirements of the William James College School Psychology PsyD Program, graduates will have fulfilled the *doctoral* requirements for licensure in Massachusetts and in other states. Students may also opt, through qualifying doctoral and post-doctoral internship experiences, to meet the requirements for the Health Service Provider level of psychology licensure in Massachusetts.

Professional credentials for which program graduates may qualify are described below.

### **A. School Psychologist**

Students are eligible for licensure as a school psychologist in Massachusetts upon earning the CAGS degree. Students who opt not to complete a specialist level internship will qualify for school psychologist licensure upon earning the PsyD. Department of Elementary and Secondary Education requirements for licensure as a school psychologist are set forth in Massachusetts Regulations for Educator Licensure, 603 CMR 7.11(3), which can be found at <http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11>. As described therein, a passing score on the Praxis School Psychologist assessment must be obtained to progress from the initial license to the professional license after three years employment as a school psychologist.

As school psychologist licensure requirements in Massachusetts are among the most restrictive in the nation, program graduates will qualify for school psychology certification or licensure in many other states.

### **B. Nationally Certified School Psychologist (NCSP)**

Students who complete the MA/CAGS level of the William James College School Psychology Program and obtain a passing score on the Praxis School Psychologist assessment will qualify for the NCSP, and are encouraged to apply promptly. Information on becoming an NCSP can be found at <https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>

### **C. Licensed Psychologist**

Graduates of the School Psychology PsyD Program can qualify to become a licensed psychologist in Massachusetts subsequent to graduation upon meeting the requirements set forth in Massachusetts regulations, 251 CMR 3.00. These requirements include 3200 hours of

supervised experienced in health service setting, 1600 of which must be completed in a health service training program (typically an internship), and obtaining passing scores on the national examination in psychology (the Examination for Professional Practice in Psychology), and the Massachusetts jurisprudence examination. Complete information and application materials can be found at <http://www.mass.gov/ocabr/licensee/dpl-boards/py>.

Students wishing to practice independently as a psychologist in Massachusetts must hold Health Service Provider (HSP) certification, which requires qualifying doctoral and possibly post-doctoral training experiences. Massachusetts regulations for independent practice as a licensed psychologist are among the most restrictive in the nation. Graduates of the School Psychology PsyD may qualify to practice independently as a licensed psychologist in other states without completing an HSP-qualifying doctoral internship. It should also be noted that, without HSP certification, independent practice in Massachusetts can be conducted under the licensed educational psychologist credential.

#### **D. Licensed Educational Psychologist**

After completing the CAGS degree and meeting subsequent requirements (e.g., two years of experience as a school psychologist and 60 hours of clinical supervision by an approved supervisor), program graduates may apply for Allied Mental Health and Human Services licensure as an educational psychologist in Massachusetts. Complete information and application materials can be found at: <http://www.mass.gov/ocabr/licensee/dpl-boards/mh>.

Students who enter the Program with advanced standing and who have worked, or will continue to work, as school psychologists are encouraged to pursue the LEP credential. It is advisable to obtain the LEP credential before entering the Program as an advanced standing student.

## **XI. School Psychology Program Faculty**

The School Psychology PsyD Program faculty is composed of experienced practitioners in the fields of school psychology, clinical psychology or special education. Core faculty members have a 50% or higher assignment dedicated expressly to the School Psychology PsyD Program. In addition to instruction, they assume responsibilities of advising students, chairing doctoral projects, serving on faculty governance committees, and other institutional service. Associate faculty members teach multiple courses in the School Psychology PsyD Program, and may assume some, but not all, of the responsibilities of a core faculty member.

The faculty meets one day each month. Students are encouraged to attend the two faculty meetings each year that are specifically designated to address student issues and concerns.

### **Core Faculty**

#### **Daniel Jacobs, Psy.D., Assistant Professor**

Dan Jacobs is a licensed psychologist with a private practice, Jacobs Psychological and Consulting Services, in Lexington, MA. He trains nationally on a variety of mental health, substance abuse and systemic change topics and consults with schools and residential programs around curriculum and behavioral incident issues. Before going into private practice Dr. Jacobs was the Director of the Adolescent and Adult Partial Hospital Programs at Salem Hospital in Salem, MA. He has a master's in education from Harvard University, a master's in business administration from Salem State University, and he earned his doctorate from the Massachusetts School of Professional Psychology in 1997.

#### **Jason Kaplan, Ph.D., Interim Department Chair, School PsyD Program Director, Assistant Professor**

Jason Kaplan is a Nationally Certified School Psychologist and a Licensed Psychologist and Health Service Provider. He earned his Ph.D. in School and Counseling Psychology from Northeastern University and his M.Ed. and CAGS from the University of Massachusetts, Boston. While at Northeastern University, he completed a practicum at McLean Hospital Child and Adolescent Testing Service and his pre-doctoral clinical internship at Community Services Institute, a community-based mental health agency treating children, adolescents and adults. Before joining the School Psychology faculty at William James College in 2015 where he is now the Director of the School Psychology PsyD. Program and an Assistant Professor, Dr. Kaplan served as an adjunct faculty member at the Massachusetts School of Professional Psychology (now William James College). In addition, Dr. Kaplan was a school psychologist in the Newton Public Schools, where he supervised school psychology graduate students for fourteen years. Prior to working in Newton and at William James College, Dr. Kaplan taught high school students with learning, emotional, and behavioral disabilities. Dr. Kaplan is also an active member of the Massachusetts School Psychologists Association, for which he serves as co-chair of the Ethics, Professional Standards and Credentialing Committee. His research interests include systems change, the assessment and treatment of children with learning, social and emotional disabilities, and supervision.



## **Associated Faculty**

### **Robyn Bratica, Ph.D., Assistant Professor**

Robyn Bratica is a licensed educational psychologist and nationally certified school psychologist. She received her Ph.D. in School Psychology and a Graduate Certificate in Women's Studies from the University of Rhode Island, where she developed interests in bullying, relational aggression, and social emotional learning. She has worked as a School Psychologist in the Reading Public School District, and as a School Psychologist, School Adjustment Counselor, and most recently, as a Special Education Team Chairperson in the Milford Public School District. During the past academic year, she was a member of the Teacher Advisory Cabinet for the Massachusetts Department of Elementary and Secondary Education, advising the department on a variety of topics related to educational policy. Through these experiences, she has developed additional interests in school threat assessment and prevention, special education eligibility and comprehensive school-based assessment practices, and school-based consultation and collaboration.

### **Lisa King Chalukian, Psy.D., Assistant Professor\***

Lisa King Chalukian is a licensed and nationally certified school psychologist. She earned her M.Ed./CAGS in School Psychology at the University of Massachusetts, Boston. She received her Psy.D. in School Psychology at William James College (formerly MSPP) with a doctoral project on English Language Learner teachers' practices in supporting the social emotional development of their immigrant students. While at William James College, she served as a teaching assistant for Dr. Robyn Bratica's internship seminar. Dr. Chalukian has also worked as a School Psychologist in the Brockton Public School District. She is currently completing her post-doctorate fellowship at the Triumph Center, a counseling and consultation center, serving clients in New England.

### **Elana Wolkoff, Ph.D., Associate Professor**

Elana Wolkoff earned her Master's in Education from Harvard University and her Doctorate in School Psychology from Northeastern University. Prior to her doctoral training, she was employed as a high school special education teacher. Elana completed her doctoral internship at South Shore Mental Health in Quincy, MA and has since engaged in a wide range of professional roles, including 15 years as a practicing school psychologist for Cambridge and Wellesley Public Schools. She has also served as Director of Student Support at Boston Collegiate Charter School, consultant to Boston area charter schools, and an instructor at Northeastern University. Her interests include: school and parent consultation; increasing student motivation and access to learning, development of executive functioning skills; having difficult conversations; and the role of school psychologists in promoting educational equity.

## **XII. Admissions**

Admission to the School Psychology PsyD Program is predicated upon evidence of (1) capacity for academic success at the doctoral level, (2) capacity to develop personal and professional attributes that are characteristic of licensed psychologists, and (3) motivation to achieve high standards of practices and to assume leadership roles. Consideration is given to the full range of application materials that relate to these criteria. Eligible applicants must hold a four year college degree. They should have prior coursework and/or work experience in psychology, education, or a closely related field.

### **A. Admission Requirements**

Application materials are enumerated in the current School Psychology PsyD Program application. The following are requirements for application to the Program:

1. Earned B.A. or B.S. degree;
2. Completed application form;
3. Letters of recommendation (3);
4. Résumé;
5. Autobiographical statement, including a statement of purpose and goals;
6. Financial plan;
7. Official transcript(s);
8. Non-native speakers of English may be required to take the Test of English as a Foreign Language (TOEFL).as evidence of their level of English as spoken and written in North America.

In selecting among candidates, the following qualifications are considered:

Prior coursework and work/volunteer experience in psychology or education;  
Academic record: undergraduate GPA of 3.0 or higher or graduate GPA of 3.5 or higher  
Communication skills (including expository writing);  
Effective interpersonal relations;  
Respect for human diversity;  
Ethical behavior;  
Adaptability;  
Initiative;  
Dependability.  
Combined TOEFL score (listening, structure and writing expression, speaking and reading) of 550 or higher (paper-based), 213 or higher (computer-based), or 92 (internet-based).

Completed application packets are thoroughly reviewed by members of the William James College faculty, who decide whether the applicant will be granted an interview. Applicants for advanced standing at the PsyD level who are offered an interview must supplement their application by submitting a psychoeducational assessment they have written. The Graduate Record Exam (GRE) is not required. Applicants who do not meet indicated standards are encouraged to address extenuating circumstances in their autobiographical statement.

Students who are admitted to the Program at the MA/CAGS level are identified as MA/CAGS/PsyD students to distinguish them from students in the School Psychology

MA/CAGS Program and from students admitted to the PsyD level of the Program with advanced standing.

### **B. Concurrent Application to Multiple Academic Programs**

Other graduate programs at William James College involve distinctly different graduate experiences and career opportunities. It is possible, however, that an applicant's interests fall within the realm of more than one program. An application may be submitted to more than one program, in which case each application will be evaluated separately. If applying to more than one program, each application should be submitted by its respective deadline. The application review process for each program is separate, including the interview. If an applicant is offered and accepts admission to another program, the School Psychology PsyD Program application will no longer be considered.

An applicant should not enroll in one program with the expectation of transferring to another program. Program requirements are distinctly different. Many course credits earned in the School Psychology Department will not be credited toward degrees in other departments.

### **XIII. Financial Information**

Tuition for the 2023-2024 academic year is based on the rate of \$1,245 per credit at the MA/CAGS level, and \$1,675 per credit at the PsyD level. In addition, a student service fee of \$525 per semester (i.e., Fall and Spring) and \$250 for Summer session is assessed for audio-visual, technology, and library services; test materials; and photocopying. A one-time graduation fee of \$500 is assessed the semester prior to graduation.

Please consult the *WJC Graduate Student Handbook* for financial aid information. Eligibility for financial aid and for loan repayment deferment require a student to be enrolled at least half-time. For the School Psychology PsyD Program, the half-time requirement is met by registering for at least 4.5 academic credits each Fall and Spring semester, or by registering for Doctoral Internship (FP801-804) or PR950 Continuing Doctoral Project. Student's enrolled in FP 801-804 must be at their internship sites a minimum of 16 hours per week to be considered for loan repayment deferment.

# Appendices

## Appendix 1. Program Aim, Competencies, and Elements

The School Psychology PsyD Program's aim, competencies, and elements are designed to be congruent with the American Psychological Association's Standards of Accreditation for Health Service Psychology (HSP). The Program's aim is: To prepare students to become School Psychologists who function in an ethical and professional manner, building upon scientific knowledge to develop practice-related knowledge to deliver a comprehensive array of evidence-based school psychological services including assessment, consultation, and intervention with diverse populations. Students also obtain knowledge and develop skills and attitudes that prepare them to assume leadership and supervisory roles in schools, as well as a variety of health service provider settings.

The School Psychology PsyD Program prepares students in the following Profession-Wide Competencies as specified by the Commission on Accreditation (CoA) Implementing Regulations of the American Psychological Association (APA; available at <http://www.apa.org/ed/accreditation/section-c-soa.pdf>):

### 1. Research

- 1a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- 1b. Conduct research or other scholarly activities.
- 1c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

### 2. Ethical and legal standards

- 2a. Be knowledgeable of and act in accordance with each of the following:
  - i) the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - ii) Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - iii) Relevant professional standards and guidelines.
- 2b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- 2c. Conduct self in an ethical manner in all professional activities.

### 3. Individual and cultural diversity

- 3a. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- 3b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- 3c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional

- activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- 3d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

#### **4. Professional values, attitudes, and behaviors**

- 4a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- 4b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- 4c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- 4d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

#### **5. Communication and interpersonal skills**

- 5a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- 5b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- 5c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

#### **6. Assessment**

- 6a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- 6b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- 6c. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- 6d. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- 6e. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

6f. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

**7. Intervention**

- 7a. Establish and maintain effective relationships with the recipients of psychological services.
- 7b. Develop evidence-based intervention plans specific to the service delivery goals.
- 7c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- 7d. Demonstrate the ability to apply the relevant research literature to clinical decision making.
- 7e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- 7f. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

**8. Supervision**

- 8a. Demonstrate knowledge of supervision models and practices.

**9. Consultation and interprofessional/interdisciplinary skills**

- 9a. Demonstrate knowledge and respect for the roles and perspectives of other professions.
- 9b. Demonstrates knowledge of consultation models and practices.

In addition, students gain the following areas of Discipline-Specific Knowledge as specified in APA CoA's Implementing Regulations:

- History and Systems of Psychology
- Basic Content Areas in Scientific Psychology
  - Affective Aspects of Behavior
  - Biological Aspects of Behavior
  - Cognitive Aspects of Behavior
  - Developmental Aspects of Behavior
  - Social Aspects of Behavior
- Advanced Integrative Knowledge in Scientific Psychology
- Research Methods, Statistical Analysis, and Psychometrics



## Appendix 2. Competencies Evaluated by School Psychology PsyD Program Courses

	1. Research	2. Ethical and legal standards	3. Individual and cultural diversity	4. Professional values, attitudes, and behaviors	5. Communications and interpersonal skills	6. Assessment	7. Intervention	8. Supervision	9. Consultation and interprofessional/interdisciplinary skills	Other: Discipline-Specific Knowledge
<b>MA/CAGS Level</b>										
IA520 Instructional Assessment and Intervention						6d 6e				
RS526 Statistics										X
LS659 Lifespan Development										X
SN512 Educating Children and Adolescents with Special Needs			3c				7d			
FP501 Practicum I: School Environment and Edu. Assessment		2c		4b 4c	5a					
PA500 Psychoeducational Assessment						6a 6e 6f				X
BC521 Behavioral Assessment, Intervention, and Consultation						6d 6e 6f	7b			
RS555 Research and Evaluation Methods	1a 1b									X
PY521 Psychopathology of Childhood and Adolescence			3c			6a	7b 7d			
FP502 Practicum II: Psychoed. Assessment and Intervention		2c		4b 4c	5a					

			<b>3a</b>							
<b>CC522 Diversity and Cross-Cultural Psychology</b>			<b>3b</b>							
<b>PH501 Preventive Mental Health in Schools</b>	1a				5b					
						6d				
<b>PA600 Social-Emotional Assessment</b>						6e				
						6f				
<b>CX610 Counseling and Psychotherapy in Schools</b>							7b			
						6e	7d			
		<b>2a</b>								
<b>PS630 Legal, Ethical, and Prof. Issues in School Psychology</b>		<b>2b</b>								
		<b>2c</b>								
<b>FP601 Practicum III: Clinical Practice</b>		2c		4b						
				4c						
	1. Research									
	2. Ethical and legal standards									
	3. Individual and cultural diversity									
	4. Professional values, attitudes, and behaviors									
	5. Communications and interpersonal skills									
	6. Assessment									
	7. Intervention									
	8. Supervision									
	9. Consultation and interprofessional/interdisciplinary skills									
	Other: Discipline-Specific Knowledge									
<b>GR611 Group Process and Group Therapy</b>							7b			
								9a		
<b>CO650 Consultation in Schools</b>					5a			9b		
<b>BL622 Biological Basis of Behavior and Learning</b>										X
							7b			
							7c			
<b>FP602 Practicum IV: Clinical Practice</b>		2c		4b			7d			

						6d	7a			
						6e	7b			
						6f	7c			
<b>FP701/CS701 Internship &amp; Seminar A</b>							7d			
							7e			
							7f			
<b>FP702/ CS702 Internship &amp; Seminar B</b>							7a			
							7b			
							7c			
							7d			
							7e			
							7f	9a		
<b>PsyD level</b>										
<b>CA601 Cognitive and Affective Bases of Behavior</b>										X
<b>PS600 History and Systems</b>										X
<b>PS603 Social Bases of Behavior</b>										X
<b>CO780 Advanced Consultation Skills</b>										
			4b	5a					<b>9a</b>	
<b>SU820 Supervision &amp; Admin. Of School Psychology Services</b>		2b	3b						<b>9b</b>	
<b>IA772 Learning Disabilities: Research to Practice</b>						6b	7b	<b>8a</b>		
<b>IA777 Autism Spectrum Disorders</b>						6a				
						6b	7b			

	1. Research	2. Ethical and legal standards	3 Individual and cultural diversity	4. Professional values, attitudes, and behaviors	5. Communications and interpersonal skills	6. Assessment	7. Intervention	8. Supervision	9. Consultation and interprofessional/interdisciplinary skills	Other: Discipline-Specific Knowledge
<b>PA700 Advanced Psychoeducational Assessment</b>						<b>6d</b> <b>6e</b> <b>6f</b>				X
<b>PA725 Adv. Social-Emotional Assess. Of Children &amp; Adol.</b>						<b>6d</b> <b>6e</b> <b>6f</b>				X
<b>PA735 Rorschach Essentials</b>						<b>6a</b> <b>6c</b>				
<b>PA760 Bilingual and Culturally Competent Assessment</b>			3b			6e				X
<b>BX710 Adv. Behavioral Techniques with Children and Families</b>							<b>7a</b> <b>7b</b> <b>7c</b> <b>7d</b> <b>7e</b> <b>7f</b>			
<b>CL521 Clinical Interviewing with Children and Families</b>						6a <b>6b</b> <b>6c</b>				
<b>FX630 Collaborative Therapy with Multi-stressed Families</b>			<b>3c</b>		<b>5c</b>		7b (CANS)			

<b>SB523 Addressing Substance Abuse in Schools</b>						7b			
<b>FP721 &amp; FP722 Practicum in Advanced Assessment I &amp; II</b>				<b>5a</b> <b>5b</b>	6d 6e 6f				
<b>FP725 Doctoral Practicum in Clinical Services I</b>			<b>4a</b> <b>4b</b>	5b		7a-f			
<b>FP726 Doctoral Practicum in Clinical Services II</b>			<b>4c</b> <b>4d</b>	5b		7a-f			
<b>PR828 Doctoral Project I: Advanced Research Methods</b>	<b>1a</b>								
<b>PR829 Doctoral Project II: Project Design &amp; Development</b>	<b>1a</b> <b>1b</b>								
<b>PR925 Doctoral Project III: Individual Mentorship</b>	<b>1c</b>								
<b>FP801 Doctoral Internship</b>			4b	5b					
<b>FP802 Doctoral Internship</b>			4b	5b					

*Note.* Bolded elements indicate that minimum levels of achievement are specified and assessed in the corresponding course.

### **Appendix 3. MA/CAGS-Level Courses For Which Two Credits of Qualifying Coursework May Meet Program Requirements**

For the courses listed below, Program requirements can be met by advanced standing credit for a qualifying two credit course, as described in Section IV, or a 2 credit directed study. The qualifying course or directed study must satisfactorily address the program competencies, elements, and related course objectives, which can be found on the relevant advanced standing worksheet.

IA520 Instructional Assessment and Intervention

SN512 Educating Children and Adolescents with Special Needs

BC521 Behavioral Assessment, Intervention, and Consultation

RS526 Statistics

*Note: a 2 credit directed study is not an option for this course.*

RS555 Research and Evaluation Methods

GR611 Group Process and Group Therapy

CO650 Consultation in Schools

## **Appendix 4. Assessment & Planning Conference**

### **Assessment & Planning Conference Outline – PsyD Level**

*School Psychology PsyD Program*

**Typical length: 45-50 minutes**

#### **Purpose and Focus:**

- A. Assessment of the student's performance in all aspects of the Program, including:  
Progress toward program requirements and competencies  
General reflections on performance, growth, and effort  
Professional behavior  
Leadership and professional engagement (job, placement, professional community, etc.)  
Strengths and “growing edges”
- B. Program planning.  
Interests, professional aspirations; specialization, if applicable (i.e., major or emphasis)  
Current program status (earned and/or conditional credits, Praxis, etc.)  
Projected schedule for coursework, field placements, doctoral project  
Doctoral project ideas or progress (bring DP Progress form, if applicable)

#### **Typical sequence:**

- Student's self-assessment (approx. **5-10 minutes**)  
Reflections on learning experiences, personal growth, lessons learned, best work  
How has training been applied in field placements and/or in your professional practice?  
Refer to work samples and to situations in the field, as appropriate
- Collaborative assessment of progress toward program competencies (approx. **10-15 minutes**)  
Faculty input, as described on A&P Conference form, is primary  
Input of student and participating field supervisor (when applicable) informs the discussion and contributes to rating decisions  
Discuss and document strengths and areas for further development
- Discussion of plans, goals (see #2 above): approx. **15-30 minutes**  
Review transcript and proposed course schedule  
Discuss interests, professional goals, extracurricular learning opportunities, etc.  
Discuss/document field training objectives  
Discuss status and implications of any corrective action or special circumstances  
Address other issues or questions, as needed

#### **ADVANCE PREPARATION**

- Advisor: Review course evaluations, field placement evaluations, advisement meeting notes  
Arrange participation of current field supervisor (advanced practicum in clinical services or internship)
- Student: Bring partially completed A&P Conference form, current transcript, DP form (if applicable);  
ensure that field placement evaluations have been submitted

*School Psychology PsyD Program*  
**Assessment & Planning Conference Outline – MA/CAGS Level**

**Typical length: 45-50 minutes**

**Purpose and Focus:**

A. Assessment of the student's performance in all aspects of the Program, including:  
Progress toward program requirements and competencies  
General reflections on performance, growth, and effort  
Professional behavior  
Leadership and professional engagement (WJC, professional community, etc.)  
Strengths and “growing edges”

B. Program planning.  
Interests, professional aspirations; specialization, if applicable (e.g., major or emphasis)  
Current program status (earned credits, MTEL, Praxis, etc.)  
Projected schedule for coursework, field placements, doctoral project  
Doctoral project ideas

**Typical sequence:**

Student's self-assessment (approx. **5-10 minutes**)  
Reflections on learning experiences, personal growth, lessons learned, best work  
How has training been applied in field placements and/or in your professional practice?  
Refer to work samples and to situations in the field, as appropriate

Collaborative assessment of progress toward program competencies (approx. **10-15 minutes**)  
*Note: Some competency areas are not evaluated at MA/CAGS level*  
Faculty input, as described on A&P Conference form, is primary  
Input of student informs the discussion and rating decisions  
Discuss and document strengths and areas for further development

Discussion of plans, goals (see #2 above): approx. **15-30 minutes**  
Review transcript and proposed course schedule  
Discuss interests, professional goals, extracurricular learning opportunities, etc.  
Discuss/document field training objectives, leadership activities  
Discuss status and implications of any corrective action or special circumstances  
Address other issues or questions, as needed

**ADVANCE PREPARATION**

Advisor: Review course evaluations, field placement evaluations, advisement meeting notes



Student: Bring partially completed A&P Conference form, “Leadership Activities” worksheet from *MA/CAGS Handbook*; current transcript; ensure that field placement evaluations have been submitted

*Year 1 and Year 2 Students:* Submit the following products to advisor and second faculty member 1 week before conference:

Field placement log

Résumé

Reflection on Professional Work Characteristics (completed as part of Practicum Seminar)

Reflection on Role of School Psychologist (completed as part of Practicum Seminar)

*CAGS Internship Students:* Submit portfolio to advisor and second faculty member 2 weeks before conference.

