The School Psychology Program

HANDBOOK

Department of Graduate Psychology
College of Integrated Science and Technology
James Madison University
Harrisonburg VA 22807

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http://psyc.jmu.edu/school/
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The University

Welcome to the School Psychology Program at James Madison University! The purpose of this handbook is to help your experience here be a successful one. JMU was established in 1908 and is named for James Madison, fourth president of the United States and "Father of the Constitution." In its 90-year history, James Madison University has grown from a state normal and industrial school for women to today's comprehensive university. As a comprehensive university, JMU offers programs in the liberal arts, sciences, business, education, fine arts, communication, and health and human services, including over 25 graduate majors. Current total enrollment is approximately 18,971, consisting of approximately 17,281 undergraduate students and 1,690 students taking graduate courses or other classes beyond the baccalaureate level. JMU has 111 major campus buildings on 712 acres, including a 31-acre farm. JMU offers its students a full program of extracurricular and social programs, as well as a diversified program of intercollegiate and intramural athletics.

For several years, JMU has been among the highest ranked public institutions in U.S. News & World Report's regional surveys. The University also has been cited by U.S.A. Today, Changing Times and Money magazines, and in several guides to America's most prestigious colleges and universities.

The Department of Graduate Psychology

The Department of Graduate Psychology at JMU is a unit with eight graduate programs and 150 graduate students. We are served by 18 full-time faculty, 12 instructors, and 12 teaching and graduate assistants, which we share with our sister unit, the Department of Psychology with 800 undergraduate majors and one of the largest departments of psychology in the region. Accomplishments of the faculty include numerous national leadership positions in professional organizations such as presidencies, memberships on board of directors, extensive involvement with accreditation agencies, and significant leadership positions that have influenced the course of professional psychology and counseling. Within the Commonwealth of Virginia our faculty members have held prominent leadership positions involved with the formulation of public policy regarding the provision of psychological services to children, adolescents, and families.

Graduate Training in Psychology

The Department of Graduate Psychology at James Madison University has a long history of graduate training in Psychology. Both the School Psychology and Counseling Psychology programs were begun in 1968. Initially, both of these programs offered only the masters degree. The Educational Specialist degree was instituted in the School Psychology Program in 1981, and in the Community Agency Counseling Program in 1984. In addition, the Department began a master's degree program in General Psychology in 1977, and the Ph.D. Program in Assessment and Measurement in 1998. The JMU Combined-Integrated Doctoral Program in Clinical and School Psychology, accredited by the American Psychological Association in 1996, is an innovative, applied professional psychology program that leads to the awarding of the Doctorate of Psychology (Psy.D.) degree.
The School Psychology Program

Mission Statement

The School Psychology Program at James Madison University, housed within the Department of Graduate Psychology, resides within the College of Integrated Science and Technology (CISAT) and is fully approved by the National Association of School Psychologists (NASP). The program emphasizes the role of the culturally competent school psychologist as that of a facilitator of an individual's overall well-being and potential. Within an integrated theoretical framework, students are prepared to be culturally competent, interpersonally skilled, data-oriented problem solvers. Central to the program focus is the understanding of children within a systems context, including the family, the school, and the socio-cultural environment. Students are prepared in assessment for intervention, prevention, counseling, educational and mental health consultation, behavior management, and applied research. They are prepared to be applied child and adolescent psychologists in diverse educational and mental health settings. The program expects students to have a commitment to academic excellence, personal growth, professional responsibility, sensitivity to and understanding of human diversity, and effective interpersonal relationships.

Program Goals

Specifically, graduates of the School Psychology Program are required to be competent in the following areas:

1. Students will achieve a breadth of understanding of the foundations in the knowledge base of psychology and related disciplines, including: Biological Bases of Behavior, Human Learning, Social and Cultural Bases of Behavior, Life-Span Development, and Individual Differences, including Developmental Psychopathology.

2. Students will achieve basic knowledge of educational issues including instructional design, effective educational environments, academic interventions, and organization and operation of schools.

3. Students will possess knowledge and expertise to collaborate with families and with community and school professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth.

Areas of knowledge and practice shall include:
- Assessment for intervention - cognitive, educational, social, behavioral, emotional;
- Individual counseling within a systems context;
- Group counseling;
- Consultation with parents/families;
- Consultation with teachers/community professionals;
- In-service training for school personnel;
- Consultation for systems/organizational change.
4. Students will achieve basic knowledge and skills in research/evaluation methods, statistics, and measurement to evaluate professional practices and programs.

5. Students shall have a knowledge base specific to school psychology and will apply this knowledge to promote a best practice approach to professional service. This knowledge base includes:
   - History and foundation of school psychology;
   - Roles and functions of school psychologists;
   - Legal, ethical, and professional standards;
   - Alternative models for the delivery of school psychology services;
   - Emergent technologies.

6. Students will demonstrate a commitment to personal growth, self awareness, and sensitivity to and understanding of others. They will apply this orientation to build and maintain effective relationships with children, adolescents, parents, teachers, colleagues, and other professionals.

7. Students will demonstrate personal and professional characteristics of a culturally competent practitioner. (Refer to Culturally Competent Practitioner Initiative description).

ADMISSION TO PROGRAMS

Master's Degree (Level I):

The James Madison University School Psychology Program seeks a diverse student population. JMU does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation, sexual orientation, disability (in compliance with the Americans with Disabilities Act) with respect to employment or admissions, or in connection with its programs or activities.

Minimum admission requirements for entry into the Master's level (Level I) of the psychology program include: completion of a baccalaureate degree with a designated above average grade point average, designated above average scores on the general portion of the Graduate Record Examination, three completed reference forms from individuals familiar with the student's potential for graduate education, a personal goals statement, a minimum of 18 credit hours of undergraduate psychology and/or related educational or behavioral science courses (including statistics), successful performance in a personal interview conducted by the faculty and students, and a writing sample.

Educational Specialist Degree (Level II):

Minimum admission requirements for the Educational Specialist degree in School Psychology include a 3.5 grade point average in the Master's program. For those students currently in the JMU (Level I) program, a satisfactory review by the Program Committee, which includes assessment of the student's interpersonal skills, aptitude for school psychology, and "passing" grades on the required Master's level comprehensive examination are also necessary for admission to this level (Level II). Level II decisions by the faculty are based on classroom performance as well as ethical and personal-social behavior of
students seeking to become professional psychologists. Students applying to the program with a Master's degree from another institution will be required to proceed through the Graduate School's application process including submitting three references, evidence of satisfactory performance in the Master's degree program, a personal interview with the faculty and a writing sample.

Deadline for application materials: February 15 for all admissions. Screening interviews are then held in March for admission to the following Fall semester.

**EXPECTATIONS FOR STUDENTS**

**Commitment to academic excellence:**
The depth and breadth of the curriculum reflect the expectation for excellence. Students are expected to fulfill all course requirements and are encouraged to extend their knowledge beyond minimal course requirements.

**Commitment to ethical and professional behavior:**
The expectations for ethical and professional behavior are discussed during advising sessions, in courses, and in practicum. Professional and ethical behavior is monitored throughout the students program following National Association of School Psychologists (NASP) and American Psychological Association (APA) standards. Students may receive an unsatisfactory grade in practicum for ethical and professional behavioral problems.

**Commitment to respect for human diversity, and the development of effective interpersonal relationships:**
These expectations are based on the belief that fellow students, staff and faculty, as well as clients, deserve respect, cooperation, and sensitivity and should be treated accordingly.

**Commitment to personal growth and self-awareness:** These expectations are discussed initially in the screening interviews. Expectations for self growth continue to be discussed in the advising process and experienced in a variety of courses. Students are strongly encouraged to participate in personal counseling while in the program. Services are available at no cost through the JMU Counseling and Student Development Center.

**Process Groups:**
Since an important value of an effective mental health professional is a commitment to personal growth and self-awareness, each student will participate in a process group. The group meets weekly for 6-8 sessions during the second year of the program. The group provides a forum for discussing personal, professional and ethical issues that arise during training. The process group focuses on professional development and personal concerns that arise in that context such as stress management, group dynamics, and conflict resolution. As such, the group is designed to be non-evaluative and provide a safe environment to explore these issues in greater depth than possible in other training experiences.