### **IMMEDIATELY FOLLOWING CONFERENCE**

Make copy of A&P Conference form (and internship portfolio evaluation form if applicable) for yourself, and submit the originals to Malory’s mailbox.

**School Psychology PsyD Program**  
**Assessment & Planning Conference**

**SUMMARY RECORD OF A & P CONFERENCE**

Student: \_\_\_\_\_ Year of PsyD entry: \_\_\_\_\_

Date of Conference: \_\_\_\_\_ Date submitted to office: \_\_\_\_\_

Conference Participants:

**NAME**

**ROLE**

1. \_\_\_\_\_

Student

2. \_\_\_\_\_

Advisor

3. \_\_\_\_\_

Faculty Member/Instructor

\_\_\_\_\_

Courses taught in past year

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

Other: \_\_\_\_\_

Instructions to the student:

1. For the A&P Conference, (a) complete this cover sheet and Parts A, E.1, E.2, and E.3, and (2) bring a current copy of your transcript. If you have taken courses in the doctoral project sequence, bring an updated Doctoral Project Progress Form.

2. When this form is completed at the conclusion of the A&P Conference, sign the last page of the form, make a copy for your records, and submit the original and the transcript to the School Psychology Department Coordinator **without delay**. This will become part of your student record.

**A. PROGRESS AND PLANNING IN COMPLETING DEGREE REQUIREMENTS**

MTEL requirement met? **YES** [Date: \_\_\_\_\_] **NO** [Date scheduled: \_\_\_\_\_]

Praxis test passed? **YES** [Date: \_\_\_\_\_] **NO** [Date scheduled: \_\_\_\_\_]

DP prospectus approved? **YES** **NO** [If yes, attach Doctoral Project Progress Form]

Attach a current transcript to show progress toward meeting program requirements.

**B. PROGRAM COMPETENCIES SUMMARY**

The Program Competencies Summary documents a student’s current progress towards professional values, attitudes, and behavior and communication and interpersonal skills. All PsyD students are evaluated in these competency areas each year. Any program competencies rated as “Unsatisfactory” or “Needs Improvement” should be addressed in the A&P Summary (Part C) with appropriate recommendations or corrective action requirements.

*Mid-points can be specified by circling two numbers (e.g., 3 and 4, for a rating of 3.5).*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Expected</b>	<b>Exemplary</b>

PROGRAM COMPETENCIES	RATING
<b>Competency 4: Professional values, attitudes, and behaviors</b>	
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	1 2 3 4 N/A
Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	1 2 3 4 N/A
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	1 2 3 4 N/A
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	1 2 3 4 N/A
<b>Competency 5: Communication and interpersonal skills</b>	
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	1 2 3 4 N/A

Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	1	2	3	4	N/A
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	1	2	3	4	N/A

**C. SUMMARY RECORD OF A & P CONFERENCE**

**Academic Standing**

1. Please note any Academic Council action, Corrective Action Notices (CANs), and/or Intermediate A&P Conferences that may have been filed or occurred during the past academic year, or that are still unresolved from prior year(s).

2. How have these issues been addressed or resolved?

3. Is the student recommended for practicum or internship next year? Yes \_\_\_ No \_\_\_  
 With reservations \_\_\_

Please describe reservations or reason(s) for not being recommended:

**Current Evaluation of Professional Development/Competence:**

4. Areas of strength; observations/comments about progress on competencies:

5. Areas needing further development (via coursework, field experience, etc.):

6. Description of any expansion of school psychology practice or assumption of leadership roles in field experience, in the workplace, or in the William James College learning community:

7. Student actively and appropriately engages in self-assessment: YES NO

8. Recommendations for facilitating further development: (Please mark with an asterisk any that relate to need for improvement or corrective action, as indicated in Parts B or C.1 above).

**D. PROGRESS TOWARD DEGREE:**

Based on the above assessments (Sections A through C), please check one of the following and provide comments as needed. Please use the reverse side of form, if needed. *NOTE: Checking C or D below results in faculty deliberation regarding formal action.*

- \_\_\_\_\_ **A. Satisfactory** progress toward meeting degree requirements to this point in the Program
  
- \_\_\_\_\_ **B. Adequate, with reservations.** There is some question about progress, but the student should continue in the Program under the following conditions:
  
- \_\_\_\_\_ **C. Inadequate.** The student is not currently on course to successfully complete the Program. Continuation may be considered with conditions as specified in the appropriate documentation.
  
- \_\_\_\_\_ **D. Unsatisfactory.** The student has not made satisfactory progress. Recommendation is for dismissal, or leave of absence with conditions for return as specified in the appropriate documentation.

**E. PROPOSED PROGRAM PLAN FOR \_\_\_\_\_ (school year)**

1. Please provide basic information about your field placement for next year (field site, supervisor(s), hours/week or hours/year, status of Field Training Contract).

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2. Please list personal goals and objectives for the coming year. (These may be considered for inclusion in the Field Training Contract.)

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

3. Indicate your proposed program of study for the following school year. Note whether each course is a requirement (R) or elective (E).

**SUMMER** \_\_\_\_\_

Course	# Credits	R, E

**FALL** \_\_\_\_\_

Course	# Credits	R, E

**SPRING** \_\_\_\_\_

Course	# Credits	R, E

**SUMMER** \_\_\_\_\_

Course	# Credits	R, E

Please check one of the following and add comments as needed.

- (a) Proposed program **approved**.
- (b) Proposed program **approved with modifications/suggestions**.  
(Recommendations the committee considers essential indicated by \*.)
- (c) **Not Approved** unless the recommendations/actions indicated below are satisfactorily resolved

Comments and Recommendations on Proposed Program Plan:

**Date:** \_\_\_\_\_ **(Advisor's Signature)** \_\_\_\_\_

**Date:** \_\_\_\_\_ **(Student's Signature)** \_\_\_\_\_

**School Psychology PsyD Program**  
**MA/CAGS Level Assessment & Planning Conference**

**SUMMARY RECORD OF A & P CONFERENCE**

Student: \_\_\_\_\_ Year of PsyD entry: \_\_\_\_\_

Date of Conference: \_\_\_\_\_ Date submitted to office: \_\_\_\_\_

Conference Participants:

**NAME**

**ROLE**

1. \_\_\_\_\_

Student

2. \_\_\_\_\_

Advisor

3. \_\_\_\_\_

Faculty Member/Instructor

\_\_\_\_\_

Courses taught in past year

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

Other: \_\_\_\_\_

Instructions to the student:

1. For the A&P Conference, (a) complete this cover sheet and Parts A, E.1, E.2, and E.3, and (2) bring a current copy of your transcript. If you have taken courses in the doctoral project sequence, bring an updated Doctoral Project Progress Form.

2. When this form is completed at the conclusion of the A&P Conference, sign the last page of the form, make a copy for your records, and submit the original and the transcript to the School Psychology Department Coordinator **without delay**. This will become part of your student record.



**A. PROGRESS AND PLANNING IN COMPLETING DEGREE REQUIREMENTS**

MTEL requirement met? **YES** [Date: \_\_\_\_\_] **NO** [Date scheduled: \_\_\_\_\_]

Praxis test passed? **YES** [Date: \_\_\_\_\_] **NO** [Date scheduled: \_\_\_\_\_]

DP prospectus approved? **YES** **NO** [If yes, attach Doctoral Project Progress Form]

**Attach a current transcript to show progress toward meeting program requirements.**

**B. PROGRAM COMPETENCIES SUMMARY**

The Program Competencies Summary documents a student’s current progress towards professional values, attitudes, and behavior and communication and interpersonal skills. All PsyD students are evaluated in these competency areas each year. Any program competencies rated as “Unsatisfactory” or “Needs Improvement” should be addressed in the A&P Summary (Part C) with appropriate recommendations or corrective action requirements.

*Mid-points can be specified by circling two numbers (e.g., 3 and 4, for a rating of 3.5).*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Expected</b>	<b>Exemplary</b>

<b>PROGRAM COMPETENCIES</b>	<b>RATING</b>
<b>Competency 4: Professional values, attitudes, and behaviors</b>	
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	<b>1 2 3 4 N/A</b>
Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	<b>1 2 3 4 N/A</b>
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	<b>1 2 3 4 N/A</b>
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	<b>1 2 3 4 N/A</b>
<b>Competency 5: Communication and interpersonal skills</b>	
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	<b>1 2 3 4 N/A</b>

Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	1	2	3	4	N/A
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	1	2	3	4	N/A

**C. SUMMARY RECORD OF A & P CONFERENCE**

**Academic Standing**

1. Please note any Academic Council action, Corrective Action Notices (CANs), and/or Intermediate A&P Conferences that may have been filed or occurred during the past academic year, or that are still unresolved from prior year(s).

2. How have these issues been addressed or resolved?

3. Is the student recommended for practicum or internship next year? Yes \_\_\_ No \_\_\_  
 With reservations \_\_\_

Please describe reservations or reason(s) for not being recommended:

4. Has the student met academic requirements for graduation (*CAGS-level interns only*)?

Yes \_\_\_ No \_\_\_

Conditionally \_\_\_

Please describe conditions or reason(s) for not being recommended:

**Current Evaluation of Professional Development/Competence:**

4. Areas of strength; observations/comments about progress on competencies:

5. Areas needing further development (via coursework, field experience, etc.):

6. Description of any expansion of school psychology practice or assumption of leadership roles in field experience, in the workplace, or in the William James College learning community:

7. Student actively and appropriately engages in self-assessment: YES NO

8. Recommendations for facilitating further development: (Please mark with an asterisk any that relate to need for improvement or corrective action, as indicated in Parts B or C.1 above).

9. Feedback on work products (*Year 1 and Year 2 MA/CAGS/PsyD students only*):

Field placement log

Résumé

Reflection on Professional Work Characteristics

Reflection on Role of School Psychologist

10. Review CAGS internship portfolio using internship portfolio rubric (*CAGS-level interns only*).

#### D. PROGRESS TOWARD DEGREE:

Based on the above assessments (Sections A through C), please check one of the following and provide comments as needed. Please use the reverse side of form, if needed. *NOTE: Checking C or D below results in faculty deliberation regarding formal action.*

\_\_\_\_\_ **A. Satisfactory** progress toward meeting degree requirements to this point in the Program

\_\_\_\_\_ **B. Adequate, with reservations.** There is some question about progress, but the student should continue in the Program under the following conditions:

\_\_\_\_\_ **C. Inadequate.** The student is not currently on course to successfully complete the Program. Continuation may be considered with conditions as specified in the appropriate documentation.

\_\_\_\_\_ **D. Unsatisfactory.** The student has not made satisfactory progress. Recommendation is for dismissal, or leave of absence with conditions for return as specified in the appropriate documentation.

**E. PROPOSED PROGRAM PLAN FOR \_\_\_\_\_ (school year)**

1. Please provide basic information about your field placement for next year (field site, supervisor(s), hours/week or hours/year, status of Field Training Contract).

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2. Please list personal goals and objectives for the coming year. (These may be considered for inclusion in the Field Training Contract.)

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

3. Indicate your proposed program of study for the following school year. Note whether each course is a requirement (R) or elective (E).

**SUMMER** \_\_\_\_\_

Course	# Credits	R, E

**FALL** \_\_\_\_\_

Course	# Credits	R, E

**SPRING** \_\_\_\_\_

Course	# Credits	R, E

**SUMMER** \_\_\_\_\_

Course	# Credits	R, E

Please check one of the following and add comments as needed.

- (a) Proposed program **approved**.
- (b) Proposed program **approved with modifications/suggestions**.  
(Recommendations the committee considers essential indicated by \*.)
- (c) **Not Approved** unless the recommendations/actions indicated below are satisfactorily resolved

Comments and Recommendations on Proposed Program Plan:

**Date:** \_\_\_\_\_ **(Advisor's Signature)** \_\_\_\_\_

**Date:** \_\_\_\_\_ **(Student's Signature)** \_\_\_\_\_

## Appendix 5. Student Acknowledgement Form

### STUDENT ACKNOWLEDGEMENT FORM

#### *Policies and Procedures*

The William James College ***Graduate Student Handbook*** and ***School Psychology PsyD Program Handbook*** provide important information about the College and Program, respectively. The ***School Psychology PsyD Program Handbook*** supplements and elaborates upon institutional policies with program-specific information.

I acknowledge that I have been provided with the documents listed above in hard copy and/or electronic form, and that I have familiarized myself with their contents.

Furthermore, I acknowledge that the information, policies, and procedures described are necessarily subject to change, and that revisions may supersede, modify, or eliminate existing policies. Such changes will be communicated through official notices, but the effectiveness of such changes is not contingent on the department giving such notice or my receiving it.

By signing this form, I accept that I am responsible for the information in these documents and will comply with the policies contained therein.

**STUDENT'S NAME (printed):** \_\_\_\_\_

**STUDENT'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

## **Appendix 6. Measurement Competency Examination**

The measurement competency examination is a closed-book test that students in the School PsyD Program take at the beginning of the PsyD level of the Program, during Summer session 2. The purpose of the exam is to ensure that all students attain the basic level of competence in psychological measurement needed to describe and interpret quantitative assessment findings.

The examination consists of 50 questions (multiple-choice, short answer, matching, fill-in-the-blank). Students have two hours to complete the exam. If you require accommodations, requests for additional time to complete the exam must be submitted to the student's advisor or the Academic Resource Center at least one week before the testing date.

Proficiency in psychological measurement is an essential competency for school psychologists. Students in the School Psychology PsyD Program demonstrate proficiency in measurement by passing the examination with a score of 80% correct or higher. Students scoring below this level may take an alternate form of the examination to attain a passing score. Students must attain a passing score within 12 months of the initial administration to continue in the Program.

A study guide is provided on the following page.



## Measurement Competency Examination Study Guide

### Measurement Scales

Know definitions and examples of nominal, ordinal, interval, and ratio data

### Measures of Central Tendency

Know the three primary measures of central tendency (mean, median, mode)  
When do we use each measure, and why?

### Measures of Variability

Know the three primary measures of variability (standard deviation, variance, range)  
Know the relationship between standard deviation and variance  
Why are these measures important?

### Normal Curve

Understand what the normal curve representation (x axis, y axis, typical distribution)  
Know the frequency of scores falling within key ranges of the normal curve  
What is the significance of 68% and 95% of the scores?  
What are some practical applications of the normal curve?

### Score Conversions

Know the relationships between z-scores, standard (IQ) scores, T scores, and percentile ranks, and be able to convert between scales

### Significance vs. Meaningfulness

Know the distinction between statistically significant and clinically meaningful  
Be able to define statistical significance and base rates

### Types of Reliability

What is reliability?  
Know the different types (inter-rater, test-retest, internal consistency) and the source(s) of measurement error assessed by each

### Types of Validity

What is validity?  
Face validity  
Content validity  
Criterion validity (concurrent and predictive)  
Construct validity

### Correlation

What is a correlation coefficient?  
What role does it play in establishing reliability and validity  
How to interpret correlation coefficients; how it relates to common variance? Meaning of a significance test?

### Latent Trait Methods

Multiple regression: understanding the relationship between predictor and criterion variables  
Know basic factor analysis concepts: factor structure and factor loadings



## Appendix 8. School PsyD Course Sequence and Prerequisites

This table identifies the sequence for enrollment in PsyD level courses by indicating the earliest point at which students may register for the course. Prerequisites, where applicable, are listed in parentheses. MA/CAGS level core courses are not included, since their sequence is fixed.

### Summer of Year 1

SB532	Addressing Substance Abuse in Schools
PS600	History and Systems
PS603	Social Bases of Behavior

### Year 2

PA760	Bilingual and Culturally Competent Assessment (prerequisite - PA500)
IA772	Learning Disabilities (prerequisite - SN512)
IA777	Autism Spectrum Disorders (prerequisite - SN512)

### Summer of Year 2

CL521	Clinical Interviewing with Children and Families (PA600)
PA700	Advanced Psychoeducational Assessment (PA500)
PA725	Advanced Social-Emotional Assessment of Children and Adolescents (PA600)
PA735	Rorschach Essentials (PA600)

### Year 3

BX710	Advanced Behavioral Techniques with Children and Families (BC521)
CA601	Cognitive and Affective Bases of Behavior
FX630	Collaborative Therapy with Multi-stressed Families
FP721/722	Practicum in Advanced Assessment (CL521, PA700, PA725)

### Summer of Year 3

PR828	Doctoral Project I: Advanced Research Methods
PR829	Doctoral Project II: Project Design and Development

### Year 4

CO780	Advanced Consultation Skills
PR925	Doctoral Project III: Individual Mentorship
SU820	Supervision and Administration of School Psychological Services
FP725/726	Doctoral Practicum in Clinical Services

## Appendix 9. Advanced Standing Application Instructions

### *School Psychology PsyD Program*

#### **ADVANCED STANDING APPLICATION INSTRUCTIONS**

1. The applicant completes a course-specific Advanced Standing Credit form and provides related documentation for each course for which advanced standing credit or course waiver is being requested. Each form must be accompanied by the course syllabus in order to receive full consideration for advanced standing credit. Please note that the entire application packet is submitted at once, either in hard copy or electronic format. A single transcript may be submitted for multiple courses in the packet. This can be an unofficial transcript (e.g., a copy) if William James College has the official transcript on file.
2. Advanced standing credit is considered only for graduate level coursework in which the applicant attained a grade of B or higher. Please refer to the guidelines at the webpage referenced below for other guidelines and restrictions.
3. In determining whether to request advanced standing credit for a previous graduate level course, the applicant should refer to the School Psychology PsyD Program course syllabus, noting the course description, competencies, weekly topics, and assignments. As more than one course may be applicable, multiple courses may be listed on the Advanced Standing Credit form. The amount of advanced standing credit granted cannot exceed the number of previously earned graduate credits. Applicants are encouraged to submit documentation of non-course-related activities (e.g., professional development programs, in-service training, supervised learning experiences) if the proposed equivalent course was completed more than five years prior to the date of application.
4. To receive full credit for a previously completed specialist level school psychology internship, the applicant should submit the Advanced Standing Credit forms for CS701/CS702, and FP701/702. Up to 10 credits of advanced standing can be granted for graduates of a school psychology program at another institution. Up to 6 credits of advanced standing can be granted for graduates of the School Psychology MA/CAGS Program at William James College.
5. The applicant may choose to submit materials in any of several forms, such as a 3-ring-binder, multiple-pocket portfolio, or file folders. However, **the document must (a) include a table of contents and tabs for each worksheet submitted, and (b) transcripts for all graduate coursework proposed to advanced standing credit (a copy is acceptable). Also, please organize worksheets in the order shown on page 3.**

Application information (worksheets, policy and process) is posted online at <http://www.williamjames.edu/academics/school/school-psyd/advanced-standing-credit.cfm>. If you have any difficulties accessing this website, please contact Jeff Choo ([jeff\\_choo@williamjames.edu](mailto:jeff_choo@williamjames.edu)).

TIMELINES:

Submission of advanced standing credit application packet	February 17 – March 10, 2024
Faculty review of application packet	Within 5 weeks of submission or April 10 <sup>th</sup> , whichever is earlier.  Within 5 weeks if submitted after the deadline
Admission offer acceptance deadline	April 14, 2024

Please submit your packet to:  
Jason Kaplan, Ph.D.  
William James College  
One Wells Ave.  
Newton, MA 02459  
[jason\\_kaplan@williamjames.edu](mailto:jason_kaplan@williamjames.edu)

Please address any questions about the application for advanced standing credit to Jason Kaplan at the email address above.

## Appendix 10. Advanced Standing Credit Form - Sample

### *School Psychology PsyD Program*

#### ADVANCED STANDING CREDIT FORM (Sample)

**Course: SN512 Educating Children and Adolescents with Special Needs**

**Applicant's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### **Key Course Objectives:**

To have a working understanding of critical concepts and components of Section 504 and of IDEA 2004, including LRE, continuum of services, and child find; definitions of special education and related services; disability category eligibility criteria; evaluation requirements; components of the IEP; and procedural safeguards.

To have a general knowledge of widely used and evidence based interventions for various educational disabilities, particularly high incidence disabilities (i.e., learning disabilities, speech/language impairments, emotional disturbance, and intellectual impairment).

To understand the pros and cons, components, and the differences in philosophy between the traditional (i.e., medical model) system for delivering services to children with disabilities, and the alternative service delivery system (i.e., response to intervention).

#### **Program Competencies and Elements:**

3. Individual and cultural diversity
  - The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
  
7. Intervention
  - Develop evidence-based intervention plans specific to the service delivery goals.
  - Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
  - Demonstrate the ability to apply the relevant research literature to clinical decision making.

#### **Requirement**

#### **Documentation Submitted**

<u>Course:</u> Please indicate course title, name, institution, date.	
<u>Documentation provided:</u> (check all that apply)	<input type="checkbox"/> Syllabus <input type="checkbox"/> Catalog description

	___ Other (specify):
--	----------------------

**Faculty Determination**

- \_\_\_ Advanced standing credit
- \_\_\_ Advanced standing credit, conditional upon meeting course requirements
- \_\_\_ Course waiver
- \_\_\_ No advanced standing credit or course waiver
- \_\_\_ Further information required

Course credited, if applicable: \_\_\_\_\_ Advanced standing credits allowed: \_\_\_\_\_

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program director approval: \_\_\_\_\_ Date: \_\_\_\_\_

**Coursework requirements to address relevant program objectives (*applies to conditional advanced standing only*):**

1.	
2.	
3.	
4.	

**Signatures below confirm that the applicant has satisfactorily met the course requirements identified above to qualify for advanced standing credit.**

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program director approval: \_\_\_\_\_

# Appendix 11. Course Audit Form

*School Psychology PsyD Program*

## Course Audit Form

Name \_\_\_\_\_

Advisor \_\_\_\_\_

Year of Entry \_\_\_\_\_

<b>Required (Core) Courses, M.A./CAGS Level</b>												
<b>ADVANCED STANDING DETERMINATIONS<sup>8</sup></b>									<b>AFTER MATRICULATION</b>			
Credits	Course Number	Course Title	AS Credits	CW	Course credited	Institution	Year taken	Comments		Credits/ if earned	DS or TC (If TC, note course # and institution; if DS, note course name)	Semester/ Year
3	IA 520	Instructional Assessment & Intervention <sup>9</sup>										
3 2	RS 526 RS 626	Statistics <i>or</i> Statistics in School Psych.										
3	LS 659	Lifespan Development										
3	SN 512	Educating Children & Adol. with Special Needs <sup>19</sup>										
2	FP 501	Practicum I: School Environ & Ed. Assessment										
3	PA 500	Psychoeducational Assessment										
3	BC 521	Behavioral Assessment, Intervention, & Consultation <sup>19</sup>										
3	PY 521	Psychopathology of Childhood & Adolescence										
3	RS 555	Research and Evaluation Methods <sup>19</sup>										

<sup>8</sup> Students admitted with advanced standing must meet MA/CAGS level course requirements through advanced standing (AS), course waiver (CW), directed study (DS) as allowable, transfer of credit (TC), or by taking the MA/CAGS level course.

<sup>9</sup> Course requirement may be met by a 2-credit directed study.



3	FP 502	Practicum II: Psychoed. Assessment & Intervention									
3	CC 522	Diversity and Cross Cultural Psychology									
2	PH 501	Preventive Mental Health in the Schools									
3	CX 610	Counseling and Psychotherapy in Schools									
Credits	Course Number	Course Title	AS Credits	CW	Course credited	Institution	Year taken	Comments	Credits/ if earned	DS or TC (If TC, note course # and institution; if DS, note course name)	Semester/ Year
3	PA 600	Social-Emotional Assessment									
3	PS 630	Legal, Ethical & Prof. Issues in School Psych.									
2	FP 601	Practicum III: Clinical Practice									
3	BL 622	Biological Bases of Behavior and Learning									
3 2	GR 611 GR 660	Group Process and Group Therapy or Group Counseling									
3	CO 650	Consultation in Schools <sup>19</sup>									
2	FP 602	Practicum IV: Clinical Practice									
3	FP 701	Internship A <sup>10</sup>									
2	CS 701	Internship Seminar A									
3	FP 702	Internship B									
2	CS 702	Internship Seminar B									
		<b>Subtotal</b>									

<sup>10</sup> For students completing the MA/CAGS sequence at William James College, the specialist level internship courses (FP701, CS701, FP702, CS702) count as 6 credits toward the overall program credit requirement.

**Core Courses, PsyD Level**

<b>ADVANCED STANDING</b>									<b>AFTER MATRICULATION</b>		
<i>Credits</i>	<i>Course Number</i>	<i>Course Title</i>	<i>AS Credits</i>	<i>CW</i>	<i>Course credited</i>	<i>Institution</i>	<i>Year taken</i>	<i>Comments</i>	<i>Credits / if earned</i>	<i>DS or TC (If TC, note course # and institution; if DS, note course name)</i>	<i>Semester / Year</i>
		<b>Psychological Foundations (all)</b>									
3	CA601	Cognitive and Affective Bases of Behavior									
2	PS600	History and Systems									
3	PS603	Social Bases of Behavior									
		<b>System Interventions and Indirect Services (all required)</b>									
3	CO780	Advanced Consultation Skills									
2	SU820	Supervision & Admin. of School Psych. Services									
		<b>Psychoeducational Theory and Practice (minimum of 2)</b>									
2	IA772	Learning Disabilities: Research to Practice									
2	IA776	Preschool Services: Assessment & Interv.									
2	IA777	Autism Spectrum Disorders.									
		<b>Doctoral Practica (all required)</b>									
3	FP721	Practicum in Advanced Assessment									
3	FP722	Practicum in Advanced Assessment									
3	FP725	Doctoral Practicum in Clinical Services I									

3	FP726	Doctoral Practicum in Clinical Services II									
---	-------	--	--	--	--	--	--	--	--	--	--

Credits	Course Number	Course Title	AS Credits	CW	Course Credited	Institution	Year Taken	Comments	Credits/ if earned	DS or TC (If TC, note course # and institution; if DS, note course name)	Semester/ Year
		<b>Assessment (all required)</b>									
2	PA700	Advanced Psychoeducational Assessment									
2	PA725	Adv. Social-Emotional Assessment of Children & Adolescents									
2	PA760	Bilingual and Culturally Competent Assessment									
		<b>Clinical Interventions (minimum of 3)</b>									
3	BX710	Advanced Behavioral Techniques with Children and Families (required)									
2	CL521	Clinical Interviewing with Children and Families (required)									
2	CX770	Brief Counseling in School Practice									
2	FX630	Collaborative Therapy with Multi-stressed Families									
		<b>Doctoral Practica (all required)</b>									
3	FP721	Practicum in Advanced Assessment									
3	FP722	Practicum in Advanced Assessment									
3	FP725	Doctoral Practicum in Clinical Services I									
3	FP726	Doctoral Practicum in Clinical Services II									

<i>Credits</i>	<i>Course Number</i>	<i>Course Title</i>	<i>AS Credits</i>	<i>C W</i>	<i>Course Credited</i>	<i>Institution</i>	<i>Year Taken</i>	<i>Comments</i>		<i>Credits/ if earned</i>	<i>DS or TC</i>	<i>Semester/ Year</i>
		<b>Doctoral Project (DPI thru DPIV are required)</b>										
3	PR828	Doctoral Project I: Adv. Research Methods										
2	PR829	Doctoral Project II: Project Design and Development										
2	PR926	Doctoral Project III: Individual Mentorship										
0	PR927	Doctoral Project III: Individual Mentorship 2										
0	PR950	Continuing Doctoral Project (tuition only) <sup>11</sup>										
0	PR951	Continuing Doctoral Project (tuition only)										
		<b>Doctoral Internship</b>										
2	FP801	Doctoral Internship (required)										
2	FP802	Doctoral Internship (required)										
2	FP803	Doctoral Internship (2 <sup>nd</sup> year)										
2	FP804	Doctoral Internship (2 <sup>nd</sup> year)										
<b><i>Elective Courses</i></b>												
<i>Credits</i>	<i>Course Number</i>	<i>Course Title</i>	<i>AS Credits</i>	<i>C W</i>	<i>Course Credited</i>	<i>Institution</i>	<i>Year Taken</i>	<i>Comments</i>		<i>Credits/ if earned</i>	<i>DS or TC</i>	<i>Semester/ Year</i>
1	CC549	Hispanic/Latino Experience: Introduction to Latino Culture										
1	CC550	Experience of Latinos in the United States										
1	CC551	Clinical Work with Latinos in the U.S.										
1	CS790	Clinical Seminar in Assessment with Latino Populations I										

<sup>11</sup> PR950, unlike PR951, has a 20 hour/week contractual requirement. Registration for PR950 alone meets the requirement for half-time enrollment and continued eligibility for Federal Title IV financial aid.

1	CS791	Clinical Seminar in Assessment with Latino Populations II									
2	CX500	College Mental Health Practice									
2	FP727	Doctoral Practicum in Clinical Services III									
2	FP728	Doctoral Practicum in Clinical Services IV									
1	FP831	Field Experience in Supervision & Administration									
2	FX600	Infant, Toddler, Parent Intervention									
2	GT520	Gender Theory									
2	HP530	Theoretical Foundations in Clinical Health Psych.									
2	MH512	Forensic Psychology I: Children and Families									
1	MV515	Military Families and the Cycle of Deployment									
3	PA735	Rorschach Essentials									
1	PA777	ADOS Training for Autism Assessment									
2	PS602	Pediatric Psychology									
2	PT785	Interpersonal Psychotherapy									
3	PY522	Adult Psychopathology									
3	PY750	Ecology of Child Behavioral Health									
2	SB523	Addressing Substance Abuse in Schools									
3	SB631	Eating Disorders									
1-2	XX550	Directed Study:									
		Other elective:									
		<b>Total Credits to Date</b>									

## Appendix 12. Conditional Advanced Standing Credit Audit

*School Psychology PsyD Program*

### Conditional Advanced Standing Credit Audit

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Year of Entry: \_\_\_\_\_ Deadline for all Supplemental Activity: \_\_\_\_\_ (submit form to registrar by this date)

Core Courses, MA/CAGS Level								
Credits	Course Number	Course Title	Conditional AS Credit (check box below to indicate)	Supplemental Activity to begin: (semester, year)	Supplemental Activity to be completed by last day of: (semester, year)	Supplemental Activity Criteria Met: (designated faculty member enters initials and date)	Comments:	AS Credits Earned
3	IA 520	Instructional Assessment & Intervention	<input type="checkbox"/>					
3 2	RS 526 RS 626	Statistics <i>or</i> Statistics in School Psych.	<input type="checkbox"/>					
3	LS 659	Lifespan Development	<input type="checkbox"/>					
3	SN 512	Educating Children & Adol. with Special Needs	<input type="checkbox"/>					
2	FP 501	Practicum I: School Environ & Ed. Assessment	<input type="checkbox"/>					
3	PA 500	Psychoeducational Assessment	<input type="checkbox"/>					
3	BC 521	Behavioral Assessment, Intervention, Consultation	<input type="checkbox"/>					
3	PY 521	Psychopathology of Childhood & Adolescence	<input type="checkbox"/>					
3	RS 555	Research and Evaluation Methods	<input type="checkbox"/>					
3	FP 502	Practicum II: Psychoed. Assessment & Intervention	<input type="checkbox"/>					
3	CC 522	Diversity and Cross Cultural Psychology	<input type="checkbox"/>					
2	PH 501	Preventive Mental Health in the Schools	<input type="checkbox"/>					

**Core Courses, MA/CAGS Level**

<b>Credits</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Conditional AS Credit (check box below to indicate)</b>	<b>Supplemental Activity to begin: (semester, year)</b>	<b>Supplemental Activity to be completed by last day of: (semester, year)</b>	<b>Supplemental Activity Criteria Met: (designated faculty member enters initials and date)</b>	<b>Comments:</b>	<b>AS Credits Earned</b>
3	CX 610	Counseling and Psychotherapy in Schools	<input type="checkbox"/>					
3	PA 600	Social-Emotional Assessment	<input type="checkbox"/>					
3	PS 630	Legal, Ethical & Prof. Issues in School Psych.	<input type="checkbox"/>					
2	FP 601	Practicum III: Clinical Practice	<input type="checkbox"/>					
3	BL 622	Biological Bases of Behavior and Learning	<input type="checkbox"/>					
3	GR 611	Group Process and Group Therapy <i>or</i>	<input type="checkbox"/>					
2	GR 660	Group Counseling						
3	CO 650	Consultation in Schools	<input type="checkbox"/>					
2	FP 602	Practicum IV: Clinical Practice	<input type="checkbox"/>					
3	FP 701	Internship A	<input type="checkbox"/>					
2	CS 701	Internship Seminar A	<input type="checkbox"/>					
3	FP 702	Internship B	<input type="checkbox"/>					
2	CS 702	Internship Seminar B	<input type="checkbox"/>					

**Core Courses, PsyD Level**

Credits	Course Number	Course Title	Conditional AS Credit (check box below to indicate)	Supplemental Activity to begin: (semester, year)	Supplemental Activity to be completed by last day of: (semester, year)	Supplemental Activity Criteria Met: (designated faculty member enters initials and date)	Comments:	AS Credits Earned
		<b>Psychological Foundations (all)</b>						
3	CA601	Cognitive and Affective Bases of Behavior	<input type="checkbox"/>					
2	PS600	History and Systems	<input type="checkbox"/>					
3	PS603	Social Bases of Behavior	<input type="checkbox"/>					
		<b>System Interventions and Indirect Services (all required)</b>						
3	CO780	Advanced Consultation Skills	<input type="checkbox"/>					
2	SU820	Supervision & Admin. of School Psych. Services	<input type="checkbox"/>					
		<b>Psychoeducational Theory and Practice (minimum of 2)</b>						
2	IA772	Learning Disabilities: Research to Practice	<input type="checkbox"/>					
2	IA774	Academic Interventions	<input type="checkbox"/>					
2	IA776	Preschool Services: Assessment & Interv.	<input type="checkbox"/>					
2	IA777	Autism Spectrum Disorders.	<input type="checkbox"/>					
		<b>Doctoral Practica (all required)</b>						
3	FP721	Practicum in Advanced Assessment	<input type="checkbox"/>					
3	FP722	Practicum in Advanced Assessment	<input type="checkbox"/>					
3	FP725	Doctoral Practicum in Clinical Services I	<input type="checkbox"/>					



**Core Courses, PsyD Level**

Credits	Course Number	Course Title	Conditional AS Credit (check box below to indicate)	Supplemental Activity to begin: (semester, year)	Supplemental Activity to be completed by last day of: (semester, year)	Supplemental Activity Criteria Met: (designated faculty member enters initials and date)	Comments:	AS Credits Earned
3	FP726	Doctoral Practicum in Clinical Services II	<input type="checkbox"/>					
		<b>Assessment (all required)</b>						
2	PA700	Advanced Psychoeducational Assessment	<input type="checkbox"/>					
2	PA725	Adv. Social-Emotional Assessment of Children & Adolescents	<input type="checkbox"/>					
2	PA760	Bilingual and Culturally Competent Assessment	<input type="checkbox"/>					
		<b>Clinical Interventions (minimum of 3)</b>						
3	BX710	Advanced Behavioral Techniques with Children and Families (required)	<input type="checkbox"/>					
2	CL521	Clinical Interviewing with Children and Families (required)	<input type="checkbox"/>					
2	CX770	Brief Counseling in School Practice	<input type="checkbox"/>					
3	FX630	Collaborative Therapy with Multi-stressed Families	<input type="checkbox"/>					

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix 13. Internship Program Director Form



**The Commonwealth of Massachusetts**  
**Division of Professional Licensure**  
 1000 Washington Street, Suite 710  
 Boston MA 02118-6100  
**Board of Registration of Psychologists**  
 (617) 727-9925

## INTERNSHIP PROGRAM DIRECTOR FORM

THIS FORM IS REQUIRED FOR APPLICANTS SEEKING HEALTH SERVICE PROVIDER CERTIFICATION

### INTERNSHIP DIRECTOR TO COMPLETE THIS FORM

1. Name of Applicant \_\_\_\_\_
2. Name of Internship Director \_\_\_\_\_
3. Licensure information of Internship Director \_\_\_\_\_  

License type
State
License Number
4. Facility where applicant trained (name and address ) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Department \_\_\_\_\_
6. Title of Training Program \_\_\_\_\_

### Part A.

1. Applicant's title while working in this facility \_\_\_\_\_
  2. What percentage of time did the applicant have direct client/patient contact? \_\_\_\_\_%
  3. Did the internship provide at least four hours (total) in structured learning activities on issues related to racial/ethnic bases of behavior with a focus on people of color? Yes \_\_\_\_\_ No \_\_\_\_\_
  4. Was this internship APA-approved (pre- or post-doctorally)? Yes \_\_\_\_\_ No \_\_\_\_\_
- If you answered "yes" to question 4, please skip Section B and GO TO SECTION C.**

### Part B. Internship Director to complete Part B ONLY if program is not APA-approved.

YES	NO	
_____	_____	Is the site an organized training program, not a supervised experience or on-the-job training?
_____	_____	A licensed psychologist is responsible for the integrity and quality of the program
_____	_____	There are two or more licensed psychologists on the staff as supervisors. If the site has 5 or fewer mental health professionals on staff, there is one full-time psychologist and a board certified or board eligible psychiatrist or licensed independent psychiatric social worker
_____	_____	Training was at post-clerkship, post-practicum, and post-externship level
_____	_____	Supervision was conducted by a licensed professional who carried full legal and clinical responsibility for cases being supervised.

- \_\_\_\_\_ At least half of the hours of supervision were delivered by one or more psychologists
- \_\_\_\_\_ Program provided training in a range of approaches to assessment and intervention
- \_\_\_\_\_ At least 25% of the trainee's time was in direct contact with clients seeking assessment or treatment (minimum 400 hours for full-time internship)
- \_\_\_\_\_ Training included supervision at a minimum ratio of one hour of acceptable supervision per sixteen hours of work (1:16), regardless of whether the training was completed in one year or two.
- \_\_\_\_\_ Program offered at least four hours per week of structured activities such as case conferences, seminars on clinical issues, group supervision, and additional individual supervision (prorated for half-time internship)
- \_\_\_\_\_ There were at least two psychology interns at the internship training level during the applicant's period
- \_\_\_\_\_ Trainee had the title "intern", "resident", "fellow", or other designation which clearly indicated his/her training status
- \_\_\_\_\_ The training program had a written statement describing goals and content of the program, and expectations for quantity and quality of trainee's work. This statement was available prior to onset of program

**Part C.**

<p>Exact dates of Internship Experience:          From _____ to _____ = (A) _____                    (month/day/year)   (month/day/year)                   (total number of weeks)          Number of weeks vacation/leave time = (B) _____          Total number of weeks worked excluding vacation/leave time (A minus B) = _____ (actual)          Total hours per week applicant worked in setting (no more than 50) = _____</p>
--

Name and Degree of Supervisor	State of Licensure	License #	Hours per week of supervision	Total # of weeks of supervision	Group or Individual	If group, group size?

Name and Degree of Supervisor	State of Licensure	License #	Hours per week of supervision	Total # of weeks of supervision	Group or Individual	If group, group size?

\_\_\_\_ YES \_\_\_\_ NO Was a qualifying supervisor (licensed psychologist, board-certified psychiatrist, or licensed independent clinical social worker) on the premises at all times in which the trainee delivered health services? (Please note that cell phone availability does not meet this requirement).

\_\_\_\_ YES \_\_\_\_ NO Did the supervisor(s) have full legal, professional, and ethical responsibility for the applicant's work? If "no", please attach an explanation.

Please provide detailed description of applicant's duties and activities: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PLEASE COMPLETE THE ADDITIONAL FORM "IS THIS A HEALTH SERVICE SETTING?" IF THE INTERNSHIP SETTING IS NOT CLEARLY A "HEALTH SERVICE SETTING"**

**This form is invalid unless signed and notarized.**

**AFFIDAVIT**

I, the undersigned, being duly sworn, do state under the penalties of perjury that the answers given above are true and correct. I agree to provide any additional information requested by the Board.

Date: \_\_\_\_\_

\_\_\_\_\_  
 Internship Director's Signature

Signed in the presence of a Notary Public

Notary Name (print) \_\_\_\_\_

Notary Signature: \_\_\_\_\_

My commission expires: \_\_\_\_\_

# Appendix 14. Practicum and Internship Search and Application Procedures

## *School Psychology PsyD Program* Advanced Clinical Practicum Search and Application Procedures

### Background

The purpose of the Clinical Services Practicum is for trainees to practice advanced level skills in working with clinical populations under both field-based and university-based supervision. Students typically spend 16-20 hours per week at their practicum sites, with the specific amount to be negotiated between the site and the practicum student. Students are generally at their practicum site for no less than nine months. The practicum is designed to meet the requirements of Advanced Practicum, thus qualifying the hours to be counted toward licensure requirements.

### Search Procedures

Candidates should begin to review the site database on Sonia, meet with their advisor to discuss sites they are considering, and develop a list of potential placements in October. By early November, students will receive an email containing a link to their Site Application List. Advisors and the Associate Director of Field Education will also receive this link. **All students must complete the Advanced Practicum in Clinical Services Site Application List by no later than October 1<sup>st</sup> 2022.** Uncertainty should not delay the process; the initially submitted list can be updated as needed. Applicants should notify their advisor and the Associate Director of Field Education if they make any changes to their site application lists after October 1<sup>st</sup>.

Please note that this form limits students to six applications for the initial round. This form must be reviewed and approved by the student's advisor and the Associate Director of Field Education before submitting applications. Note that you are only permitted to apply to sites that are on this list. Dr. Wolkoff, Dr. Kaplan, and your advisor are all available to help you make decisions about Advanced Practicum.

Note that William James College abides by the universal deadlines as laid out by the Massachusetts Practicum Training Collaborative. Most application deadlines are between December 10<sup>th</sup> and January 10<sup>th</sup>, although applicants are encouraged to pay close attention to individual site deadlines as some may be earlier. No first round applications will be accepted after January 10<sup>th</sup>. Sites will invite candidates for interviews late December through early February. **Sites will notify candidates of their offers on February 14<sup>th</sup>, between 8:00AM and 10:00AM EST.** There will be a second round of applications for candidates who did not obtain a practicum at this time. More information on the dates and protocol for second round will be provided as needed.

If students are interested in sites that are not currently listed on the Sonia database, they should send the School Psychology PsyD Program's Associate Director of Field Education, Dr. Elana Wolkoff ([elana\\_wolkoff@williamjames.edu](mailto:elana_wolkoff@williamjames.edu)) the name and appropriate contact information for the site. The Department will then investigate the site further to ensure that it meets program requirements and make contact if appropriate. Before submitting any potential sites, please make sure:

- There is an independently licensed psychologist on-site who can serve as your supervisor;
- The site provides opportunities for individual and group counseling, as well as work with families;
- You will be able to get additional experience in the areas you want

## Application Materials

Candidates should compile transcripts, letters of recommendation and work samples in October or November. Letters of recommendation should be requested several weeks prior to application deadlines. Think about whom you will ask for *strong letters of recommendation*, at least one of which should come from a William James College faculty member and a second of which should come from a field supervisor (this can include your current work supervisor). Please be sure to give your letter writers plenty of time to prepare letters to be ready in advance of application deadlines. Please check the individual WTPs for the sites you are interested in and make note of all application deadlines as well as specific application requirements.

Tips for preparing your CV/resume are as follows:

- Possible headings to include are: Education, Clinical Training (include CAGS practicum/internship and PsyD practicum), Work Experience, Teaching/Research Experience (you can include the topic of your Doctoral Project if you know it), Volunteer Work, Professional Affiliations.
- CVs/resumes should not be overly detailed, but should emphasize the aspects of your experience that are a best match for the positions to which you are applying. Please don't include classes, seminars attended, etc.
- Describe the last 10 years of your professional experience and activities. Anything else can be edited out or greatly de-emphasized.
- Use a reasonable font size and plenty of white space.
- Think about what your competitive edges are - what makes you stand out? Your work in schools can be a great asset.
- Join professional memberships in your area of interest and list them.
- Meridith Apfelbaum, William James College's Assistant Dean of Students is an excellent resource. Please contact her for support as needed in the development of your resume and cover letter, as well as for support with interview preparation.