The process group is an opportunity for students to understand the influence of their personal issues that emerge in relating to clients and colleagues – for example, counter-transference with clients and effective collaboration with other professionals.
The process group is not supervision, group therapy, or case consultation. While this is not a therapy group, the process group leaders follow the same guidelines of confidentiality. Therefore, they do not share any information with faculty members. We invite students to take full advantage of this opportunity by taking risks, participating fully in the experience of sharing and listening, and contributing to the group.

Please see JMU’s Student Handbook for a detailed description of university policies and regulations, including grievance procedures: (http://www.jmu.edu/handbook/).

ADVISING, TRANSFER HOURS AND FINANCIAL AID

A. Advising

Students are assigned faculty advisors upon acceptance to the program. Faculty welcome involvement in program planning, courses, and activities. **Students must meet with their advisors at least once each semester to discuss their progress in the program. Students are expected to be thoroughly familiar with program requirements** and are responsible for completing paperwork by the deadline stated. Every student will have an email account which is the primary means of communication.

Students may also seek assistance from the Director of the School Psychology Program or other school psychology committee members. It is the responsibility of students to stay in contact with their advisors.

B. Transfer Hours

One-third of the total hours required with a B grade or better may be transferred into the Masters degree. Courses may not be transferred for credit if used for another degree. Advisors review each Program of Study, and in some cases, may waive certain course requirements as appropriate for either the Master’s degree or the Ed.S. degree. Forms for transfer approval should be obtained from the Graduate School.

C. Financial Aid

The university has a limited number of teaching and graduate assistantships which are highly competitive. The Department of Graduate Psychology has assistantships available for psychology students, including the Test Library and computer support. Many students find assistantships in other departments across campus.

Graduate assistants (GA) may assist faculty members in preparing for instruction, in conducting classes and tutoring. Other duties assumed by GA's may include: grading papers, conducting research and library work, maintaining the test library, and assisting program coordinators. GA's work 20 hours a week, carry a course load of nine to twelve credit hours of study, and must be enrolled in a degree program. Teaching assistants (TA) are expected to instruct six credit hours of course work per year. TA's carry a course load of six to nine credit hours of study and must be enrolled in a degree program.
Applicants should have overall undergraduate records of "B" or higher. Application forms are available online at the JMU Joblink site. TA's and GA's are available in other departments, and other forms of financial aid can be explored with the Office of Financial Aid and Scholarships located in Warren Hall. Students need to apply each year that they wish to have a GA/TA and may maintain the position in the Department of Graduate Psychology for no more than two years.

Fellowships may be available for those without a graduate assistantship. A Financial Aid Form (FAF) form must be on file at the JMU Financial Aid Office before applying for a fellowship. Fellowship applications are available at the graduate office and are due before the first day of classes each semester.

**PROGRAM OF STUDY**

The program is designed to prepare students for employment in a variety of settings including schools, mental health clinics, rehabilitation agencies, and private practice settings. An emphasis is placed on an integrated model of training with a substantial focus on field and practicum experiences.

The first level of the program includes basic psychological foundations and leads to a Master of Arts degree (33 credit hours). Successful completion of the Master’s degree enables the student to move to the Educational Specialist level of the program. A second year of course work, in addition to a research project and a 10 month internship, leads to the Educational Specialist degree (an additional 45 credit hours).

To be admitted to the Educational Specialist level of the school psychology program, students must have completed a Master’s degree in psychology or a related field. Students who have an appropriate Master’s degree but who have specific deficiencies can be admitted to the Educational Specialist program provided that these deficiencies are included in the Educational Specialist program of study.

Students completing only the Master’s degree are not eligible for licensure as a school psychologist. The Educational Specialist degree is the entry-level credential in school psychology and leads to eligibility for licensure as a school psychologist by the Commonwealth of Virginia Department of Education. To be recommended for licensure to the Commonwealth of Virginia Department of Education, students must complete all program requirements. After additional supervised experience, students are eligible to sit for the licensure examination given by the Commonwealth of Virginia Board of Psychology for private practice credentials as school psychologists.