### February 8<sup>th</sup> Universal Offer Date: Accepting an offer

- We ask that you prepare for site notification day by meeting with your advisor and by **rank ordering your preferred sites**.
- Site notification date is **February 14, 2023**, between 8am to 10 am.
  - We have asked sites to email you to let you know if you are being offered a placement, are on their waiting list or will not be receiving an offer from the site.
  - As soon as an offer is received, you should email the site to confirm receipt of the offer.
  - As soon as a second offer is received you need to consult your rank order list and release one of the offers right away.
  - Students may only hold an offer for UP TO 2 hours from the time it is emailed to you.
  - It is very important that you hold no more than one offer at a time.
  - As soon as you accept an offer notify all of your other sites that you are no longer seeking a placement for the 2023-2024 training year, and thank them for considering you!!!
- Promptly let the Associate Director of Field Education and your advisor know which offer you have accepted.

*School Psychology PsyD Program*  
**Advanced Practicum in Clinical Services Site Application List**

This form must be completed by all School Psychology PsyD students who are applying for Clinical Services Practicum placements.

Students will receive an email containing a link to their Site Application List. Advisors and the School Psychology PsyD Program’s Associate Director of Field Education will also receive this link. **Students must complete the Practicum Site Application List by November 29<sup>th</sup>.** Uncertainty should not delay the process; the initially submitted list can be updated if the Program receives additional Willingness to Participate forms. Applicants should notify their advisor and the Associate Director of Field Education if they make any changes to their site application lists after November 29<sup>th</sup>.

Please note that this form limits students to six applications for the initial round. This form must be reviewed and approved by the student’s advisor and the Associate Director of Field Education, Dr. Elana Wolkoff, before submitting applications. **Please pay close attention to individual site deadlines as they may differ.**

**Student name:**

**Date submitted:**

**Advisor:**

Site name/location	Contact Information	Student Info: Date Applied/ Response Received?	Advisor approval and comments	SP Field Placement Director Approval/Comments
1.				
2.				
3.				
4.				
5.				
6.				

\*Please do not submit an application to a site until both the Advisor and Associate Director of Field Education have indicated their approval with an “X”.

**Advisor comments:**

**Associate Director of Field Education comments:**



*School Psychology PsyD Program*  
**Doctoral Internship Search and Application Procedures, 2023-2024**

Background

At the internship stage, School Psychology PsyD students are expected to integrate their training and previous clinical and professional experience and apply their skills in a broader range of clinical settings. Interns are prepared to engage in a variety of psychological services under appropriate supervision, including comprehensive evaluation and assessment, psychotherapy, consultation, behavioral and academic intervention, and systems-level supports. Internships can be full-time (one year) or part-time (two years) experiences. Students must complete internships that meet Mass. Health Service Provider (HSP) requirements. All students are expected to apply for sites within the APPIC Match process. For more information on APPIC Internships, please review the document entitled *Program Criteria for Participating in the APPIC Match for Internship*.

Search Procedures:

School Psychology doctoral students are required to apply “in good faith” for an APA-accredited internship, but can also apply to non-accredited internships. Any student who wishes to apply to a non-accredited internship must have permission from the Associate Director Field Education.

Students are required to begin the APPIC Application process during Summer Session 1 during the year prior to their internship year. The APPIC Application, including essays, should be completed and ready for submission by the November prior to their year of internship. Any non-accredited sites must be vetted by the Associate Director of Field Education to ensure they meet Massachusetts Health Service Provider licensure requirements. Students are **prohibited** from applying to any sites not approved by the Associate Director of Field Education.

Students can apply to approved non-accredited internship sites either through the APPIC Match or directly to sites that are not part of the Match. The School Psychology PsyD Program’s Associate Director of Field Education maintains a listing of local HSP sites that are able to offer internships. Willingness to Participate (WTP) Forms describing these internships are updated on an annual basis. If students are interested in sites that are not currently listed, they should take the following steps:

- Check to ensure it is not an APPIC training site;
- Check to ensure there are at least 2 Licensed Psychologists on staff;
- Email the Associate Director of Field Education the site name, training director’s name and contact info.

The School Psychology Associate Director of Field Education will then investigate and make contact if appropriate.

Students should plan to meet with the Associate Director of Field Education or their designee for support preparing their internship applications. Advisors and other faculty will be available to students throughout this process as well. Please take note of site specific deadlines. **Applications to APA/APPIC sites should generally be submitted by the end of October through the beginning of December, although deadlines may vary by site.**

*School Psychology PsyD Program*  
**Doctoral Internship Site Application List**

This form must be completed by all School Psychology PsyD students who are applying for non-APPIC internships. It enables William James College to ensure that students apply to sites they are well-prepared for, and that sites meet program requirements.

Students will receive an email containing a link to their Site Application List. Advisors and the Associate Director of Field Education will also receive this link. **Students must complete the Internship Application List on One Drive by Monday, November 13<sup>th</sup>.** Uncertainty should not delay the process; the initially submitted list can be updated if the Program receives additional Willingness to Participate forms. Applicants should notify their advisor and the Associate Director of Field Education if they make any changes to their site application lists after November 13<sup>th</sup>.

**Student name:**

**Date submitted:**

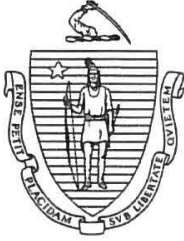
**Advisor:**

Site name/location	Contact Information	Student Info: Date Applied/ Response received?	Advisor approval	SP Field Placement Director Approval/Comments
1.				
2.				
3.				
4.				
5.				
6.				

**Advisor comments:**

**Associate Director of Field Education comments:**

# Appendix 15. "Is This a Health Service Setting?" Form



The Commonwealth of Massachusetts  
**Division of Professional Licensure**  
 1000 Washington Street, Suite 710  
 Boston MA 02118-6100  
 Board of Registration of Psychologists  
 (617) 727-9925

## "IS THIS A HEALTH SERVICE SETTING?" FORM

Name of Individual Completing this Form	Position/Title
<b>Name of Applicant</b>	<b>Name of Facility where Applicant Worked</b>
<p> <input type="checkbox"/> YES    <input type="checkbox"/> NO Is this facility a defined entity with programmatic coherence (e.g., clinic, hospital, school counseling center, department, division)? Please explain below.         </p> <hr/> <hr/>	
<p> <input type="checkbox"/> YES    <input type="checkbox"/> NO Does this facility have a secure place for confidential records?         </p>	
<p> <input type="checkbox"/> YES    <input type="checkbox"/> NO Does this facility teach and comply with HIPAA regulations (in addition to FERPA, where relevant)?         </p>	
<p> <input type="checkbox"/> YES    <input type="checkbox"/> NO Does this facility provide clinical supervision by qualifying licensed professionals who are on the premises? The supervisors should have the competencies described below.         </p>	
<p> <input type="checkbox"/> YES    <input type="checkbox"/> NO Does this facility have a protocol covering emergencies, after-hours coverage, vacation periods, and extended breaks? Please explain below or attach additional information.         </p> <hr/> <hr/>	
<p> <input type="checkbox"/> YES    <input type="checkbox"/> NO Does the facility have a referral network for services that are not provided by the health service setting (e.g., medication)? Please explain below.         </p> <hr/> <hr/>	
<p> <input type="checkbox"/> YES    <input type="checkbox"/> NO If research is a major component of the mission of this setting, does the setting have (i) clients/patients who are not participating in research protocols, (ii) other clinical services not part of the research protocols that are available to all clients/patients, (iii) a protocol for ensuring continuity of care for clients who withdraw from research projects?         </p> <hr/>	

Are each of the following competencies taught? Please feel free to attach additional information if you feel it would help the Board's determination.

YES  NO **Psychological assessment skills.** Comprehensive and integrated assessment from interviews, psychological testing, direct observation. Includes selection of methods and instruments, systematic collection of data, interpretation of the resulting data. Ability to communicate the results to the relevant audience(s) in a manner that is understandable and useful to them.

YES  NO **Psychological intervention skills.** Conducting psychotherapy based on knowledge of theory and research. Includes a range of psychotherapeutic intervention (e.g., family therapy, group therapy, cognitive behavior therapy, applied behavior analysis, psychoeducation). Includes case formulation, development of treatment plans, implementation of treatment plans. In child settings, the trainee should have contact with family members involved in the child's care.

YES  NO **Consultation skills.** Includes knowledge of the roles of other professionals, including other health service professionals, and the ability to relate to them in a collegial fashion. Knowledge of the formal and informal organizational structure and the ability to apply that knowledge so that consultations can have maximal impact. Trainees should have significant exposure to other health care professionals.

YES  NO **Evidence-based practice.** Integration of the best available research with clinical skill in all areas of functioning (i.e., psychological assessment, psychotherapeutic intervention, consultation). Application of knowledge from the classroom to clinical situations and problems.

YES  NO **Relationship/Interpersonal skills.** Ability to form and maintain productive relationships with others. Productive relationships are respectful, supportive, professional, and ethical. Ability to understand the role of psychologists in the setting and to maintain appropriate professional boundaries. Ability to work collegially with other professionals and to form positive therapeutic alliances with clients/patients. Ability to work collaboratively with one's supervisor.

YES  NO Does the training involve providing services to a clientele of sufficient number and clinical diversity?

YES  NO Is the trainee exposed to clients with psychopathology and a significant level of impairment?

YES  NO Does the trainee have the opportunity to work with a variety of clinical problems?

**This form is invalid unless signed and notarized.**

**AFFIDAVIT**

I, the undersigned, being duly sworn, do state under the penalties of perjury that the answers given above are true and correct. I agree to provide any additional information requested by the Board.

Date: \_\_\_\_\_

\_\_\_\_\_  
**Signature of Supervisor at Training Site or  
Director of Training at Doctoral Program**

Signed in the presence of a Notary Public  
Notary Name (print) \_\_\_\_\_  
Notary Signature: \_\_\_\_\_  
My commission expires: \_\_\_\_\_

## Appendix 16. Program Criteria for Participating in the APPIC Match for Internship

### APPIC Background Information

The Association of Psychology Postdoctoral and Internship Centers (APPIC) is not an accrediting body, but internship programs that are members of APPIC meet APPIC's criteria, available on-line at <http://www.appic.org/Joining-APPIC/Members/Internship-Membership-Criteria>. An important consideration when applying to any internship site that is not accredited by APA is whether it will meet Massachusetts HSP licensure requirements..

All APPIC internships are very competitive, including those that are not accredited by APA. APA accredited internships are considered the most prestigious and are required for a few specific career paths, such as employment in the Department of Veteran Affairs and some hospital settings. Students can see sites that have previously been offered here <http://www.appic.org/Directory/APPIC-Directories-PDF-Copies> and search for currently available internships at <https://membership.appic.org/directory/search>

### Applying for an APPIC Internship: Initial Considerations

Students should begin working on the essays and APPIC application by May 1<sup>st</sup> over a year before they plan to begin their internship. Applicants should complete their registration for APPIC online prior to October 1<sup>st</sup>. Application deadlines for specific sites vary, but are typically in November and December. Students who want to increase their chances of obtaining an APA or non-accredited internship through the Match should be willing to relocate to another geographic location for one year. Since internships in New England are extremely competitive, students are strongly encouraged to apply to a minimum of 15 sites within a wide geographic area to maximize their chances of getting interviews. Due to the length of the application and information needed, you must be prepared to make a significant time commitment in the months before applications are due.

Interviews are typically held in December and January, and the Match date is in February. Cost is an important factor to consider, as average application fees, National Matching Service fees, and interview travel expenses have been estimated to be approximately \$2,000. **Per APPIC policies, applicants who submit a Rank Order List are required to accept the Match result and attend the internship program to which they are matched.** Therefore, it is very important that applicants rank only places to which they would be willing to commit. Please note internship start dates as you make your decisions. Information about the APPIC Match can be found online at <http://www.appic.org/Match/About-The-APPIC-Match>

### School Psychology PsyD Program Criteria for APPIC Match Participation

- Students will have successfully completed all School Psychology PsyD coursework, with the exception of the internship seminar, before the internship begins. Please note that many APPIC internships have summer start dates.
- Students must have their prospectus approved prior to the start of their internship.
- In order to maximize their chances, students are strongly encouraged to apply to 15 internship sites. Each site will require individually tailored application materials.
- Students consider applying to a wide geographic area, including sites outside of Massachusetts.
- Students need to be prepared to spend the necessary costs of submitting 15 APPIC applications and obtaining a National Matching Service match number, and are prepared to cover all their expenses associated with interview travel.
- Students must inform the Associate Director of Field Education the sites which they are applying to that are non-accredited to ensure they will be able to meet HSP requirements.
- Students should expect to attend 2-4 meetings with the Associate Director of Field Education or designee to prepare their application and interview materials.
- Students have clearly articulated philosophical orientations, interest areas, and internship goals.

- **Per APPIC policies, applicants who submit a Rank Order List are required to accept the match result and attend the internship program to which they are matched.** This means that students cannot accept any non-APPIC match internship offers, including local HSP internships, until they have formally heard that they have not been matched with an APPIC internship site. While students may apply to local non-accredited internship sites as back-up options, ***they must disclose their participation in the APPIC match in cover letters to any non-APPIC sites.***

School Psychology PsyD students who meet the criteria above and intend to participate in the 2022-2023 APPIC Match for an internship during the 2023-2024 academic year should notify Elana Wolkoff by April 3<sup>rd</sup>. APPIC registration information can be found at <https://www.appic.org/Internships/Match/Match-Policies> . Information about the APPIC Match can be found at <http://www.appic.org/Match/About-The-APPIC-Match> . Interested students are advised to review the information provided at this site closely.

#### Notes

- Adding a requirement for APA accredited internships to the search parameters above decreases the number of available internships.
- Adding an internship start date between August 15 and September 30 to the search parameters above decreases the number of available internships.
- Many programs have specific applicant requirements, such as minimum intervention and assessment hours and other requirements. Applicants should carefully investigate sites of interest to determine whether they will be eligible to apply.

## Appendix 17. Internship Eligibility Policy

### I. Rationale:

- The student should be assured of successfully completing all coursework;
- The student should demonstrate advanced competencies and professional behavior such that there is reasonable expectation of successful internship performance; and
- The student should be in good academic standing.

### II. Requirements for Internship Eligibility

- The student is projected to complete all required coursework prior to internship with the exception of Doctoral Internship and Doctoral Project III: Individual Mentorship—a total of 114 or more credits. The student's prospectus is approved by School Psychology Program faculty and the student has formed the Doctoral Project Committee.<sup>12</sup>
- The faculty formally recognizes that the student has demonstrated satisfactory performance and attainment of competencies (see Approval Process, below).

### III. Approval Process

The faculty review takes place by November 15<sup>th</sup> of the year prior to internship or, if the student proposes to apply for early decision internships, by November 1<sup>st</sup>. The student is notified of the decision within one week of the review. Positive decisions are contingent upon continued satisfactory performance in the current school year.

Requirements and inputs for faculty review:

- The required coursework is completed, or projected to be completed on time;
- Practicum supervisor evaluations indicate satisfactory demonstration of competencies and professional behavior;
- The student received a satisfactory evaluation at the prior assessment and planning conference;<sup>13</sup> and
- The student is in good academic standing, as defined in the *WJC Graduate Student Handbook*.

Possible review process determinations:

- Approval for internship
- Deferral of decision – obtain further information and review at a later date
- Denial – additional field work, coursework, or demonstration of competency is required, or recommendation for discontinuation.

---

<sup>12</sup> This may require a projection of expected progress by the student, as validated by the student's advisor. The student must determine whether a prospective internship requires documentation of progress toward doctoral project completion at the time of application.

<sup>13</sup> If a student receives a lower summary rating at the annual assessment and planning conference, a subsequent conference can be held to determine whether a higher rating has been earned.

# Appendix 18. Practicum and Internship Willingness to Participate

William James College

## School Psychology MA/CAGS and MA/CAGS/PsyD Programs

### 2023-2024 Willingness to Participate Form

(This form is formatted to be completed on your computer.)

District/Agency Information			
School District/Agency Name:			
Applicants should contact: (please check box that applies) <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Special Ed./Pupil Services Director, or other administrator <input type="checkbox"/> Field Placement Coordinator			
Special Ed./Pupil Services Director or Administrator:	Title:		
Address:	City:	State:	Zip:
Phone:	Email:		
Field Placement Coordinator (if applicable);	Title:		
Address:	City:	State:	Zip:
Phone:	Email:		
How many licensed psychologists are on staff?			

Field Supervisor(s)			
Primary Supervisor:	Highest Degree:	NCSP? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary location (school, agency):	Position, if other than School Psychologist:	Days at primary location: Days at district/agency:	
Address:	City:	State:	Zip:
Phone#	Add'l Phone#	Email:	
State School Psychologist Certification <small>(required for school settings)</small> State:      License number:		Licensed Psychologist/HSP <small>(required for clinical settings; optional for school settings)</small> State:      License number:	

Additional Supervisor:	Highest Degree:	NCSP? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary location (school, agency):	Position, if other than School Psychologist:	Days at primary location: Days at district/agency:	
Address:	City:	State:	Zip:
Phone#	Add'l Phone#	Email:	





**Core Training Opportunities**

- Structured observation
- Curriculum-based measurement/assessment
- Educational testing (e.g., WIAT, WJ Achievement)
- Preschool/kindergarten screening
- Instructional intervention
- Intervention monitoring
- Behavioral assessment/FBA
- Instructional intervention
- Designing/implementing behavior plans
- General education team (e.g., Student Assistance, Child Study)

- Cognitive assessment
- Preschool assessment
- Social-emotional assessment
- Assessment feedback meetings
- Individual counseling
- Group counseling
- Consultation
- Program planning/development
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

**Advanced/Specialized Training Opportunities**

- Autism spectrum disorders
- Behavioral and emotional disorders
- Behavioral management/consultation
- Counseling
- Early Childhood
- Language diversity
- Low incidence/severe disabilities program
- Neuropsychology

- Positive behavioral intervention and supports
- Preventive mental health program(s)
- Problem solving model
- Reducing racial/ethnic/disadvantaged achievement gap
- Social skills/life skills instruction
- Substantially separate setting
- System intervention
- Other: \_\_\_\_\_

Other Comments:

Application requirements, if any, other than cover letter, resume, letters of recommendation:

\_\_\_\_\_  
*Completed by*

\_\_\_\_\_  
*Date Completed*

*Please mail or email this form to:*

Malory Reynolds—School Psychology Department Coordinator  
 One Wells Avenue  
 Newton, MA 02459  
[Malory\\_Reynolds@williamjames.edu](mailto:Malory_Reynolds@williamjames.edu)

*William James College*  
**School Psychology PsyD Program, Advanced Practicum in Clinical Services**

**Practicum Willingness to Participate Form 2023-2024**

*(This form is formatted to be completed on your computer.)*

<b>Agency/School District Information</b>			
Agency/School District Name:			
Applicants should contact: (please check box that applies) <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Director of Training /School District Administrator <input type="checkbox"/> Field Placement Coordinator			
Training Director/Administrator :		Title:	
Address:		City:	State:      Zip:
Phone:		Email:	

<b>Site Information</b>			
1. Name of Primary Field Site:		Field Supervisor:	
Site/School Name			
Address:		City:	State:      Zip:
Main Phone#		Fax #	
Service population/ages served:		Best days/times for trainees:	
2. Secondary Field Site <i>(if applicable)</i> :			
Address:		City:	State:      Zip:
Main Phone#		Fax #	
How many licensed psychologists are on staff?			
Service population/ages served:		Best days/times for trainees:	

<b>Please indicate what type/level of placement you would consider <i>(check all that apply)</i></b>	
<input type="checkbox"/> Direct Services Practicum (5-12 hours/week)	Minimum weekly hours, if applicable:
<input type="checkbox"/> Advanced Practicum (>16 hours/week)	Minimum weekly hours, if applicable:

	Projected time period: from (mo.) _____ to (mo.) _____
--	--

<b>Field Supervisor(s)</b>
----------------------------

Primary Field Supervisor:		Highest Degree:	Nationally Certified School Psychologist? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary location (site/school):		Agency/District Position:	Days at primary location: Days at agency/district:	
Address:		City:	State:	Zip:
Phone#	Add'l Phone#		Email:	
License type:	State:	License number:	Add'l license type:	State: License number:

<b>Additional Field Supervisor:</b>				
Additional Field Supervisor:		Highest Degree:	Nationally Certified School Psychologist? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Primary location (site/school):		Agency/District Position:	Days at primary location: Days at agency/district:	
Address:		City:	State:	Zip:
Phone#	Add'l Phone#		Email:	
License type:	State:	License number:	Add'l license type:	State: License number:

<b>Core Training Opportunities</b>
------------------------------------

<input type="checkbox"/> Preschool assessment <input type="checkbox"/> Curriculum-based measurement/assessment <input type="checkbox"/> Educational assessment (e.g., WIAT, WJ Achievement) <input type="checkbox"/> Cognitive/neuropsychological assessment <input type="checkbox"/> Social-emotional assessment <input type="checkbox"/> Intervention monitoring <input type="checkbox"/> Functional behavioral assessment/behavioral intervention <input type="checkbox"/> General education team (e.g., student assistance, child study) <input type="checkbox"/> Special education team	<input type="checkbox"/> Individual counseling <input type="checkbox"/> Group counseling <input type="checkbox"/> Therapeutic mentoring <input type="checkbox"/> Family consultation/clinical services <input type="checkbox"/> Consultation to staff or agency personnel <input type="checkbox"/> Program development/system-level intervention <input type="checkbox"/> Supervision/administration <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
--	--

<p>Other Relevant Information:</p>  <p>Application requirements, if any, other than cover letter, resume, letters of recommendation:</p>
--

*Completed by* \_\_\_\_\_ *Date Completed* \_\_\_\_\_

*Please mail or email this form to:*

Malory Reynolds—School Psychology Department Coordinator  
 One Wells Avenue  
 Newton, MA 02459  
[Malory\\_Reynolds@williamjames.edu](mailto:Malory_Reynolds@williamjames.edu)

**WILLIAM JAMES COLLEGE  
SCHOOL PSYCHOLOGY PsyD PROGRAM**

**INTERNSHIP WILLINGNESS TO PARTICIPATE FORM  
2023-2024**

This form has been formatted to be completed on your computer. You can scroll through the form and select a field by clicking on it with your mouse.

Those fields which require a yes/no or a check mark will check by clicking on the field with your mouse. If you change your mind, click again and it will clear the box.

Please:

1. Complete all fields on the form.
2. Save a copy of the completed file for your records.
3. Send an electronic copy to [fp\\_school@williamjames.edu](mailto:fp_school@williamjames.edu) or [Malory Reynolds@williamjames.edu](mailto:Malory_Reynolds@williamjames.edu) so that your information can be entered in our database.
4. Print and sign a hard copy of the completed document.
5. Mail or fax the signed copy, along with copies of CVs for the training director and all potential supervisors, a copy of your agency's mission statement, and any additional application materials, program information, and brochures that we might keep in your site file for prospective trainees to:

Malory Reynolds  
Department Coordinator, School Psychology  
William James College  
One Wells Avenue  
Newton, MA 02459  
617-477-2026 (fax)

If you have any questions about completing this form, please contact Dr. Elana Wolkoff at 617-564-9408.

Thank you.

**Willingness to Participate as a School Psychology PsyD Internship Field Site  
for the 2023-2024 Training Year**

**Site Name:**

**Address:**

**City:**

**State:**

**Zip:**

**Main Phone # of site:**

**Main Fax # of site:**

**Site URL:** <http://www.>

**Director of Internship Training:**

**Phone:**

**E-Mail:**

**Fax #:**

**Contact Person:**

**Phone:**

**E-Mail:**

**Fax #:**

**How many licensed psychologists are on staff?**

**Each School Psychology PsyD student must complete a full-time internship of 1,600 hours within a 10-12 month period, or a part-time internship of 1,600 hours within a 24 month period, with no less than 16 hours per week on site.**

**How many School Psychology PsyD internship students** can you accept for the # \_\_\_\_\_  
academic year?

**Term of placement:** Please indicate below the time commitment you require of interns.

# \_\_\_\_\_ **Hours/week, beginning\*** \_\_\_\_\_ (MM/DD/YR) **& ending** \_\_\_\_\_ (MM/DD/YR)  
(date) (date)

\*late June or July start dates preferred for full-time internships, but not required

**Full-time:**

**Part-time:**

Please indicate the **amount of stipend/salary.**

\$ \_\_\_\_\_ Per placement year.

Application Criteria		
<b>1. Is there an application deadline?</b>	<b>Yes</b> (MM/DD/YR)	<b>No</b> <input type="checkbox"/>
<b>2. Please describe the application procedure &amp; include a copy of any application forms or specific instructions you require of intern applicants.</b>		
<b>3. Are there specific skills or requirements that the interns should have before considering this internship?</b> (E.g. projective or cognitive testing, therapy experience, language fluency, etc.)		
<b>4. Other considerations, comments or questions?</b>		

Field Site Characteristics				
<b>1. Orientation of Site:</b>				
Cognitive-Behavioral			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Behavioral			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Ecological			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Psychodynamic			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other (please describe):			Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>2a. Type of Site:</b> Please place a check to the right of all characteristics that describe your site.				
Hospital <input type="checkbox"/>	Clinic <input type="checkbox"/>	Public School <input type="checkbox"/>	Business <input type="checkbox"/>	
Partial Hospitalization <input type="checkbox"/>	College <input type="checkbox"/>	HMO <input type="checkbox"/>	<input type="checkbox"/>	
Residential <input type="checkbox"/>	Private School <input type="checkbox"/>	Other <input type="checkbox"/>	(please describe):	
<b>2b. Site Location:</b> Please place a check to the right of all characteristics that describe your site.				
Urban <input type="checkbox"/>	Suburban <input type="checkbox"/>	Rural <input type="checkbox"/>		
<b>3. Training Opportunities:</b> Please place a check to the right of all characteristics that describe your site.				
<b>Age Range</b>		<b>Modality</b>		
Infant/Toddler <input type="checkbox"/>		Individuals <input type="checkbox"/>		
Children <input type="checkbox"/>		Couples <input type="checkbox"/>		
Adolescents <input type="checkbox"/>		Families <input type="checkbox"/>		
Adults <input type="checkbox"/>		Groups <input type="checkbox"/>		
Geriatrics <input type="checkbox"/>		Indirect Service <input type="checkbox"/>		
<b>4. Services Provided:</b> Please place a check to the right of all services you provide.				
A.D.H.D. <input type="checkbox"/>	Divorce/Custody <input type="checkbox"/>	Projective Assessment <input type="checkbox"/>		
Adoption/Infertility <input type="checkbox"/>	Forensic <input type="checkbox"/>	Rehabilitation <input type="checkbox"/>		
Affective Disorders <input type="checkbox"/>	Gay/Lesbian <input type="checkbox"/>	Substance Abuse <input type="checkbox"/>		
Anxiety Disorders <input type="checkbox"/>	Health Psychology <input type="checkbox"/>	Stress Management <input type="checkbox"/>		
Cognitive Assessment <input type="checkbox"/>	Major Mental Illness <input type="checkbox"/>	Trauma/PTSD <input type="checkbox"/>		
Consultation/Liaison <input type="checkbox"/>	Milieu Therapy <input type="checkbox"/>	Women's Issues <input type="checkbox"/>		
Crisis Intervention <input type="checkbox"/>	Multicultural <input type="checkbox"/>	Other (please describe): <input type="checkbox"/>		
Developmental Disorders/LD <input type="checkbox"/>	Neuropsychological Assessment <input type="checkbox"/>			



**5. Please describe the agency's services, programs, professional orientation, and staffing. Attach pages as needed:**

**6. Please describe your site's procedure for intern orientation:**

**Training Program**

**1. What are the goals of the internship?**

**2. What specific duties would be expected of interns? (Please specify the intern's average face-to-face clinical contact hours per week.)**

**3. Please specify the intern's average weekly face-to-face clinical contact hours:**

**4. Please list training seminars and structured learning activities\* available to students and indicate the frequency with which they meet (also day(s) and times(s) if available).**

\*For HSP certification purposes, there must be at least four (4) hours per week of structured learning activities such as: case conferences involving a case in which the intern is actively involved; seminars dealing with clinical issues; additional group supervision (maximum of three interns in the group) or individual supervision. Please contact William James College if you have any questions regarding what activities qualify as structured learning activities.

ACTIVITY	TOPIC/FORMAT	TIME & FREQUENCY OF MEETINGS	INSTRUCTOR
1.			
2.			
3.			

4.			
5.			
6.			

**5. What days and times, if any, are mandatory for students to be at the site for training, supervision, meetings or specific structured learning activities?**

**6. Please indicate other training opportunities available to students, including a second year training track/opportunity, if available.**

**7. Please name possible supervisors for WJC interns, and indicate their discipline and licensure.**

Please note that in order to meet HSP certification requirements, interns are required to have a minimum of two (2) hours per week of individual supervision (or one hour of individual, 90 minutes of group), at least one of which must be by a licensed psychologist (HSP designate), who is the Primary Supervisor and who provides at least 50% of the supervision. All secondary supervisors **must** be licensed psychologists (HSP designate), licensed independent clinical social workers or board eligible or board certified psychiatrists.

NAME/DEGREE	TYPE OF LICENSE	LICENSE #	EMAIL ADDRESS

**8. Please indicate weekly supervision plans for interns:**

<b>HSP Internship Site Checklist</b>	<b>Yes <input checked="" type="checkbox"/></b>
Does your site have an organized program of training that is more than “supervised training” or “on the job training?”	<input type="checkbox"/>
Is a Licensed Psychologist/HSP responsible for the overall integrity and quality of the program?	<input type="checkbox"/>
Does your program have at least two Licensed Psychologists on staff or, if there is less than five (5) mental health staff, is there one full time psychologist and one board eligible psychiatrist or LICSW on staff? All additional supervision hours must have oversight by a doctoral level licensed psychologist.	<input type="checkbox"/>
Does the program provide at least four (4) hours weekly of structured training activities (case conferences, additional supervision, and clinical seminars- <i>in addition to required supervision hours</i> )?	<input type="checkbox"/>
Does the program have four hours per year of training devoted to understanding people of color and racial diversity?	<input type="checkbox"/>
Can supervision be provided by a Licensed Psychologist (HSP) who is on the premises while the intern is providing services, and holds legal and clinical responsibility for the intern’s cases?	<input type="checkbox"/>
Are half or greater than half of the total hours of supervision provided by a licensed psychologist (HSP)?	<input type="checkbox"/>
Does training include a minimum of one hour of supervision per sixteen (1:16) work hours, regardless if training was completed within one year or two?	<input type="checkbox"/>
Will interns spend at least 25% of their time (e.g., 400 hours) providing face-to-face clinical health services?	<input type="checkbox"/>
Can all training be defined as post clerkship, post-externship or post-practica?	<input type="checkbox"/>
Are there at least <u>two</u> internship level trainees at the site during the same training period?	<input type="checkbox"/>
Can the trainee be called intern, resident or fellow or other titles which designates the student’s training status?	<input type="checkbox"/>
Does your program provide a range of assessment and intervention services?	<input type="checkbox"/>
Does your site allow for a full-time training experience which consists of a minimum of 1600 hours and 43 weeks (allowing for vacation and sick days) completed within a 11-12 month period? OR Does your site allow for an equivalent part-time experience over two years?	<input type="checkbox"/>

**It is the responsibility of the site’s Director of Training to inform the William James College School Psychology Program Associate Director of Field Education (Elana Wolkoff, Ph.D.) of any administrative, supervisory or training modifications that occur during an intern’s placement.**

**Signatures:**

\_\_\_\_\_

**Director of Training—Internship Site**

\_\_\_\_\_

**Date signed (MM/DD/YY)**

\_\_\_\_\_

**School Psychology Associate Director of Field Education  
William James College**

\_\_\_\_\_

**Date signed (MM/DD/YY)**

## Appendix 19. Field Training Contracts

### William James College Field Training Contract 2023-2024 School Psychology Program, Year 1 Practicum MA/CAGS and MA/CAGS/PsyD

The following Graduate Student...

Name:

...is placed as a first year school psychology trainee at:

Site Name:

Address:

City:

State:

Zip:

#### TERM OF CONTRACT:

The field placement will begin*:	_____ mm/dd/yy	and end: <u>05/30/24</u> mm/dd/yy	(Minimum of 32 training weeks)
----------------------------------	----------------	--------------------------------------	--------------------------------

(check one):	<input checked="" type="checkbox"/> Standard Year 1	10 hours/week over 1 ½ days (minimum of 300 hours)
	<input type="checkbox"/> Other	_____ hours/week, subject to approval by William James College Field Placement Coordinator

**The student will have experience in the areas/activities below: (note required areas; check others that apply)**

SERVICES/TRAINING AREAS-YEAR 1:	SETTING:
<input checked="" type="checkbox"/> Structured observation	<input checked="" type="checkbox"/> School
<input checked="" type="checkbox"/> Assessment of basic literacy skills	<input type="checkbox"/> Specialized population school
<input checked="" type="checkbox"/> Educational testing	<input type="checkbox"/> Other:
<input type="checkbox"/> Preschool/kindergarten screening	
<input type="checkbox"/> Instructional intervention	
<input checked="" type="checkbox"/> Intervention monitoring	POPULATION:
<input type="checkbox"/> Behavioral assessment/FBA	<input type="checkbox"/> Preschool
<input type="checkbox"/> Designing/implementing behavior plans	<input checked="" type="checkbox"/> Elementary
<input type="checkbox"/> Program evaluation/research	<input type="checkbox"/> Secondary
<input checked="" type="checkbox"/> Cognitive assessment	<input type="checkbox"/> Specific disability:
<input type="checkbox"/> Preschool assessment	<input type="checkbox"/> Other:
<input type="checkbox"/> Report Writing	
<input type="checkbox"/> Teacher consultation/team collaboration	
<input type="checkbox"/> Program/system intervention assistance	
<input type="checkbox"/> Social skills training	
<input checked="" type="checkbox"/> Primary Project	
<input type="checkbox"/> Other:	

<b>SUPERVISOR(S)</b>
<b>Primary field supervisor:</b> (PLEASE PRINT full name and degree) Please indicate: (a) license/certificate type:                      State:                      Number:  Supervisor's email:  Supervisor's telephone number:
<b>Additional Supervisor</b> (if applicable): (PLEASE PRINT full name and degree)
<b>Additional Supervisor</b> (if applicable): (PLEASE PRINT full name and degree)

<b>Field Site Personnel agree to the items below:</b> <b>1. Primary Supervisor</b> provides                      hours of direct <b>supervision</b> per week as part of the student's contracted hours. (INSERT # OF HOURS: minimum of 1/2 hour for year 1 Practicum)
<b>2. Additional supervisor(s)</b> provides                      hours of supervision per week.
<b>3. Supervisor(s)</b> provides or arranges                      hours of group <b>supervision</b> per week.
<b>4. Provide supervision</b> and/or <b>coordinate</b> with the William James College seminar instructor, to ensure support for the student's concurrent coursework at William James College, (the student will provide the supervisor with relevant course outlines).
<b>5. Provide site access</b> to the William James College Associate Director of Field Education or designee, and William James faculty.
<b>6. Conduct</b> mid-semester feedback sessions with the student, and complete and submit end-of-semester evaluations to the William James Field Placement Office in a timely fashion using the Field Placement Competency Evaluation form.
<b>7. Conduct</b> a minimum of one direct observation of the trainee's professional practice each semester.
<b>Changes to this contract are subject to the approval of the Field Site Administrator and William James College School Psychology Associate Director of Field Education.</b>

<b>Signatures:</b>	
<b>Field Site Administrator:</b>	<b>Date:</b>
<b>Primary Field Supervisor:</b>	<b>Date:</b>
<b>Student:</b>	<b>Date:</b>
<b>Advisor:</b>	<b>Date:</b>
<b>William James College Associate Director of Field Education:</b>	<b>Date:</b>

Please mail or email completed form to:  
 Elana Wolkoff, PhD  
 Associate Director of Field Education—School Psychology  
 William James College  
 One Wells Avenue  
 Newton, MA 02459  
[fp\\_school@williamjames.edu](mailto:fp_school@williamjames.edu)

**William James College Field Training Contract 2023-2024  
School Psychology Program, Year 2 Practicum  
Middle School and High School Only**

<b>The following Graduate Student...</b>		
<b>Name:</b>		
...is placed as a school psychology trainee at:		
<b>Site Name:</b>		
<b>Address:</b>		
<b>City:</b>	<b>State:</b>	<b>Zip:</b>
<b>TERM OF CONTRACT:</b>		
<b>The field placement will begin:</b>	<u>09/01/2023</u>	<b>and end:</b> <u>06/17/2024</u> <b>(Minimum of 34 training weeks)</b>
<b>(check one):</b>	<input type="checkbox"/> <b>Standard Year 2</b>	<b>2 ½ days per week - minimum of 15 hours/week</b> (minimum of 500 hours total)
	<input type="checkbox"/> <b>Other</b>	_____ <b>hours/week</b> , subject to approval by the William James College School Psychology Associate Director of Field Education

<b>Primary Supervisor must be a licensed school psychologist, or (for internship only) licensed psychologist.</b>		
<b>Primary field supervisor:</b> (PLEASE PRINT full name and degree)		
Please indicate: (a) license/certificate type:                      State:                      Number:		
Supervisor's email:		
Supervisor's telephone number:		
Secondary supervisor (if applicable): (PLEASE PRINT full name and degree)		
Other/additional supervisors: (PLEASE PRINT full name and degree)		

The student will have experience in the following areas/activities: (check all that apply)		
SERVICES/TRAINING AREAS:	SERVICES/TRAINING AREAS:	SETTINGS:
<input type="checkbox"/> Structured observation	<input type="checkbox"/> Consultation/collaboration	<input type="checkbox"/> School
<input type="checkbox"/> Report Writing	<input type="checkbox"/> Assessment feedback meetings	<input type="checkbox"/> Specialized population school
<input type="checkbox"/> Cognitive assessment	<input type="checkbox"/> Individual counseling	<input type="checkbox"/> Clinic/Mental health center
<input type="checkbox"/> Social-emotional assessment	<input type="checkbox"/> Group counseling	<input type="checkbox"/> Day treatment
<input type="checkbox"/> Academic Assessment	<input type="checkbox"/> School Wide Prevention	<input type="checkbox"/> Other:
<input type="checkbox"/> Preschool assessment	<input type="checkbox"/> Parent consultation/education	<b>SPECIAL POPULATIONS:</b>
<input type="checkbox"/> FBA's/Behavior Intervention	<input type="checkbox"/> Community outreach	<input type="checkbox"/> Therapeutic
<input type="checkbox"/> Instructional intervention	<input type="checkbox"/> Other:	<input type="checkbox"/> Developmental Delay
<input type="checkbox"/> Intervention monitoring	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

**Field Site Personnel agree to the items below:**

1. **Primary Supervisor provides** \_\_\_\_\_ hours of direct face to face **supervision** per week as part of the student's contracted hours. (INSERT # OF HOURS: minimum of 1 hour for year 2 Practicum)
  2. **Provide or arrange** \_\_\_\_\_ hours of additional group/individual supervision or training:
  3. **Provide supervision** and/or **coordinate** with the William James College seminar instructor to ensure support for:
    - a) the student's field-related coursework (student will provide the supervisor with relevant course information),
    - b) the student's **individual learning goals**, as follows:
      - I.
      - II.
      - III.
  4. **Provide site access** to the William James College School Psychology Associate Director of Field Education or designee, and William James faculty.
  5. **Conduct** mid-semester feedback sessions with the student, and complete and submit end-of-semester evaluations to the William James College Field Placement Office in a timely fashion using the Field Placement Competency Evaluation form.
- Changes to this contract are subject to the approval of the Field Site Administrator and William James College School Psychology Associate Director of Field Education.**

<b>Signatures:</b>	
<b>Primary Field Supervisor:</b>	<b>Date:</b>
<b>Field Site Administrator:</b>	<b>Date:</b>
<b>Student:</b>	<b>Date:</b>
<b>Advisor:</b>	<b>Date:</b>
<b>William James College School Psychology Associate Director of Field Education:</b>	<b>Date:</b>

Rev.04/22/2022

**William James College Field Training Contract 2023-2024  
School Psychology Program,  
MA/CAGS and MA/CAGS/PsyD Specialist Level Internship**

The following Graduate Student...

Name:

...is placed as a school psychology trainee at:

Site Name:

Address:

City:

State:

Zip:

Please check one option:

Unpaid Internship

If paid, please indicate amount of stipend:

Paid Internship

\$ \_\_\_\_ per \_\_\_\_

**TERM OF CONTRACT:**

The field placement will begin: 09/01/2023 and end: 05/30/2024\* (Minimum of 34 training weeks)

\*The intern is formally under contract through the end of May due to graduation deadlines, but is committed to continuing in the placement until the end of the school year.

**Internship\***

**35 hours/week** (minimum of 1,200 hours, unless multi-year or multiple sites)  
*Please review and sign Internship Agreement as well.*

\_\_\_\_ hours/week, subject to approval by William James College School Psychology Associate Director of Field Education

**Primary Supervisor must be a licensed school psychologist, or (for internship only) licensed psychologist.**

**Primary field supervisor:** (PLEASE PRINT full name and degree)

Please indicate:

(a) license/certificate type: State: Number:

(b) license/certificate type: State: Number:

Supervisor's email:

Supervisor's telephone number:

Secondary supervisor (if applicable): (PLEASE PRINT full name and degree)

Other/additional supervisors: (PLEASE PRINT full name and degree)



**The student will have experience in the following areas/activities: (check all that apply)**

SERVICES/TRAINING AREAS:	SERVICES/TRAINING AREAS:	SETTING:
Structured observation	<input type="checkbox"/> Consultation/collaboration	<input type="checkbox"/> School
<input type="checkbox"/> Assessment of basic literacy skills	<input type="checkbox"/> Assessment feedback meetings	<input type="checkbox"/> Specialized population school
<input type="checkbox"/> Academic Assessment	<input type="checkbox"/> Individual counseling	<input type="checkbox"/> Clinic/Mental health center
<input type="checkbox"/> Cognitive Assessment	<input type="checkbox"/> Group counseling	<input type="checkbox"/> Day treatment
<input type="checkbox"/> Social-emotional assessment	<input type="checkbox"/> Parent consultation/education	<input type="checkbox"/> Other:
<input type="checkbox"/> Preschool assessment	<input type="checkbox"/> Community outreach	<b>POPULATION:</b>
<input type="checkbox"/> Behavioral assessment/FBA	<input type="checkbox"/> Professional development/in-service	<input type="checkbox"/> Preschool
<input type="checkbox"/> Designing/implementing behavior plans	<input type="checkbox"/> Family counseling	<input type="checkbox"/> Elementary
<input type="checkbox"/> Report Writing	<input type="checkbox"/> Program planning/system intervention	<input type="checkbox"/> Secondary
<input type="checkbox"/> Behavioral Interventions	<input type="checkbox"/> Program evaluation/research	<input type="checkbox"/> Specific disability area:
<input type="checkbox"/> Instructional intervention	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<input type="checkbox"/> Intervention/Progress monitoring	<input type="checkbox"/> Other:	

**Field Site Personnel agree to the items below:**

1. **Primary Supervisor provides** a minimum of 2 hours of direct **supervision** per week as part of the student's contracted hours (required).

2. **Provide or arrange** \_\_\_\_\_ hours of additional individual **supervision** per week (**optional**).

3. **Provide or arrange** \_\_\_\_\_ hours of group **supervision** per week (optional).

4. **Provide supervision** and/or **coordinate** with the William James College seminar instructor to ensure support for:  
a) the student's field-related coursework (student will provide the supervisor with relevant course information),  
b) the student's **individual learning goals**, as follows:

- I.
- II.
- III.

5. **Provide site access** to the William James College School Psychology Associate Director of Field Education or designee, and William James College faculty.

6. **Conduct** mid-semester feedback sessions with the student, and complete and submit end-of-semester evaluations to the William James College Field Placement Office in a timely fashion using the Field Placement Competency Evaluation form.

7. **Conduct** a minimum of one direct observation of the trainee's professional practice each semester.

**Changes to this contract are subject to the approval of the Field Site Administrator and William James College School Psychology Associate Director of Field Education.**

**Signatures:**

<b>Primary Field Supervisor:</b>	<b>Date:</b>
<b>Field Site Administrator:</b>	<b>Date:</b>
<b>Student:</b>	<b>Date:</b>
<b>Advisor:</b>	<b>Date:</b>
<b>William James College School Psychology Associate Director of Field Education:</b>	<b>Date:</b>

# **William James College School Psychology Program**

## **School Psychology Internship Agreement 2023-2024**

This internship agreement between the William James College and \_\_\_\_\_ (school/agency), hereinafter referred to as the "Internship Site," establishes the following terms and conditions to be adhered to by the parties that sign the **accompanying Field Training Contract**. [Internship site administrator, primary field supervisor, and intern: please initial this form as well on the last page.]

### **Responsibilities of the Internship Site**

The Internship Site designates a qualified professional to serve as the primary field supervisor. A qualified field supervisor is (1) a licensed/certified school psychologist with at least three years of experience working as a licensed/certified school psychologist, or, (2) in non-school settings, a licensed psychologist appropriately credentialed for the internship setting.