The National Certification School Psychology (NCSP) Examination given by the National Association of School Psychologists (NASP) must be taken prior to graduation during the internship year. Scores are sent to JMU for program feedback and improvement.

The concentration in school psychology is approved by the Commonwealth of Virginia Department of Education and is approved by the National Association of School Psychologists (NASP), and thus accredited by the National Council for Accreditation of Teacher Education (NCATE). The NASP/NCATE accreditation assures the graduates of the JMU program are eligible for
certification/licensure in most states. The JMU program is fully accredited.

**COURSE SEQUENCING**

The following represents semester-by-semester sequencing of courses in the program as outlined in the current catalog:

**Year 1 Master of Arts Degree**

**Fall Semester**

- PSYC 525 Role and Function of the School Psychologist
- PSYC 605 Research and Inferential Statistics
- PSYC 618 Social and Emotional Development
- PSYC 674 Assessment I (Cognitive Assessment)

**Spring Semester**

- PSYC 606 Advanced Measurement Theory
- PSYC 626 Advanced Developmental Psychopathology
- PSYC 527 Psychological Foundations of Education
- PSYC 777 Assessment II (Psycho-educational Assessment)

**Summer Session**

- PSYC 749 Multicultural Perspectives of Intervention
- PSYC 661 Counseling Techniques
- PSYC 695 Practicum in School Psychology

**Total Semester Hours (Year I): 33**

* Comprehensive exam is given in June

**Year 2 Educational Specialist Degree**

**Fall Semester**

- PSYC 750 Consultation and Intervention Techniques
- PSYC 778 Advanced Practicum in School Psychology
- PSYC 779 Assessment III (Personality Assessment)
- PSYC 880 Introduction to Child and Adolescent Neuropsychology

**Spring Semester**

- PSYC 609 Applied Research Methods
- PSYC 755 Cognitive and Behavioral Interventions with Children and Adolescents
- PSYC 751 Psychotherapy with Children and Adolescents
PSYC 778  Advanced Practicum in School Psychology

Summer Session

PSYC 601*  Special Topics: Professional Issues in Rural School Psychology Practice
READ 658*  Principles, Practices, and Applications of Reading Assessment
PSYC 680  Independent Study (1 credit hour). At the program committee’s discretion, students who have not completed a research proposal in the spring may be required to sign up for this independent study.
*other courses may be substituted with approval of the School Psychology Program faculty

Year 3  Educational Specialist Degree
Planning for internship begins in the year prior to internship. Two preparation seminars are held in which students are oriented to the procedures followed in identifying sites, interviewing, resume preparation, etc. The arrangement for the internship is a cooperative venture, shared by the student and the internship coordinator. A total of 9 hours of Internship and 6 hours of PSYC 800, Research Project in School Psychology, are required during the third year.

Fall Semester

*PSYC 790  Internship in School Psychology
PSYC 800  Ed.S. Research Project- 2 credit hours

Spring Semester

PSYC 790  Internship in School Psychology
PSYC 800  Ed.S. Research Project- 2 credit hours

Summer Session

PSYC 790  Internship in School Psychology
PSYC 800  Ed.S. Research Project- 2 credit hours
* See Internship Guidelines for details.

Total Semester Hours: 45

Total Semester Hours for Program: 78

Please note that because of scheduling needs, course sequencing may vary slightly from student to student. However, the majority of students complete the program within 3 calendar years.

STUDENT PROGRESS AND RETENTION

Review of Student Progress

The School Psychology Program faculty maintains a continuous monitoring of student progress throughout the program. A full Committee review of each student’s progress occurs each semester,
and specific feedback is provided with regard to growth and problem areas. Additionally, self evaluation is expected. Each student maintains a portfolio throughout the program, which includes:

1. A professional identity statement.
2. Evaluation forms (completed by the student with the advisor or supervisor), which assess student progress. (See Appendices D, E, F, H, I).
3. Work samples (papers, reports, case studies, etc.).
4. Resume.
(See portfolio and time frame, Appendix J.)