### **The Field Supervisor Agrees:**

- To provide the intern with the opportunity to practice skills and demonstrate competency across the domains of school psychology training and practice defined by the National Association of School Psychologists, including but not limited to counseling, consultation and assessment;
- To ensure balance across these domains by limiting the number of psycho-educational assessments assigned to the intern to 30, with a recommended range of 12 to 25;
- To provide the intern with two or more hours of face to face supervision per week;
- To assume responsibility for the professional services provided by the Intern;
- To review and co-sign all formal written work, such as evaluation reports and service summaries;
- To work collaboratively with William James College faculty to ensure that the Intern meets the quality standards and interpersonal expectations of the setting;
- To provide the intern with the opportunity to conduct four case studies—one each in the areas of assessment, counseling, behavioral consultation, and academic consultation — for submission to William James College faculty for the purpose of demonstrating the intern's capacity to deliver services that have a measurable positive impact on children, youth, families, and/or other consumers.
- To participate in an orientation on Friday, September 16<sup>th</sup>, 2022 for field supervisors provided by William James College, either at William James or virtually;
- To review and discuss the Intern Evaluation form with the intern at the beginning of the internship period;
- To submit the Initial Feedback Form to William James College approximately six-weeks into the Internship;
- To conduct an informal feedback session with the intern mid-semester (two times per year); and

- To discuss, complete and submit the Intern Evaluation at the end of each semester (two times per year).

**The Internship Site Agrees:**

- To ensure that the intern will receive two or more hours of field-based supervision per week from the Field Supervisor;
- To provide the intern with the opportunity to practice and integrate a wide range of competencies across the domains of training and practice in school psychology, including but not limited to counseling, consultation and assessment;
- To provide the intern with an orientation to the Internship Site and to the expectations for the internship;
- To provide the intern with adequate office space, assessment equipment, and other essential supports such as telephone, parking, access to photocopying, and a secure work environment;
- To provide the intern with opportunities for continuing education at the internship site and/or release time to pursue such opportunities;
- To provide the intern with release time to attend or participate in William James College events and obligations; and
- To abide by applicable federal, state and local laws, rules and regulations, including compliance with the Americans with Disabilities Act.

**Responsibilities of William James College:**

The William James College School Psychology Field Education Office establishes policies, and coordinates and monitors record keeping of field placement documents (e.g., Field Placement Contracts, Initial Feedback forms, Internship Competency Evaluation form, student evaluations of the field placement). The School Psychology Program has a designated Associate Director of Field Education who facilitates and oversees relationships with the Internship Site, including verification that the Internship Site meets NASP and Program standards and monitoring of specific issues raised by the Internship Site, the Field Supervisor, or the Intern. The intern is enrolled in an Internship Seminar that runs concurrently with the internship. The seminar instructor shall be the primary liaison between the field site and William James College in regard to this trainee.

**William James College Agrees:**

- To provide professional liability insurance for the Intern;
- To provide the Field Supervisor with essential information about internship arrangements and William James College expectations by providing an orientation on Friday, September 9<sup>th</sup>, 2022 as well as a *Field Supervisor's Handbook*;
- To maintain relevant records regarding the internship and maintain the confidentiality of these records in accordance with FERPA;
- To support the intern's learning experience by providing a concurrent Internship Seminar taught by William James College faculty member who is a licensed school psychologist; and
- To monitor the internship by making a minimum of three site visits or contacts during the internship period.
- To ensure availability by phone or email to address any concerns which may arise throughout the year.

**The William James College Seminar Instructor Agrees:**

- To be routinely available to both the intern and the field supervisor;
- To provide information, opportunities for reflection, and support to the intern, while maintaining professional standards of confidentiality;
- To promote best practice by discussing relevant issues in the Internship Seminar and reviewing the intern’s work as needed;
- To maintain regular communication with the field supervisor and be available to both the Field Supervisor and Intern to help address issues that arise; and
- To assist the intern in meeting requirements and preparing applications for certification and/or licensure.

**Responsibilities of the Intern:**

**The Intern Agrees:**

- To fulfill the time requirements described in the Field Training Contract, in accordance with the school calendar or work schedule of the Internship Site;
- To maintain a daily log of training experiences at the Internship Site;
- To adhere to all rules, policies, regulations, and approved codes of conduct and behavior, including local, state, federal and legal regulations, and the ethical standards of the National Association of School Psychologists;
- To consistently engage in professional behavior;
- To maintain the strict confidentiality of information that is acquired through the field experience;
- To conduct four case studies— one each in the areas of assessment, counseling, behavioral consultation, and academic consultation —for submission to William James College faculty for the purpose of demonstrating the Intern’s capacity to deliver services that have a measurable positive impact on children, youth, families, and/or other consumers.
- To regularly participate in the William James College Internship Seminar through on-site and/or online attendance;
- To assist in monitoring the timely submission of all required paperwork; and
- To inform seminar instructor in a timely manner if there are any concerns about the internship site.

-----

*Please initial below to acknowledge that you have read this agreement and understand that it is part of the accompanying Field Training Contract.*

Internship Site Administrator:   \_\_\_       \_\_\_

Primary Field Supervisor:       \_\_\_       \_\_\_

Intern:                               \_\_\_       \_\_\_

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**William James College Field Training Contract 2023-2024**

**Advanced Practicum in Clinical Services School Psychology PsyD Program**

<b>Practicum Student:</b>			
<b>Site Name:</b>			
<b>Address:</b>			
<b>Primary Supervisor (must be a licensed psychologist)</b>		<b>Highest Degree</b>	
<b>Tel #:</b>		<b>Email Address</b>	
<b>Secondary Supervisor:</b>		<b>Highest Degree</b>	
<b>Tel #:</b>		<b>Email Address:</b>	
<b>Please check one:</b>	<input type="checkbox"/> Paid Practicum	<b>Amount of stipend:</b>	\$ _____ per year
	<input type="checkbox"/> Unpaid Practicum	<b>Site has</b>	<b>licensed psychologists on staff</b>
<b>TERM OF CONTRACT:</b>			
<b>The field placement will begin:</b>	<b>mm/dd/ yy</b>	<b>and end:</b>	<b>mm/dd/yy</b>
<b>(check one):</b>	<input type="checkbox"/> Clinical Services Practicum	_____ hours/week (total no less than 200 hours)	
	<input type="checkbox"/> Advanced Practicum	_____ hours/week (minimum of 16 hours/week)	
	<input type="checkbox"/> Other: _____		
<b>The student will have experience in the following areas/activities: (check all that apply)</b>			
<b>SERVICES / TRAINING:</b>	<b>SETTING:</b>	<b>MODALITY:</b>	
<input type="checkbox"/> Consultation	<input type="checkbox"/> Clinic / Mental health center	<input type="checkbox"/> Individual	
<input type="checkbox"/> Individual counseling	<input type="checkbox"/> Hospital: <input type="checkbox"/> In-patient <input type="checkbox"/> Out-Patient	<input type="checkbox"/> Group	
<input type="checkbox"/> Group counseling	<input type="checkbox"/> School or College	<input type="checkbox"/> Family	
<input type="checkbox"/> Clinical interviewing	<input type="checkbox"/> Day Treatment / Partial	<input type="checkbox"/> System/organizational level	
<input type="checkbox"/> Program planning/development	<input type="checkbox"/> Other:	Please indicate anticipated weekly hours of direct contact with clients: _____ face to face clinical intervention _____ face to face assessment _____ face to face consultation	
<input type="checkbox"/> Psychoed intervention (e.g., skill training)	<b>POPULATION:</b>		
<input type="checkbox"/> System intervention/problem-solving team	<input type="checkbox"/> Preschool		
<input type="checkbox"/> Crisis intervention	<input type="checkbox"/> School-age		
<input type="checkbox"/> Behavior management	<input type="checkbox"/> Adult		
<input type="checkbox"/> Psychological assessment	<input type="checkbox"/> Specific disability:		
<input type="checkbox"/> Educational assessment	<input type="checkbox"/> Other:		
<input type="checkbox"/> Supervision/Administration			
<input type="checkbox"/> Research/Evaluation			
<input type="checkbox"/> Family counseling/intervention			
<input type="checkbox"/> Community outreach			
<input type="checkbox"/> Other:			

**SUPERVISION: *The primary supervisor must be a licensed psychologist.***

**The Primary Field Supervisor agrees to ensure that:**

1. The trainee receives a minimum of 2 hours per week of individual face-to face supervision, at least half of which is with a licensed psychologist and any remaining time is with a licensed psychologist, LICSW or psychiatrist.

2. **Supervision** takes into consideration:

- a. the student's academic experience at William James College (the student will provide the supervisor with relevant course outlines),
- b. the program goals for professional competencies (refer to Field Placement Evaluation)
- c. the student's **individual applied learning goals** which are the following:

I.

II.

III.

3. Site access is provided to the William James College School Psychology PsyD Program Director of Training or designee.

4. Written evaluations are completed in a timely manner at the end of each semester, using William James College mid-Year and final evaluation forms.

5. Primary supervisor will participate in the student's annual Assessment and Planning Conference (typically held in June or early July).

6. Primary supervisor will conduct a minimum of one direct observation of the trainee's professional practice each semester.

7. A supervisor with the appropriate credentials (licensed psychologist, LICSW, psychiatrist) is on the premises when the trainee delivers services.

**ANY CHANGES TO THIS CONTRACT ARE SUBJECT TO THE APPROVAL OF THE WILLIAM JAMES COLLEGE DIRECTOR OF TRAINING.**

**Signatures:**

**Primary Supervisor:**

**Date:**

**Student:**

**Date:**

**Advisor:**

**Date:**

**William James College Director of Training:**

**Date:**

**William James College  
Advanced Practicum Checklist**

Name of Individual Completing this Form: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Student Name: \_\_\_\_\_ Practicum Site: \_\_\_\_\_

\_\_\_\_ YES \_\_\_\_ NO Is this facility a defined entity with a programmatic coherence (e.g., clinic, hospital, school counseling center, department, division)? Please explain below.

---

---

\_\_\_\_ YES \_\_\_\_ NO Does this facility have a secure place for confidential records?

\_\_\_\_ YES \_\_\_\_ NO Does this facility teach and comply with HIPAA regulations (in addition to FERPA, where relevant)?

\_\_\_\_ YES \_\_\_\_ NO Does this facility provide clinical supervision by qualifying licensed professionals who are on the premises? The supervisors should have the competencies described below.

\_\_\_\_ YES \_\_\_\_ NO Does this facility have a protocol covering emergencies, after-hours coverage, vacation periods, and extended breaks? Please explain below or attach additional information.

---

---

\_\_\_\_ YES \_\_\_\_ NO Does the facility have a referral network for services that are not provided by the health service setting (e.g., medication)? Please explain below.

---

---

\_\_\_\_ YES \_\_\_\_ NO Will a qualifying supervisor (licensed psychologist, board-certified psychiatrist, or licensed independent clinical social worker) be on the premises at all times in which the trainee delivers health services? (Please note that cell phone availability does not meet this requirement).

\_\_\_\_ YES \_\_\_\_ NO Are at least 50% of the total hours of supervised experience in "service related" activities, defined as "treatment/intervention, assessment, interviews, report writing, case presentations, and consultations"?

\_\_\_\_ YES \_\_\_\_ NO Will the trainee receive a minimum of TWO hours of **INDIVIDUAL** face-to-face supervision with a qualifying licensed supervisor **per week**?

\_\_\_ **YES** \_\_\_ **NO** Will at least half of the supervision be provided by a licensed psychologist?

\_\_\_ **YES** \_\_\_ **NO** Will the supervisor(s) have full legal, professional, and ethical responsibility for the trainee's work? If "no", please attach an explanation.

\_\_\_ **YES** \_\_\_ **NO** Does the training involve providing services to a clientele of sufficient number and clinical diversity?

\_\_\_ **YES** \_\_\_ **NO** Is the trainee exposed to clients with psychopathology and a significant level of impairment?

\_\_\_ **YES** \_\_\_ **NO** Does the trainee have the opportunity to work with a variety of clinical problems?

Are each of the following competencies taught?

\_\_\_ **YES** \_\_\_ **NO** *Psychological evaluation skills.*

\_\_\_ **YES** \_\_\_ **NO** *Consultation skills.*

\_\_\_ **YES** \_\_\_ **NO** *Evidence-based practice.*

\_\_\_ **YES** \_\_\_ **NO** *Relationship/Interpersonal skills.*

Signature of Individual Completing this Form: \_\_\_\_\_ Date: \_\_\_\_\_



**William James College Field Training Contract 2023-2024**  
**School Psychology PsyD Program**  
**Doctoral Internship**

**Intern Name:**

**Has an internship at:**

**Site Name:**

**Address:**

**Primary Supervisor:** \_\_\_\_\_ **Highest Degree** \_\_\_\_\_

**Tel #:** \_\_\_\_\_ **Email Address** \_\_\_\_\_

**Secondary Supervisor:** \_\_\_\_\_ **Highest Degree** \_\_\_\_\_

**Tel #:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

**Additional Supervisor:** \_\_\_\_\_ **Highest Degree** \_\_\_\_\_

**Tel #:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

**Please check one:**  Paid Internship **Amount of stipend:** \$ \_\_\_\_\_ per year

Unpaid Internship **Site has** \_\_\_\_\_ **licensed psychologists on staff**

**TERM OF CONTRACT:**

**The field placement will begin:** \_\_\_\_\_ **and end:** \_\_\_\_\_

\_\_\_\_\_ **hours/week** (minimum of 16 hours/week; total of 1600 hours required over one or two years)

**The student will have experience in the following areas/activities: (check all that apply)**

SERVICES / TRAINING:	SETTING:	MODALITY:
<input type="checkbox"/> Consultation	<input type="checkbox"/> Clinic / Mental health center	<input type="checkbox"/> Individual
<input type="checkbox"/> Individual counseling	<input type="checkbox"/> Hospital: <input type="checkbox"/> In-patient <input type="checkbox"/> Out-Patient	<input type="checkbox"/> Group
<input type="checkbox"/> Group counseling	<input type="checkbox"/> School or College	<input type="checkbox"/> Couple/Family
<input type="checkbox"/> Clinical interviewing	<input type="checkbox"/> Day Treatment / Partial	<input type="checkbox"/> System/organizational level
<input type="checkbox"/> Program planning/development	<input type="checkbox"/> Other:	Please indicate anticipated weekly hours of direct contact with clients: ----- face to face clinical intervention ----- face to face assessment ----- face to face consultation
<input type="checkbox"/> Psychoed intervention (e.g., skill training)	<b>POPULATION:</b>	
<input type="checkbox"/> System intervention/problem-solving team		
<input type="checkbox"/> Crisis intervention		
<input type="checkbox"/> Behavior management	<input type="checkbox"/> Preschool	
<input type="checkbox"/> Psychological assessment	<input type="checkbox"/> School-age	
<input type="checkbox"/> Educational assessment	<input type="checkbox"/> Adult	
<input type="checkbox"/> Supervision/Administration	<input type="checkbox"/> Specific disability:	
<input type="checkbox"/> Research/Evaluation	<input type="checkbox"/> Other:	
<input type="checkbox"/> Family counseling/intervention		
<input type="checkbox"/> Community outreach		
<input type="checkbox"/> Other:		

**SUPERVISION:** *The primary supervisor must be a licensed psychologist.*

**The Primary Field Supervisor is a licensed psychologist who agrees to items 1 – 8 below:**

**1. The supervision requirement is met by a combination of 1a, 1b and 1c:**

**1a. Provide at least one hour of face to face individual supervision for every 16 hours of the trainee's site related work and as part of the trainee's contracted hours, including a total of hours, at least half of which (no less than one hour per week) are provided by a licensed psychologist**

**1b. Provide        hours of small group supervision per week (maximum of 3 trainees per group).**

**1c. Provide or arrange        hours of *additional* supervision per week by an individual with appropriate credentialing (licensed psychologist, LICSW, psychiatrist).**

**2. Ensure that a minimum of 4 hours per week of structured learning activities (e.g., additional supervision, seminar, independent learning assignments) are provided for the student, including at least four hours per year that address issues related to racial diversity.**

**3. Provide supervision that takes into consideration:**

**a. the student's academic experience at William James College (the student will provide the supervisor with relevant course outlines);**

**b. the program goals for professional competencies;**

**c. the student's individual applied learning goals which are the following:**

**I.**

**II.**

**III.**

**4. Provide site access to the William James College School Psychology PsyD Program Director of Training or designee.**

**5. Provide timely written evaluations at the end of each semester, using William James College mid-Year and final evaluation forms.**

**6. Ensure that a supervisor with the appropriate credentials (licensed psychologist, LICSW, psychiatrist) is on the premises when the trainee delivers services.**

**7. Participate in the student's annual Assessment and Planning Conference (typically held in June or early July).**

**8. Conduct a minimum of one direct observation of the trainee's professional practice each semester.**

**ANY CHANGES TO THIS CONTRACT ARE SUBJECT TO THE APPROVAL OF THE WILLIAM JAMES COLLEGE DIRECTOR OF TRAINING.**

**Signatures:**

**Primary Supervisor:**

**Date:**

**Student:**

**Date:**

**Advisor:**

**Date:**

**William James College Director of Training:**

**Date:**

## HSP INTERNSHIP SITE CHECKLIST 2023-2024

HSP Internship Site Checklist	Yes <input checked="" type="checkbox"/>
Does your site have an organized program of training that is more than “supervised training” or “on the job training?”	<input type="checkbox"/>
Is a Licensed Psychologist/HSP responsible for the overall integrity and quality of the program?	<input type="checkbox"/>
Does your program have at least two Licensed Psychologists on staff or, if there is less than five (5) mental health staff, is there one full time psychologist and one board eligible psychiatrist or LICSW on staff?	<input type="checkbox"/>
Does the program provide at least four (4) hours weekly of structured training activities (case conferences, additional supervision, and clinical seminars- <i>in addition to required supervision hours</i> )?	<input type="checkbox"/>
Does the program have four hours per year of training devoted to understanding people of color and racial diversity?	<input type="checkbox"/>
Can supervision be provided by a Licensed Psychologist (HSP) who is on the premises while the intern is providing services, and holds legal and clinical responsibility for the intern’s cases?	<input type="checkbox"/>
Are half or greater than half of the total hours of supervision provided by a licensed psychologist (HSP)?	<input type="checkbox"/>
Does training include a minimum of one hour of supervision per sixteen (1:16) work hours, regardless if training was completed within one year or two?	<input type="checkbox"/>
Will interns spend at least 25% of their time (e.g., 400 hours) providing face-to-face clinical health services?	<input type="checkbox"/>
Are there at least <u>two</u> internship level trainees at the site during the same training period?	<input type="checkbox"/>
Can the trainee be called intern, resident or fellow or other titles which designates the student’s training status?	<input type="checkbox"/>
Does your program provide a range of assessment and intervention services?	<input type="checkbox"/>
Does your site allow for a full-time training experience which consists of a minimum of 1600 hours and 43 weeks (allowing for vacation and sick days) completed within a 11-12 month period? OR Does your site allow for an equivalent part-time experience over two years?	<input type="checkbox"/>

**It is the responsibility of the site’s Director of Training to inform the William James College School Psychology Program Associate Director of Field Education (Elana Wolkoff, Ph.D.) or Training Director (Jason Kaplan, PhD) of any administrative, supervisory or training modifications that occur during an intern’s placement.**

**Signatures:**

\_\_\_\_\_  
**Director of Training or Primary Supervisor—Internship Site**

\_\_\_\_\_  
**Date signed (MM/DD/YY)**

## Appendix 20. Initial Feedback Form

### William James College School Psychology Program Field Placement Initial Feedback Form

Note: This form is a digitized version of the previous "Initial Feedback Form". This is used to ensure that any questions or concerns regarding field placement, the student's adjustment, or interactions with the student and with William James College are addressed in a timely manner. Please know that this form is confidential and the information contained therein is for the exclusive use of those processing the form.

#### **Trainee's information:**

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

#### **William James College School Psychology Program:**

- MA/CAGS
- PsyD

#### **Student's year in Program:**

- 1
- 2
- 3
- 4
- 5+
- Other (please specify): \_\_\_\_\_

#### **Primary Supervisor's information:**

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

Degree: \_\_\_\_\_

Email address: \_\_\_\_\_

**Site name:** \_\_\_\_\_

**How many hours per week is the trainee on site?** \_\_\_\_\_

**Does the trainee keep you apprised of any variations in scheduling?**

- Yes
- No (please specify): \_\_\_\_\_

**To what extent is the trainee providing useful educational services (rather than assisting, observing or "shadowing")?** \_\_\_\_\_

**Please describe the trainee’s ability to relate effectively with staff, parents and students/children.** \_\_\_\_\_

**Please comment about the supervisory relationship and associated issues (if any).**  
\_\_\_\_\_

**Are there recent changes at your site that affect the trainee’s training or supervision?**

- Yes
- No

**Are any of the activities/experiences described in the trainee’s Field Placement Contract being modified?**

- Yes
- No

Answer If Are there recent changes at your site that affect the trainee's training or supervision? Yes Is Selected (Or And) Click to write the question text Yes Is Selected

**If “yes”; to either of the previous two questions, please elaborate:**

**Are there any problems or concerns regarding this trainee or placement at this point?**

- Yes
- No

Answer If Are there any problems or concerns regarding this trainee or placement at this point? Yes Is Selected

**If "yes", please elaborate on the concerns you have for the trainee or the placement.**  
\_\_\_\_\_

**Other comments:** \_\_\_\_\_

Legal Disclaimer: This William James College Initial Feedback form contains information that is confidential and/or privileged. This information is for the exclusive use of those involved in processing the form. If you receive this form in error, please notify the Field Placement Office at [Malory\\_Reynolds@williamjames.edu](mailto:Malory_Reynolds@williamjames.edu). Any disclosure, photocopying, distribution or unauthorized use of this information is prohibited.

**Field Supervisor’s Signature:** \_\_\_\_\_

## Appendix 21. Practicum and Internship Evaluation Forms

### William James College School Psychology MA/CAGS/PsyD Year 1 Practicum Evaluation

If you would like to view the full form prior to starting the electronic submission process, please click here:  
School Psych Year 1 MA/CAGS Practicum Evaluation 2023-2024

#### **Instructions:**

The field supervisor completes this form and submits it to William James College twice during the school year—at the end of Fall semester and the end of Spring semester. Field supervisors are advised to also use this form as a guide when providing informal formative feedback to the student at a meeting held for this purpose in the middle of each semester. The ratings of the practicum student should be based on your observations, as well as reports received from school staff, administrators, parents, and others. Please rate each item by indicating the number that best describes the student's levels of competency at this time using the scale below. Note that the scale below, which is used throughout Section I, describes expectations related to successive stages of the student's training. *Please note: expected level of proficiency at the end of Year 1 is a rating of 1 or higher in each item, and the student will not be permitted to progress to the subsequent field placement experience or receive the M.A. degree unless the student's rating for each item meets this criteria.* If you anticipate that the student is at risk for not meeting this level of competency at the end of the year in any area, please contact the student's seminar instructor and/or the Associate Director of Field Education so that we are able to develop a remediation plan and maximize the likelihood of student success.

**0 = Unsatisfactory:** Trainee's performance is not satisfactory in this area.

**1 = Novice:** Trainee has a limited level of knowledge and understanding. Engages in developmentally appropriate level analysis of situations; requires substantial support. Trainee should demonstrate this level of functioning by the end of the Year 1 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**2 = Intermediate:** Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations, and trainee requires support to guide performance. Trainee should demonstrate this level of functioning by the end of the Year 2 Practicum

and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**3 = Advanced Intermediate:** Trainee has begun to generalize skills and effectively apply them with supervision. Trainee is expected to demonstrate this level of functioning by the end of the Specialist Level Internship, which covers specialist level skills and knowledge, and is not permitted to graduate from the program unless the student's mean rating for each domain assessed meets this criteria.

**4 = Advanced:** Trainee has gained deeper, more integrated knowledge and, with appropriate supervision, can fulfill expectations independently.

You can return to these instructions at any time by selecting the "Back" arrow button at the bottom of the page. However, if you have entered information on a particular page, be sure to hit "Next" prior to going back - this will save the information you have provided on the page.

### **Student Information**

#### **Student Name:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

#### **Primary Supervisor Information:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Credentials: \_\_\_\_\_

#### **Secondary Supervisor Information (If applicable):**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Placement Site: \_\_\_\_\_

#### **Period of time covered by evaluation:**

Start Month: \_\_\_\_\_

End Month: \_\_\_\_\_

**Competency 2: Ethical and legal standards**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
<p>Be knowledgeable of and act in accordance with each of the following:</p> <ul style="list-style-type: none"> <li>the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>Relevant professional standards and guidelines.</li> </ul>	○	○	○	○	○
<p>Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</p>	○	○	○	○	○
<p>Conduct self in an ethical manner in all professional activities.</p>	○	○	○	○	○



**Competency 3: Individual and cultural diversity**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	○	○	○	○	○
Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	○	○	○	○	○
The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	○	○	○	○	○
Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	○	○	○	○	○

**Competency 4: Professional values, attitudes, and behaviors**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	○	○	○	○	○
Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	○	○	○	○	○
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	○	○	○	○	○
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	○	○	○	○	○

**Competency 5: Communication and interpersonal skills**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	○	○	○	○	○
Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	○	○	○	○	○
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	○	○	○	○	○

**Overall Summary of Training Experience**

**Trainee's Main Strengths:**

**Trainee's areas most in need of further development:**

**Trainee's progress towards goals:**

**Direct Observation**

A direct observation of this student's practice has been conducted at least once this semester. This in-person or video recording has been conducted or reviewed by the immediate supervisor responsible for the activity or experience being evaluated.

Yes                      No

**Credit**

Do you recommend that credit be granted for the student's field placement work this semester? We expect your recommendation regarding credit to be based on progress towards realizing curricular and learning goals specified in the contract, adequate progress in the areas specified on this evaluation, and on any other contractual agreements with the student.

- Yes
- Yes, with reservations
- No

**If you selected "Yes, with reservations" or "No", please elaborate:**

**By electronically signing this document you are confirming that you have reviewed / discussed this evaluation with your trainee and you are also verifying that all information is true and accurate.**

Primary Supervisor's Signature: \_\_\_\_\_

Secondary Supervisor's Signature (If applicable): \_\_\_\_\_

**William James College**  
**School Psychology MA/CAGS and MA/CAGS/PsyD**  
**Year 2 Practicum Evaluation**

If you would like to view the full form prior to starting the electronic submission process, please click here: [School Psych MA/CAGS Practicum Evaluation 2023-2024](#).

**Instructions:**

The field supervisor completes this form and submits it to William James College twice during the school year—at the end of Fall semester and the end of Spring semester. Field supervisors are advised to also use this form as a guide when providing informal formative feedback to the student at a meeting held for this purpose in the middle of each semester. The ratings of the practicum student should be based on your actual observations, as well as reports received from school staff, administrators, parents, and others. Please rate each item by indicating the number that best describes the student's levels of competency at this time using the scale below. Note that the scale below, which is used throughout Section I, describes expectations related to successive stages of the student's training. *Please note: expected level of proficiency at the end of Year 2 is a rating of 2 or higher in each item, and the student will not be permitted to progress to the subsequent field placement experience unless the student's rating for each item meets this criteria.* If you anticipate that the student is at risk for not meeting this level of competency at the end of the year in any area, please contact the student's seminar instructor and/or the Associate Director of Field Education so that we are able to develop a remediation plan and maximize the likelihood of student success.

**0 = Unsatisfactory:** Trainee's performance is not satisfactory in this area.

**1 = Novice:** Trainee has a limited level of knowledge and understanding. Engages in developmentally appropriate level analysis of situations; requires substantial support. Trainee should demonstrate this level of functioning by the end of the MA/CAGS Year 1 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**2 = Intermediate:** Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations, and trainee requires support to guide performance. Trainee should demonstrate this level of functioning by the end of the MA/CAGS Year 2 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**3 = Advanced Intermediate:** Trainee has begun to generalize skills and effectively apply them with supervision. Trainee is expected to demonstrate this level of functioning by the end of the MA/CAGS

Year 3 Internship, which covers specialist level skills and knowledge, and is not permitted to graduate from the program unless the student's mean rating for each domain assessed meets this criteria.

**4 = Advanced:** Trainee has gained deeper, more integrated knowledge and, with appropriate supervision, can fulfill expectations independently.

You can return to these instructions at any time by selecting the "Back" arrow button at the bottom of the page. However, if you have entered information on a particular page, be sure to hit "Next" prior to going back - this will save the information you've imputed on the page.

### **Student Information**

#### **Student Name:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

#### **Primary Supervisor Information:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Credentials: \_\_\_\_\_

#### **Secondary Supervisor Information (If applicable):**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Placement Site: \_\_\_\_\_

#### **Period of time covered by evaluation:**

Start Month: \_\_\_\_\_

End Month: \_\_\_\_\_

## Competency 2: Ethical and legal standards

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
<p>Be knowledgeable of and act in accordance with each of the following:</p> <ul style="list-style-type: none"> <li>the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>Relevant professional standards and guidelines.</li> </ul>	○	○	○	○	○
Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	○	○	○	○	○
Conduct self in an ethical manner in all professional activities.	○	○	○	○	○

## Competency 3: Individual and cultural diversity

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	○	○	○	○	○
Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all	○	○	○	○	○



professional activities including research, training, supervision/consultation, and service.					
The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	○	○	○	○	○
Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	○	○	○	○	○

**Competency 4: Professional values, attitudes, and behaviors**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	○	○	○	○	○

Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	○	○	○	○	○
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	○	○	○	○	○
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	○	○	○	○	○

**Competency 5: Communication and interpersonal skills**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	○	○	○	○	○
Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	○	○	○	○	○
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	○	○	○	○	○

**Competency 6: Assessment**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	○	○	○	○	○
Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	○	○	○	○	○
Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	○	○	○	○	○

**Competency 7: Intervention**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Establish and maintain effective relationships with the recipients of psychological services.	○	○	○	○	○
Develop evidence-based intervention plans specific to the service delivery goals.	○	○	○	○	○
Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	○	○	○	○	○
Demonstrate the ability to apply the relevant research literature to clinical decision making.	○	○	○	○	○
Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	○	○	○	○	○
Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	○	○	○	○	○

**Competency 9: Consultation and interprofessional/interdisciplinary skills**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Demonstrate knowledge and respect for the roles and perspectives of other professions.	○	○	○	○	○
Demonstrates knowledge of consultation models and practices.	○	○	○	○	○

**Overall Summary of Training Experience**

**Trainee's Main Strengths:**

**Trainee's areas most in need of further development:**

**Trainee's progress towards goals:**

**Direct Observation**

A direct observation of this student's practice has been conducted at least once this semester. This in-person or video recording has been conducted or reviewed by the immediate supervisor responsible for the activity or experience being evaluated.

Yes                      No

**Credit**

Do you recommend that credit be granted for the student's field placement work this semester? We expect your recommendation regarding credit to be based on progress towards realizing curricular and learning goals specified in the contract, adequate progress in the areas specified on this evaluation, and on any other contractual agreements with the student.

- Yes
- Yes, with reservations
- No

**If you selected "Yes, with reservations" or "No", please elaborate:**

**By electronically signing this document you are confirming that you have reviewed / discussed this evaluation with your trainee and you are also verifying that all information is true and accurate.**

Primary Supervisor's Signature: \_\_\_\_\_

Secondary Supervisor's Signature (If applicable): \_\_\_\_\_

## School Psychology MA/CAGS/PsyD Specialist Level Internship Evaluation

If you would like to view the full form prior to starting the electronic submission process, please click here: [School Psych MACAGS Internship Evaluation 2022-2024](#).

### **Instructions:**

The field supervisor completes this form and submits it to William James College twice during the school year—at the end of Fall semester and the end of Spring semester. Field supervisors are advised to also use this form as a guide when providing informal formative feedback to the student at a meeting held for this purpose in the middle of each semester. The ratings of the intern should be based on your actual observations, as well as reports received from school staff, administrators, parents, and others. Please rate each item by indicating the number that best describes the student's levels of competency at this time using the scale below. *Please note: expected level of proficiency at the end of specialist level Internship is a rating of 3 or higher in each item, and the student will not be permitted to progress to the subsequent field placement experience or receive the CAGS degree unless the student's rating for each item meets this criteria.* If you anticipate that the student is at risk for not meeting this level of competency at the end of the year in any area, please contact the student's seminar instructor and/or the Associate Director of Field Education so that we are able to develop a remediation plan and maximize the likelihood of student success.

**0 = Unsatisfactory:** Trainee's performance is not satisfactory in this area.

**1 = Novice:** Trainee has a limited level of knowledge and understanding. Engages in developmentally appropriate level analysis of situations; requires substantial support. Trainee should demonstrate this level of functioning by the end of the MA/CAGS/PsyD Year 1 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**2 = Intermediate:** Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations, and trainee requires support to guide performance. Trainee should demonstrate this level of functioning by the end of the MA/CAGS/PsyD Year 2 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**3 = Advanced Intermediate:** Trainee has begun to generalize skills and effectively apply them with supervision. Trainee is expected to demonstrate this level of functioning by the end of the MA/CAGS/PsyD Year 3 Specialist Level Internship, which covers specialist level skills and knowledge, and is not permitted to graduate from the program unless the student's mean rating for each domain assessed meets this criteria.

**4 = Advanced:** Trainee has gained deeper, more integrated knowledge and, with appropriate supervision, can fulfill expectations independently.

**Student Information**

**Student Name:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

**Primary Supervisor Information:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Credentials: \_\_\_\_\_

**Secondary Supervisor Information (If applicable):**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Placement Site: \_\_\_\_\_

**Period of time covered by evaluation:**

Start Month: \_\_\_\_\_

End Month: \_\_\_\_\_

**Competency 2: Ethical and legal standards**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"><li>the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li><li>Relevant laws, regulations, rules, and policies governing health service psychology at the</li></ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



organizational, local, state, regional, and federal levels; and <ul style="list-style-type: none"> <li>• Relevant professional standards and guidelines.</li> </ul>					
Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	○	○	○	○	○
Conduct self in an ethical manner in all professional activities.	○	○	○	○	○

### Competency 3: Individual and cultural diversity

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	○	○	○	○	○
Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	○	○	○	○	○
The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with	○	○	○	○	○

individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.					
Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	○	○	○	○	○

**Competency 4: Professional values, attitudes, and behaviors**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	○	○	○	○	○
Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	○	○	○	○	○
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	○	○	○	○	○

Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	○	○	○	○	○
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**Competency 5: Communication and interpersonal skills**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	○	○	○	○	○
Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	○	○	○	○	○
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	○	○	○	○	○

**Competency 6: Assessment**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	○	○	○	○	○
Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	○	○	○	○	○
Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	○	○	○	○	○

**Competency 7: Intervention**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Establish and maintain effective relationships with the recipients of psychological services.	○	○	○	○	○
Develop evidence-based intervention plans specific to the service delivery goals.	○	○	○	○	○
Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	○	○	○	○	○
Demonstrate the ability to apply the relevant research literature to clinical decision making.	○	○	○	○	○
Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	○	○	○	○	○
Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	○	○	○	○	○

**Competency 9: Consultation and interprofessional/interdisciplinary skills**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Demonstrate knowledge and respect for the roles and perspectives of other professions.	○	○	○	○	○
Demonstrates knowledge of consultation models and practices.	○	○	○	○	○

## Individual Learning Goals

Considering the learning goals established in the Field Placement Contract, please comment on the student's progress toward each individual goal. Comment on the student's initiative, ability to maintain a focus, ability to continue to make progress toward achieving the goal. Please be specific about any aspect of the student's performance that impedes progress toward a goal.

### Goal I:

### Comment on Goal I:

### Goal II:

### Comment on Goal II:

**Goal III:**

**Comment on Goal III:**

**Overall Summary of Training Experience**

**Trainee's Main Strengths:**

**Trainee's areas most in need of further development:**

**Trainee's progress towards goals:**

**Direct Observation**

A direct observation of this student's practice has been conducted at least once this semester. This in-person or video recording has been conducted or reviewed by the immediate supervisor responsible for the activity or experience being evaluated.

Yes                      No

**Credit**

Do you recommend that credit be granted for the student's field placement work this semester? We expect your recommendation regarding credit to be based on progress towards realizing curricular and learning goals specified in the contract, adequate progress in the areas specified on this evaluation, and on any other contractual agreements with the student.

- Yes
- Yes, with reservations
- No

**If you selected "Yes, with reservations" or "No", please elaborate:**

**By electronically signing this document you are confirming that you have reviewed / discussed this evaluation with your trainee and you are also verifying that all information is true and accurate.**

Primary Supervisor's Signature: \_\_\_\_\_

Secondary Supervisor's Signature (If applicable): \_\_\_\_\_



## **School Psychology PsyD Advanced Assessment Practicum Evaluation**

### **Instructions:**

The field supervisor completes this form and submits it to William James College twice during the school year—at the end of Fall semester and the end of Spring semester. Field supervisors are advised to also use this form as a guide when providing informal formative feedback to the student at a meeting held for this purpose in the middle of each semester.

The ratings of the intern should be based on your actual observations, as well as reports received from school staff, administrators, parents, and others. Please rate each item by indicating the number that best describes the student's levels of competency at this time using the scale below. *Please note: expected level of proficiency at the end of Advanced Assessment Practicum is a rating of 3 or higher in all items, and the student will not be permitted to progress to the next level of training unless they obtain a 3 or above.* If you anticipate that the student is at risk for not meeting this level of competency on any item by the end of the year, please contact the student's seminar instructor and/or the Associate Director of Field Education so that we are able to develop a remediation plan and maximize the likelihood of student success.

**Please use the following scale for each of the objectives to be assessed.**

**0 = Unsatisfactory:** Trainee's performance is not satisfactory in this area.

**1 = Novice:** Trainee has a limited level of knowledge and understanding. Engages in developmentally appropriate level analysis of situations; requires substantial support.

**2 = Intermediate:** Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations, and trainee requires support to guide performance.

**3 = Advanced Intermediate:** Trainee has begun to generalize skills and effectively apply them with supervision. Trainee should demonstrate this level of functioning by the end of the PsyD Advanced Assessment Practicum and PsyD Clinical Services Practicum, which cover specific areas of doctoral level clinical practice.

**4 = Advanced:** Trainee has gained deeper, more integrated knowledge and, while not fully independent, can function competently with supervision. Trainee should demonstrate this level of functioning by the end of the PsyD Doctoral Internship.

**Student Information**

**Student Name:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

**Primary Supervisor Information:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Credentials: \_\_\_\_\_

**Secondary Supervisor Information (If applicable):**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Placement Site: \_\_\_\_\_

**Period of time covered by evaluation:**

Start Month: \_\_\_\_\_

End Month: \_\_\_\_\_

**Competency 2: Ethical and legal standards**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> <li>the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> </ul>	○	○	○	○	○

<ul style="list-style-type: none"> <li>Relevant professional standards and guidelines.</li> </ul>					
Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	○	○	○	○	○
Conduct self in an ethical manner in all professional activities.	○	○	○	○	○

**Competency 3: Individual and cultural diversity**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	○	○	○	○	○
Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	○	○	○	○	○
The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic	○	○	○	○	○

characteristics, or worldviews create conflict with their own.					
Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	○	○	○	○	○

**Competency 4: Professional values, attitudes, and behaviors**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	○	○	○	○	○
Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	○	○	○	○	○
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	○	○	○	○	○
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	○	○	○	○	○

**Competency 5: Communication and interpersonal skills**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	○	○	○	○	○
Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	○	○	○	○	○
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	○	○	○	○	○

**Competency 6: Assessment**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	○	○	○	○	○
Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	○	○	○	○	○
Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	○	○	○	○	○

## Individual Learning Goals

Considering the learning goals established in the Field Placement Contract, please comment on the student's progress toward each individual goal. Comment on the student's initiative, ability to maintain a focus, ability to continue to make progress toward achieving the goal. Please be specific about any aspect of the student's performance that impedes progress toward a goal.

### Goal I:

### Comment on Goal I:

### Goal II:

### Comment on Goal II:



**Goal III:**

**Comment on Goal III:**

**Overall Summary of Training Experience**

**Trainee's Main Strengths:**

**Trainee's areas most in need of further development:**

**Trainee's progress towards goals:**

**Direct Observation**

A direct observation of this student's practice has been conducted at least once this semester. This in-person or video recording has been conducted or reviewed by the immediate supervisor responsible for the activity or experience being evaluated.

Yes                      No

**Credit**

Do you recommend that credit be granted for the student's field placement work this semester? We expect your recommendation regarding credit to be based on progress towards realizing curricular and

learning goals specified in the contract, adequate progress in the areas specified on this evaluation, and on any other contractual agreements with the student.

- Yes
- Yes, with reservations
- No

**If you selected "Yes, with reservations" or "No", please elaborate:**

**By electronically signing this document you are confirming that you have reviewed / discussed this evaluation with your trainee and you are also verifying that all information is true and accurate.**

Primary Supervisor's Signature: \_\_\_\_\_

Secondary Supervisor's Signature (If applicable): \_\_\_\_\_

# School Psychology PsyD Clinical Services Practicum Evaluation

## **Instructions:**

The field supervisor completes this form and submits it to William James College twice during the school year—at the end of Fall semester and the end of Spring semester. Field supervisors are advised to also use this form as a guide when providing informal formative feedback to the student at a meeting held for this purpose in the middle of each semester.

The ratings of the intern should be based on your actual observations, as well as reports received from school staff, administrators, parents, and others. Please rate each item by indicating the number that best describes the student's levels of competency at this time using the scale below. *Please note: expected level of proficiency at the end of Clinical Services Practicum is a rating of 3 or higher for each item, and the student will not be permitted to progress to the next level of training unless they obtain a 3 or above.* If you anticipate that the student is at risk for not meeting this level of competency on any item by the end of the year, please contact the student's seminar instructor and/or the Associate Director of Field Education so that we are able to develop a remediation plan and maximize the likelihood of student success.

**Please use the following scale for each of the objectives to be assessed.**

**0 = Unsatisfactory:** Trainee's performance is not satisfactory in this area.

**1 = Novice:** Trainee has a limited level of knowledge and understanding. Engages in developmentally appropriate level analysis of situations; requires substantial support.

**2 = Intermediate:** Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations, and trainee requires support to guide performance.

**3 = Advanced Intermediate:** Trainee has begun to generalize skills and effectively apply them with supervision. Trainee should demonstrate this level of functioning by the end of the PsyD Advanced Assessment Practicum and PsyD Clinical Services Practicum, which cover specific areas of doctoral level clinical practice.

**4 = Advanced:** Trainee has gained deeper, more integrated knowledge and, while not fully independent, can function competently with supervision. Trainee should demonstrate this level of functioning by the end of the PsyD Doctoral Internship.

**Student Information**

**Student Name:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

**Primary Supervisor Information:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Credentials: \_\_\_\_\_

**Secondary Supervisor Information (If applicable):**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Placement Site: \_\_\_\_\_

**Period of time covered by evaluation:**

Start Month: \_\_\_\_\_

End Month: \_\_\_\_\_

**Competency 2: Ethical and legal standards**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> <li>the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local,</li> </ul>	○	○	○	○	○

state, regional, and federal levels; and <ul style="list-style-type: none"> <li>• Relevant professional standards and guidelines.</li> </ul>					
Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	○	○	○	○	○
Conduct self in an ethical manner in all professional activities.	○	○	○	○	○

### Competency 3: Individual and cultural diversity

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	○	○	○	○	○
Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	○	○	○	○	○
The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group	○	○	○	○	○

membership, demographic characteristics, or worldviews create conflict with their own.					
Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	○	○	○	○	○

**Competency 4: Professional values, attitudes, and behaviors**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	○	○	○	○	○
Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	○	○	○	○	○
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	○	○	○	○	○

Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	○	○	○	○	○
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**Competency 5: Communication and interpersonal skills**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	○	○	○	○	○
Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	○	○	○	○	○
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	○	○	○	○	○



## Competency 7: Intervention

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Establish and maintain effective relationships with the recipients of psychological services.	○	○	○	○	○
Develop evidence-based intervention plans specific to the service delivery goals.	○	○	○	○	○
Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	○	○	○	○	○
Demonstrate the ability to apply the relevant research literature to clinical decision making.	○	○	○	○	○
Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	○	○	○	○	○
Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	○	○	○	○	○

### Individual Learning Goals

Considering the learning goals established in the Field Placement Contract, please comment on the student's progress toward each individual goal. Comment on the student's initiative, ability to maintain a focus, ability to continue to make progress toward achieving the goal. Please be specific about any aspect of the student's performance that impedes progress toward a goal.

**Goal I:**

**Comment on Goal I:**

**Goal II:**

**Comment on Goal II:**

**Goal III:**

**Comment on Goal III:**

**Overall Summary of Training Experience**

**Trainee's Main Strengths:**

**Trainee's areas most in need of further development:**

**Trainee's progress towards goals:**

## **Direct Observation**

A direct observation of this student's practice has been conducted at least once this semester. This in-person or video recording has been conducted or reviewed by the immediate supervisor responsible for the activity or experience being evaluated.

Yes                      No

## **Credit**

Do you recommend that credit be granted for the student's field placement work this semester? We expect your recommendation regarding credit to be based on progress towards realizing curricular and

learning goals specified in the contract, adequate progress in the areas specified on this evaluation, and on any other contractual agreements with the student.

- Yes
- Yes, with reservations
- No

**If you selected "Yes, with reservations" or "No", please elaborate:**

**By electronically signing this document you are confirming that you have reviewed / discussed this evaluation with your trainee and you are also verifying that all information is true and accurate.**

Primary Supervisor's Signature: \_\_\_\_\_

Secondary Supervisor's Signature (If applicable): \_\_\_\_\_

## School Psychology PsyD Doctoral Internship Evaluation

### **Instructions:**

The field supervisor completes this form and submits it to William James College twice during the school year—at the end of Fall semester and the end of Spring semester. Field supervisors are advised to also use this form as a guide when providing informal formative feedback to the student at a meeting held for this purpose in the middle of each semester.