An action plan must be developed for any student receiving the lowest performance rating on any item of practicum or internship evaluations. Remediation of identified problem areas, determined from evaluations, course performance, and professional interactions, may be planned for a student when the faculty believes it to be in the best interest of both the student and the program. A plan for remediation steps may include, but are not limited to: taking an extra course; repeating a course; entering counseling; and slowing down academic progress. In rare instances, a student may be counseled by advisors and faculty into considering an alternative career path.

Students are placed on probation if they receive a "C" in any course; students may be dismissed from the program if they receive two "C's" or one "F". A grade of "Unsatisfactory" in practicum is considered an "F". Graduate School policy states a student will be placed on probationary warning upon receiving a grade of "C" in any two courses, or if the student's grade point average falls below 3.0.

The appeal of a committee decision regarding retention is to be initiated by the student through the program director who refers the appeal to the committee.

Problem Identification, Remediation and Retention/Termination

In the event that program faculty consider that a student is not making adequate progress in performance or conduct, despite feedback and/or a remediation plan, the following steps will be followed:

**Step 1. Informal Resolution and Consultation**

In most cases, the best way to address a problem with student progress is for faculty to meet directly with the student and discuss any issues or concerns. Because this step is so often necessary if not sufficient for problem resolution, there should be very compelling reasons for its nonoccurrence. Problems or conflicts appear to have the best chance of successful resolution when the parties involved 1) exercise ethical sensitivity, maturity, good judgment, discretion, and care, 2) remain open to feedback and dialogue, 3) take responsibility for personal and professional growth and development, 4) attempt to discern whether problems should be attributed to situational or dispositional factors, and 5) recognize that graduate-level training can be difficult and stressful at times. Of course, there may be circumstances that suggest a direct meeting is not a good first step, or that consultation with appropriate individuals should precede or accompany such a meeting. In such cases, an individual who is concerned about a
student, or the student her or himself, is advised to consult directly with the student’s advisor and/or the Program Director, and/or the Department Head, in an attempt to determine what course of action seems best.

**Step 2. Feedback and Problem Identification Meeting**

If Step 1 does not resolve the problem situation, or if an urgent or critical problem arises for which informal consultation and resolution is deemed by the faculty to be inadequate, the student’s advisor or supervisor should discuss the situation with core program faculty and/or other relevant faculty (as appropriate) to determine the best course of action. Following such consultation, the student’s advisor/supervisor and other faculty as deemed appropriate should meet with the student and give specific examples of difficulties that have been identified, and the reasons for continuing concern. Presuming that the advisor or supervisor determines—in consultation with the core program faculty—that the difficulties may be resolvable, steps for resolution will be recommended, and a time frame for remediation agreed upon by all relevant parties. The faculty member follows this meeting by writing a letter to the student outlining the agreements reached during the meeting. The letter is reviewed by the student for accuracy, and then signed and returned to the advisor/supervisor. A copy of the letter is sent to the student and the original is placed in the student's file. A copy of the letter is presented to the program committee at the next scheduled meeting for their review.

**Step 3. Recurring or Critical Problems**

If the student continues to have difficulties and/or the situation is not sufficiently resolved as a result of Step 2, the student will receive a letter detailing

a) specific continuing concerns in conduct or performance,

b) notification of a meeting between the student and his or her advisor, plus the Program Director, and at least one other core program faculty member, to address the concerns, and hear a response from the student. The Program Director will notify the Department Head as to the nature of the student’s difficulties, and may request that other relevant individuals attend the meeting with the student. In some cases, faculty may consult with the University Behavioral Assessment Team or other appropriate individuals.

c) possible outcomes of the meeting, which may include

i. Dismissal from the program and possible termination of any GA position.

ii. Probationary continuation in the program and termination of any GA position.

iii. Probationary continuation in the program and probationary continuation in any GA position.

iv. Continuation in the program and probationary continuation in the GA position.

v. Unconditional continuation in the program and in any GA position.

Options ii - iv will involve the development of a new remedial plan and timeline for resolution. A written contract will be developed by this committee with specific remedial procedures and timeline(s). This agreement is signed by all and a copy is given to the student. The original is placed in the student's file.

d) Information about how the student could appeal the decision of the faculty in the
event of options i - iv. (See Appeals Procedure below.)