The ratings of the intern should be based on your actual observations, as well as reports received from school staff, administrators, parents, and others. Please rate each item by indicating the number that best describes the student's levels of competency at this time using the scale below. *Please note: expected level of proficiency at the end of Doctoral Internship is a rating of 4 for each item, and the student will not be permitted to graduate unless they obtain a 4 or higher.* If you anticipate that the student is at risk for not meeting this level of competency on any item by the end of the year, please contact the student's seminar instructor and/or the Associate Director of Field Education so that we are able to develop a remediation plan and maximize the likelihood of student success.

**Please use the following scale for each of the objectives to be assessed.**

**0 = Unsatisfactory:** Trainee's performance is not satisfactory in this area.

**1 = Novice:** Trainee has a limited level of knowledge and understanding. Engages in developmentally appropriate level analysis of situations; requires substantial support.

**2 = Intermediate:** Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations, and trainee requires support to guide performance.

**3 = Advanced Intermediate:** Trainee has begun to generalize skills and effectively apply them with supervision. Trainee should demonstrate this level of functioning by the end of the PsyD Advanced Assessment Practicum and PsyD Clinical Services Practicum, which cover specific areas of doctoral level clinical practice.

**4 = Advanced:** Trainee has gained deeper, more integrated knowledge and, while not fully independent, can function competently with supervision. Trainee should demonstrate this level of functioning by the end of the PsyD Doctoral Internship.

**5 = Independent:** Trainee can function independently as a professional psychologist without regular supervision in this area

**Student Information**

**Student Name:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

**Primary Supervisor Information:**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Credentials: \_\_\_\_\_

**Secondary Supervisor Information (If applicable):**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Placement Site: \_\_\_\_\_

**Period of time covered by evaluation:**

Start Month: \_\_\_\_\_

End Month: \_\_\_\_\_

**Competency 1: Research**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4	Independent 5
Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.	○	○	○	○	○	○
Conduct research or other scholarly activities.	○	○	○	○	○	○
Critically evaluate and disseminate research or other scholarly activity via professional	○	○	○	○	○	○



publication and presentation at the local (including the host institution), regional, or national level.						
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**Competency 2: Ethical and legal standards**

	Unsatisfactor y 0	Novic e 1	Intermediat e 2	Advanced Intermediat e 3	Advance d 4	Independen t 5
<p>Be knowledgeable of and act in accordance with each of the following:</p> <ul style="list-style-type: none"> <li>the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>Relevant professional standards and guidelines.</li> </ul>	○	○	○	○	○	○

Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	○	○	○	○	○	○
Conduct self in an ethical manner in all professional activities.	○	○	○	○	○	○

### Competency 3: Individual and cultural diversity

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4	Independent 5
An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	○	○	○	○	○	○
Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	○	○	○	○	○	○
The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of	○	○	○	○	○	○

individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.						
Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	○	○	○	○	○	○

**Competency 4: Professional values, attitudes, and behaviors**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4	Independent 5
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	○	○	○	○	○	○
Engage in self-reflection regarding one's personal and professional functioning; engage in	○	○	○	○	○	○

activities to maintain and improve performance, well-being, and professional effectiveness.						
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	○	○	○	○	○	○
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	○	○	○	○	○	○

**Competency 5: Communication and interpersonal skills**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4	Independent 5
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	○	○	○	○	○	○
Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	○	○	○	○	○	○
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	○	○	○	○	○	○

**Competency 7: Intervention**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4	Independent 5
Establish and maintain effective relationships with the recipients of psychological services.	○	○	○	○	○	○
Develop evidence-based intervention plans specific to the service delivery goals.	○	○	○	○	○	○
Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	○	○	○	○	○	○
Demonstrate the ability to apply the relevant research literature to clinical decision making.	○	○	○	○	○	○
Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	○	○	○	○	○	○

Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	○	○	○	○	○	○
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**Competency 9: Consultation and interprofessional/interdisciplinary skills**

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4	Independent 5
Demonstrate knowledge and respect for the roles and perspectives of other professions.	○	○	○	○	○	○
Demonstrates knowledge of consultation models and practices.	○	○	○	○	○	○

**Individual Learning Goals**

Considering the learning goals established in the Field Placement Contract, please comment on the student's progress toward each individual goal. Comment on the student's initiative, ability to maintain a focus, ability to continue to make progress toward achieving the goal. Please be specific about any aspect of the student's performance that impedes progress toward a goal.

**Goal I:**

**Comment on Goal I:**

**Goal II:**

**Comment on Goal II:**

**Goal III:**

**Comment on Goal III:**



**Overall Summary of Training Experience**

**Trainee's Main Strengths:**

**Trainee's areas most in need of further development:**

**Trainee's progress towards goals:**

**Direct Observation**

A direct observation of this student's practice has been conducted at least once this semester. This in-person or video recording has been conducted or reviewed by the immediate supervisor responsible for the activity or experience being evaluated.

Yes                      No

**Credit**

Do you recommend that credit be granted for the student's field placement work this semester? We expect your recommendation regarding credit to be based on progress towards realizing curricular and

learning goals specified in the contract, adequate progress in the areas specified on this evaluation, and on any other contractual agreements with the student.

- Yes
- Yes, with reservations
- No

**If you selected "Yes, with reservations" or "No", please elaborate:**

**By electronically signing this document you are confirming that you have reviewed / discussed this evaluation with your trainee and you are also verifying that all information is true and accurate.**

Primary Supervisor's Signature: \_\_\_\_\_

Secondary Supervisor's Signature (If applicable): \_\_\_\_\_

## Appendix 22. Practicum and Internship Field Training Site Visit Reports

### School Psychology PsyD Program Practicum Field Training Site Visit Report

SITE: \_\_\_\_\_

Date of visit: \_\_\_\_\_

Student(s) at site: \_\_\_\_\_

Site visitor: \_\_\_\_\_

Person(s) interviewed/role: \_\_\_\_\_

#### Instructions for site visitor:

- a. Bring with you two copies of the Field Training Contract, and leave a copy with the field supervisor if they do not have one on file.
- b. Bring a copy of the Field Placement Evaluation form.
- c. Address as many of the questions on this form as are relevant for the time of year. Plan to address all questions at least once over the course of the year. Be sure to answer the site evaluation question (#6) on each visit.

**1. Information prior to the site visit:** Briefly summarize previous communications, impressions, and/or visits. Have any concerns been expressed to the William James College supervisor or advisor? If so, what has been done so far to address concerns?

No previous contact

Previous visits (dates): \_\_\_\_\_

Concerns or comments—please summarize: \_\_\_\_\_

**2. Information Verification:** Please verify William James College has correct contact information (phone, email, address) on file.

**3. Administrative Organization:**

a. Are there any changes in supervisory personnel or field training activities since the Field Training Contract was written, or since the previous site visit?

No       Yes (please note below)

b. What is the student's weekly schedule? How is that working out?

- c. Is the field supervisor always on site during the trainee's scheduled hours? If not, what other professional staff are available at those times? Are these other professionals listed on the Field Training Contract?
  
- d. When is the student scheduled for weekly supervision with the student's primary supervisor? How is that working out?
  
- e. Does the student receive supervision from a secondary supervisor? How is that working out?
  
- f. About how many hours of direct face to face supervision time (scheduled + unscheduled time) are being provided each week?

**4. Orientation and Administrative Support:**

- a. What was done to help orient the student to the site? If there is a formal orientation for trainees, (1) please describe what it involves; (2) did the William James College student participate?
  
- b. What information was provided to the student about policies and procedures (e.g., access to records, evacuation procedures, abuse/neglect reporting, emergency situations)?
  
- c. Please describe the physical conditions and resources available to the student (office space, work space, access to telephone and computer, parking, etc.).
  
- d. Please describe the site's capacity to meet any physical or medical special needs of a trainee (e.g., handicap accessibility, personal health crisis).

## 5. Field Training Activities

a. What has the student been doing to this point?

<input type="checkbox"/> <b>Preschool assessment</b> <input type="checkbox"/> <b>Curriculum-based measurement/assessment</b> <input type="checkbox"/> <b>Educational assessment (e.g., WIAT, WJ Achievement)</b> <input type="checkbox"/> <b>Cognitive/neuropsychological assessment</b> <input type="checkbox"/> <b>Social-emotional assessment</b> <input type="checkbox"/> <b>Intervention monitoring</b> <input type="checkbox"/> <b>Functional behavioral assessment/behavioral intervention</b> <input type="checkbox"/> <b>General education team (e.g., student assistance, child study)</b> <input type="checkbox"/> <b>Special education team</b>	<input type="checkbox"/> <b>Individual counseling</b> <input type="checkbox"/> <b>Group counseling</b> <input type="checkbox"/> <b>Therapeutic mentoring</b> <input type="checkbox"/> <b>Family consultation/clinical services</b> <input type="checkbox"/> <b>Consultation to staff or agency personnel</b> <input type="checkbox"/> <b>Program development/system-level intervention</b> <input type="checkbox"/> <b>Supervision/administration</b> <input type="checkbox"/> <b>Other:</b> _____ <input type="checkbox"/> <b>Other:</b> _____
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b. What is planned for the future?

c. What domains of training and practice has the site been able to provide? (Refer to the Field Placement Evaluation form.) What have been unavailable?

d. Is there any concern that the student will not have an opportunity to engage in one of the objective areas indicated on the Evaluation form?

e. In thinking about trends in the field and the needs of your site, what training or skills does a student need to be effective and successful in this field placement?

**5. Student performance:**

- a. How well prepared is the trainee at this point?  
 Well prepared  
 Moderately well prepared  
 Needs more preparation in the following areas:
  
- b. What are student's areas of strength?
  
- c. What are areas for growth?
  
- d. Are there concerns about any aspect of the student's performance?
  
- e. Is there any concern that the student will fail to meet minimum levels of achievement in any area(s) on the Field Placement Evaluation form by the end of the year?
  
- f. What is being done in supervision or other aspects of the training to address these areas?
  
- g. Is there something that we can do at William James College to support this student and the student's training?
  
- h. Will supervisor have an opportunity to engage in direct observation of student's professional performance?

**6. Site visitor's overall evaluation of this site for William James College training:**

*Please check only one and elaborate on the reverse side.*

\_\_\_\_\_ **Training experience appears strong. No changes need to be made at this time.**

\_\_\_\_\_ **Training experience has positive features, but has areas in need of improvement that should be addressed.**

\_\_\_\_\_ **Serious question as to whether we should retain this site. What would need to be done to make this an acceptable training site?**

Provide the rationale for your rating. Please be specific in summarizing the qualities of this training program, along with any concerns.

**7. Placement continuity:** Does this site appear to be an appropriate and conducive field placement at the current level (i.e., advanced practicum in clinical services, doctoral internship)? Please comment as appropriate.

\_\_\_\_\_ **Yes**

\_\_\_\_\_ **No**

\_\_\_\_\_ **Cannot say**

Would the placement be appropriate at some other level in addition, or instead? (Note whether this is the judgment of the field supervisor, the William James College supervisor, or both.)

*School Psychology PsyD Program*  
**Internship Field Training Site Visit Report**

**SITE:** \_\_\_\_\_

**Date of visit:** \_\_\_\_\_

**Student(s) at site:** \_\_\_\_\_

**Site visitor:** \_\_\_\_\_

**Person(s) interviewed/role:** \_\_\_\_\_

*Instructions for site visitor:*

- a. *Bring with you two copies of the Field Training Contract, and leave a copy with the field supervisor if they do not have one on file.*
- b. *Bring a copy of the Field Placement Competency Evaluation form.*
- c. *Address as many of the questions on this form as are relevant for the time of year. Plan to address all questions at least once over the course of the year. Be sure to answer the site evaluation question (#6) on each visit.*

**1. Information prior to the site visit:** Briefly summarize previous communications, impressions, and/or visits. Have any concerns been expressed to the William James College supervisor or advisor? If so, what has been done so far to address concerns?

\_\_\_ No previous contact

\_\_\_ Previous visits (dates): \_\_\_\_\_

\_\_\_ Concerns or comments—please summarize:

**2. Information Verification:** Please verify that William James College has correct contact information (phone, email, address) on file.

**3. Administrative Organization:**

a. Are there any changes in supervisory personnel or field training activities since the Field Training Contract was written, or since the previous site visit?  
\_\_\_ No      \_\_\_ Yes (please note below)

b. What is the student's weekly schedule? How is that working out?



- c. Is the field supervisor always on site during the trainee's scheduled hours? If not, what other professional staff are available at those times? Are these other professionals listed on the Field Training Contract?
  
- d. When is the student scheduled for weekly supervision with their primary supervisor? How is that working out?
  
- e. Does the student receive supervision from a secondary supervisor? How is that working out?
  
- f. About how many hours of direct face to face supervision time (scheduled + unscheduled time) are being provided each week?

**4. Orientation and Administrative Support:**

- a. What was done to help orient the student to the site? If there is a formal orientation for trainees, (1) please describe what it involves; (2) did the student participate?
  
- b. What information was provided to the student about school policies and procedures (e.g., access to records, evacuation procedures, abuse/neglect reporting, emergency situations)?
  
- c. Please describe the physical conditions and resources available to the student (office space, work space, access to telephone and computer, parking, etc.).
  
- d. Please describe the site's capacity to meet any physical or medical special needs of a trainee (e.g., handicap accessibility, personal health crisis).

**5. Field Training Activities**

a. What has the student been doing to this point?

A.D.H.D.	<input type="checkbox"/>	Divorce/Custody	<input type="checkbox"/>	Projective Assessment	<input type="checkbox"/>
Adoption/Infertility	<input type="checkbox"/>	Forensic	<input type="checkbox"/>	Rehabilitation	<input type="checkbox"/>
Affective Disorders	<input type="checkbox"/>	Gay/Lesbian	<input type="checkbox"/>	Substance Abuse	<input type="checkbox"/>
Anxiety Disorders	<input type="checkbox"/>	Health Psychology	<input type="checkbox"/>	Stress Management	<input type="checkbox"/>
Cognitive Assessment	<input type="checkbox"/>	Major Mental Illness	<input type="checkbox"/>	Trauma/PTSD	<input type="checkbox"/>
Consultation/Liaison	<input type="checkbox"/>	Milieu Therapy	<input type="checkbox"/>	Women's Issues	<input type="checkbox"/>
Crisis Intervention	<input type="checkbox"/>	Multicultural	<input type="checkbox"/>	Other (please describe):	<input type="checkbox"/>
Developmental Disorders/LD	<input type="checkbox"/>	Neuropsychological Assessment	<input type="checkbox"/>		

b. What is planned for the future?

c. What domains of training and practice has the site been able to provide? (Refer to the Field Placement Competency Evaluation form.) What have been unavailable?

d. Is there any concern that the student will not have an opportunity to engage in one of the objective areas indicated on the Evaluation form?

e. In thinking about trends in the field and the needs of your site, what training or skills does a student need to be effective and successful in this field placement?

**6. Student performance:**

a. How well prepared is the trainee at this point?

- \_\_\_ Well prepared
- \_\_\_ Moderately well prepared

\_\_\_ Needs more preparation in the following areas:

- b. What are student's areas of strength?
- c. What are areas for growth?
- d. Are there concerns about any aspect of the student's performance?
- e. What is being done in supervision or other aspects of the training to address these areas?
- f. Is there any concern that the student will fail to meet minimum levels of achievement in any area(s) on the Field Placement Evaluation form by the end of the year?
- g. Is there something that we can do at William James College to support this student and their training?
- h. Will supervisor have an opportunity to engage in direct observation of student's professional performance?

**Site visitor's overall evaluation of this site for William James College:**

*Please check only one and elaborate on the reverse side.*

\_\_\_\_\_ **Training experience appears strong. No changes need to be made at this time.**

\_\_\_\_\_ **Training experience has positive features, but has areas in need of improvement that should be addressed.**

\_\_\_\_\_ **Serious question as to whether we should retain this site. What would need to be done to make this an acceptable training site?**

Provide the rationale for your rating. Please be specific in summarizing the qualities of this training program, along with any concerns.

**7. Placement continuity:** Does this site appear to be an appropriate and conducive field placement at the current level (i.e., advanced practicum in clinical services, doctoral internship)? Please comment as appropriate.

- Yes**
- No**
- Cannot say**

Would the placement be appropriate at some other level in addition, or instead? (Note whether this is the judgment of the field supervisor, the William James College supervisor, or both.)

Please Verify for HSP Sites Only:

HSP Internship Site Checklist	Yes <input checked="" type="checkbox"/>
Does your site have an organized program of training that is more than “supervised training” or “on the job training?”	<input type="checkbox"/>
Is a Licensed Psychologist/HSP responsible for the overall integrity and quality of the program?	<input type="checkbox"/>
Does your program have at least two Licensed Psychologists on staff or, if there is less than five (5) mental health staff, is there one full time psychologist and one board eligible psychiatrist or LICSW on staff?	<input type="checkbox"/>
Does the program provide at least four (4) hours weekly of structured training activities (case conferences, additional supervision, and clinical seminars- <i>in addition to required supervision hours</i> )?	<input type="checkbox"/>
Does the program have four hours per year of training devoted to understanding people of color and racial diversity?	<input type="checkbox"/>
Can supervision be provided by a Licensed Psychologist (HSP) who is on the premises while the intern is providing services, and holds legal and clinical responsibility for the intern’s cases?	<input type="checkbox"/>
Are half or greater than half of the total hours of supervision provided by a licensed psychologist (HSP)?	<input type="checkbox"/>
Does training include a minimum of one hour of supervision per sixteen (1:16) work hours, regardless if training was completed within one year or two?	<input type="checkbox"/>
Will interns spend at least 25% of their time (e.g., 400 hours) providing face-to-face clinical health services?	<input type="checkbox"/>
Can all training be defined as post clerkship, post-externship or post-practica?	<input type="checkbox"/>
Are there at least <u>two</u> internship level trainees at the site during the same training period?	<input type="checkbox"/>
Can the trainee be called intern, resident or fellow or other titles which designates the student’s training status?	<input type="checkbox"/>
Does your program provide a range of assessment and intervention services?	<input type="checkbox"/>
Does your site allow for a full-time training experience which consists of a minimum of 1600-hours completed within a 10-12 month period (or equivalent part-time experience)?	<input type="checkbox"/>

## Appendix 23. Corrective Action Notice (CAN)



### Corrective Action Notice (CAN) – Clinical PsyD and School PsyD Programs

A Corrective Action Notice (CAN) is filed by the faculty member when concerns arise about a student's academic performance, field education functioning, or professional/ethical conduct.

Students receiving a CAN should contact their advisors immediately.

All three parts must be completed (for part two, choose the appropriate type of CAN), and send to:

*Clinical PsyD Department: student, academic advisor, Eileen O'Donnell and Drs. Shellee Robbins and Joseph Toomey.*

*School PsyD Program: student, academic advisor, Department Chair (Dr. Arlene Silva) Program Director (Dr. Jason Kaplan), and Department Coordinator (Malory Reynolds).*

#### PART ONE: Overview

1. Student's name: Click or tap here to enter text.
2. Name and role of person filing notice: Click or tap here to enter text.
3. Date of notice: Click or tap to enter a date.
4. Student's advisor: Click or tap here to enter text.
5. Course number and name: Click or tap here to enter text.

#### PART TWO: Type of CAN

SELECT RELEVANT CAN TO BE COMPLETED (Attendance, Standard or MLA)

---

#### Attendance CAN

Check here if the student has missed two classes and attendance is the ONLY concern. (After three missed classes, another CAN must be filed).

Check here if the student has missed *more* than two classes and attendance is the **ONLY** concern.

Please **NOTE**: *If there is an established attendance accommodation plan specific to this course, a CAN does not need to be filed.*

**Course Name and Number:** Enter text.

**Faculty Comments:** Enter text.

**Advisor's Report and Proposed Action Plan (must be submitted within 1 week):**

Enter text.

---

### Standard CAN

Check here if non-attendance issues are of concern OR if **BOTH** attendance and non-attendance issues are to be addressed.

#### Areas of Concern

**Check all that apply:**

##### **Academic**

Course Number and Name: Enter text

Specific Type of Problem (check all that apply):

Writing

Test Taking

Doctoral Project

Participation

Presentations

Plagiarism

Late Assignments

Concern about a potential for failing to meet an MLA

Other: Enter text

**Field Site**

Name of placement: Enter text

Specific Type of Problem (check all that apply):

- Punctuality/Attendance
- Completing Paperwork
- Ethical Conduct at Site
- Taking Initiative
- Professionalism at Site
- Other: Enter text

**Professional**

Specific Type of Problem (check all that apply):

- Communication
- Punctuality/Attendance
- Teamwork
- Ethical Conduct Outside of Site
- Other: Enter text

**Detailed description of problem situation and any action taken:**

Enter text.

**Advisor's report and proposed action plan (must be submitted within 1 week):**

Enter text.

---

**MLA CAN**

*Complete this section only if a student has failed to meet the Minimum Level of Achievement (MLA) on either:*

- a required element of a Profession-Wide Competency (PWC), OR
- the assessment of a Discipline-Specific Knowledge (DSK) area

**Specify the PWC Element OR DSK content area in which the student is not meeting the MLA:****(i) Research**

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

**(ii) Ethical and legal standards**

- Be knowledgeable of and act in accordance with each of the following:
  - o the current version of the APA Ethical Principles of Psychologists and Code of Conduct;



- Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
- Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

**(iii) Individual and cultural diversity**

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

**(iv) Professional values, attitudes, and behaviors**

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

**(v) Communication and interpersonal skills**

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

**(vi) Assessment**

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors

including context to the assessment and/or diagnostic process.

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

**(vii) Intervention**

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

**(viii) Supervision**

- Demonstrate knowledge of supervision models and practices.
- Demonstrate understanding of how supervision practices can be adapted to specific settings.

**(ix) Consultation and interprofessional/interdisciplinary skills**

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

**Discipline-Specific Knowledge**

**Advanced Integrative Knowledge**

- Cognitive Bases of Behavior
- Affective Bases of Behavior
- Cognitive and Affective Bases Integrated

**Describe how student failed to meet the MLA:**

Enter text.

**Instructor's Remediation Plan (specify actions required and due date):**

Enter text.

**Advisor's Report:**

**Outcome of remediation plan: Did the student pass the MLA?**

- Yes
- No – Please note when class will be repeated: \_\_\_\_\_

---

**PART THREE: Administrative Evaluation of Corrective Action Plan Proposal**

*Clinical Psychology Department: Completed and signed by Dr. Joseph Toomey, and a final copy will be sent to the student, academic advisor, Registrar, Eileen O'Donnell and Dr. Shellee Robbins.*

*School Psychology PsyD Program: Completed and signed by Dr. Arlene Silva, and a final copy will be sent to the student, academic advisor, Registrar, Program Director (Dr. Jason Kaplan), and Department Coordinator (Malory Reynolds).*

Date: Enter text.

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Name and Signature of Department Chair or Designee \_\_\_\_\_ Date \_\_\_\_\_