**Step 4. Insufficient Resolution**

If dismissal is the option selected by faculty, or if the student does not make progress toward resolution of the identified difficulties within the timeline established in options ii - iv, and if the core faculty agrees (by majority vote) that such is the case, the Program Director may either 1) begin procedures to terminate the student’s program (by specifying in writing to the Department Head and Dean of the college and the Dean of the Graduate School why the student’s program is being terminated), and/or 2) permit the student to withdraw from the program. In either case, a letter is forwarded from the Program Director on behalf of the program core faculty and program committee to 1) the student and 2) the Department Head and Deans specifying the outcome of this process. Academic, vocational, and personal counseling may be suggested to the student, and the option to transfer earned credits to a new program may be considered if such an option is appropriate.

**Termination of a Student's Program**

If the steps described above do not correct the situation, the student’s program will be terminated. As noted in the JMU Graduate Catalog, a student may also be terminated from the program for a failing or unsatisfactory grade in a course, for violations of the JMU Honor Code, or for failing "to make satisfactory progress toward the degree." If a student's program is terminated, the student's assistantship and tuition funding will cease. The student will not be permitted to enroll in any classes where credit(s) will be applied to the student's program.

**Step 5. Due Process and Appeals Procedure**

Unless the student's difficulties involve a major disciplinary action or necessitate involvement of the JMU Behavioral Assessment Team and/or Office of Judicial Affairs, all of the preceding steps are handled within the Department of Graduate Psychology. The University, the department and the program assure each student that his or her rights are respected and that due process is followed, in accordance with the guidelines in the JMU Student Handbook, the Graduate Catalog, and Department of Graduate Psychology, and University policies. If a student wishes to challenge a decision by the program, the student has the right to appeal. The appeals procedure will be described in the letter described in Step 3 above, and is detailed below.

1. If a student decides to appeal a decision of the faculty taken at Step 4 or 5, he or she must notify the chair of the department appeals committee of his or her intention to appeal, within two days of receiving notification of the decision. The time and date of this deadline and the name of the appeals committee chair will be included in the letter.

2. The Department of Graduate Psychology Appeals Committee is made up of all program directors with the exception of any who have been involved in the process to this point (e.g. the student's program director) and any who may be involved at a later stage (e.g. a Program Director who also serves as University Ombudsman). The Department Head appoints
one of the committee members as chair. The Department Head may meet with the student to act as an impartial guide to the process and procedures. The head also ensures that due process is followed, and that the process is fair.

3. After notifying the chair of the appeals committee of his or her intent to appeal, the student then has up to **one week** to write a letter explaining the grounds of the appeal. The date that this letter is due and the name of the appeals committee chair will be specified in the letter from the faculty given to the student in Step 3 above.

4. The appeals committee may consider the fairness of the decision, possible flaws in the process, and/or additional evidence. The committee may request a copy of the letter presented to the student in Step 3 and/or other documents such as semester performance evaluations. The committee may also choose to meet with the student. The committee's decision will be given to the student in writing as soon as possible but in all cases within one week of the receipt of the appeal letter or meeting with the student, whichever is later.

5. In the event that a student concern emerges for which the procedures described here are inadequate or otherwise unsuited, perhaps because the concern is unusual or unique, the Graduate Coordinating Council of the Department will be convened by the Department Head and an appropriate procedure will be developed.

6. Students are advised that the Office of the University Ombudsman is committed to providing students with impartial, independent and confidential support regarding university policies, procedures and regulations. See [http://www.jmu.edu/stulife](http://www.jmu.edu/stulife).

The faculty of the Department of Graduate Psychology believes that these procedures are in accord with accepted practices and the ethical standards of our accrediting bodies and professional associations (e.g. the APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics.)

**Students Experiencing Financial, Health, or Emotional Difficulties**

Situations involving students who are experiencing unusual financial, or physical/mental health crises, but who are in good standing in the program otherwise, are processed in as confidential a manner as possible. Supportive consultation is offered, and it may be necessary for the student to leave the program on a temporary basis. Students in such situations are strongly encouraged to seek counseling services (potential clinician names and numbers are available to students). Students experiencing financial, physical, or emotional difficulties can meet with any faculty member with whom they feel most comfortable. If the situation must move beyond this meeting, the faculty member should contact the Program Director (in consultation with the student) for further suggestions. Students are advised that JMU's Office of Disability Services (ODS) is available as a resource to consider a range of accommodations for a wide range of conditions. No accommodations can be made by faculty without an approved plan from ODS. (See [http://www.jmu.edu/ods/](http://www.jmu.edu/ods/).)

**Student Rights and Program Grievance Procedures**

In addition to other relevant information provided in the individual program handbooks, information regarding student rights appears in the University Student Handbook and the Graduate
Catalog. As indicated above in Steps 1-5 (under Review of Student Progress and Retention in the Graduate Program), students are encouraged to present any concerns directly to their Program Director and/or their advisor. If the concern cannot be resolved at the Program Director or advisor level, the Program Director or advisor may bring the complaint to the Program Committee for discussion and decision. Following this discussion, the Program Director will provide a written response to the student no later than two weeks after discussion of the grievance by the Program Committee. If the student is unsatisfied with this response, he or she may 1) request further review of the grievance by the Department Head, and/or 2) pursue a formal hearing on the grievance via the policies and procedures described in the Graduate Catalog and Student Handbook of James Madison University. In either case, the student is advised to consult University Policy, the JMU Graduate Catalog and Student Handbook to determine which course of action is most appropriate for the respective grievance; the Graduate Catalog and Student Handbook are distributed to students upon admission to James Madison University. The Grade Review procedure is described in the online Graduate Catalog (2009) here http://www.jmu.edu/gradcatalog/09/geninfo/regulations.html#GradeRP.

The Graduate Catalog and Student Handbook also provide contact information for various University offices and personnel who may provide additional assistance and/or information to students regarding due process and grievance procedures.

Students are referred to the JMU Graduate Catalog, General Appeal Process, for additional information.

COMPREHENSIVE EXAMINATIONS: Master's Degree Evaluation

The School Psychology Program requires a comprehensive examination (comps) for the Master's degree. This exam allows the student to demonstrate an integration and synthesis of the knowledge base covered in the foundational areas of school psychology for preparation for the Ed.S. level of training. The examination is normally conducted in June of the first year. Please check with the Director for the exact date for each year.

The comps consist of a five to six hour essay examination and covers content in the following course areas: Developmental Psychology, Developmental Psychopathology, Psychological Foundations of Education (human learning, cognition, and classroom applications), Professional Issues in School Psychology (i.e., role and function, ethics, current professional practice issues), Cognitive and Educational Assessment, Measurement, and Statistics.

Students type their responses directly on a computer using an ID number for confidentiality. Two to three faculty members read each question, without knowing the identity of the student. Grades are fail, low pass, pass, or high pass. If a student fails one question, only that part of the exam will be retested. Failure of two responses or more constitutes failure of the entire exam. A retake of the exam may be granted with program committee approval. Successful completion of the exam is required to receive the Master's degree. A preparation seminar is held each semester approximately one month before the exam.

PERFORMANCE BASED EVALUATIONS
In addition to the Professional Development Progress Report and the comprehensive exams, there are 4 other opportunities for students to demonstrate competency.

1. Verbal and written case presentations are made to faculty and fellow first year students during their summer clinical practicum. Case presentations are evaluated on the basis of criteria related to competencies in assessment, communication of results, and relevance of recommendations for intervention.

2. Students submit cases involving assessment and intervention during the internship year and present this to the internship coordinator and fellow interns. Competencies are evaluated as indicated in # 1 above.

3. Students make a conference presentation on a case, their research project, or an intervention strategy at the annual Psychology Symposium held in the spring for all graduate students, faculty, and field supervisors in the Department of Graduate Psychology. Feedback on performance is given to presenters from those in attendance.

4. Each student defends the Ed.S. research project to a committee of 3 faculty members prior to graduation. Competency criteria are reflected on the evaluation form used for this purpose.

DEADLINES AND OTHER IMPORTANT INFORMATION

A. Application for Graduate Degree

An Application for a Graduate Degree must be completed online by the student and approved by the student's advisor and Program Director by the 2nd week of the student's final semester. For the master's degree, this will be at the beginning of the summer session. For interns, application for the Ed.S. degree must be submitted in January to participate in May Commencement exercises. Check the current graduate catalog for the exact due date.

B. Course Load

Full-time students can carry a minimum of 9 semester hours and a maximum of 12 semester hours during the regular semester, and a maximum of 12 hours during the summer. Exceptions may be made to underload/overload semester hours on a case-by-case basis by the Dean of the Graduate School. During internship, 5 semester hours constitutes full-time status.

C. Lab Fees

In order to maintain the high quality of updated assessment materials in the Psychological Assessment
Resource Center (PARC), the Department charges a lab fee in certain graduate courses for testing materials used. Students will be notified of this requirement at the beginning of the course.

D. Mentoring Program

Throughout the year, the students meet as a group and individually to discuss courses, program requirements, and to socialize. The objective of the mentoring program is to create a sense of community and support among the School Psychology students. Program sponsored pizza lunches for all students and faculty are planned regularly throughout the academic year, as another opportunity to discuss program related issues and to have fun!

E. Program Completion

A student must complete the program within 7 years. During the internship year, the student is required to take the PRAXIS School Psychology Exam which enables the student to be eligible for listing in the Registry of Nationally Certified School Psychologists. While graduates of the School Psychology program are expected to perform well on the NCSP School Psychology Exam, passing the exam is not a requirement of the program. However, the program does require that each student take the exam prior to graduation. This monitoring of test results assists the faculty in insuring the curriculum remains current.

When the program is completed, the student is eligible for licensure by the Commonwealth of Virginia Department of Education. Details regarding the licensure process are found in the catalog. Licensure for private practice is a separate process and involves application to:

Commonwealth of Virginia Board of Psychology
6606 West Broad Street, 4th Floor
Richmond, VA 23230-1717.

When in doubt, read the graduate catalog and see the program director!!

ORGANIZATIONS

National Association of School Psychologists

The national professional organization with which our program affiliates is the National Association of School Psychologists (NASP). The School Psychology faculty strongly encourages students to become student members while in the program. Application forms can be obtained online at nasponline.org

The American Psychological Association (APA), Division of School Psychology (Division 16) also offers reduced membership rates for students.
State Association

Our state association is the Virginia Academy of School Psychologists (VASP) which is part of the Virginia Psychological Association (VPA). Students are also encouraged to become members of both organizations, and attend conferences. PSYC 525, Role of the School Psychologist, requires membership in either the state or national association.

Psychology Graduate Student Association (PGSA):

The Psychology Graduate Student Association (PGSA) is an organization for all psychology graduate students. The purpose of the organization is to serve as a liaison between faculty and graduate students. The organization attempts to keep faculty informed about student concerns as well as keeping students informed of departmental activities. The organization also provides an excellent opportunity to get to know other graduate students and serves as a support system.

REFERENCES AND JOB SEARCH

Students are responsible for preparing resumes and requesting references from faculty as needed. They may use the credentials and job search services of the Offices of Career Services.

The Program faculty remain current in regard to the job market, announce and post job openings, encourage use of the Office of Career Services, and write recommendation letters for students. The faculty reserve the right to deny a request for a reference if for any reason a positive endorsement cannot be made. In such cases, the faculty member will discuss the refusal with the student.

PROGRAM STRUCTURE, ORGANIZATION, AND EVALUATION

The core faculty are comprised of department faculty who are primarily responsible for teaching in the School Psychology Program; one serves as Director. Associate members also teach courses and participate in planning. The School Psychology Program faculty meet monthly to plan and revise policy and curriculum, discuss professional and training issues, and to review student progress. One first year and one second year student (selected by their classmates) serve on the program committee as student representatives. They participate in all committee activities, with the exception of student review. Suggestions and feedback from students are welcomed by the program to assist in on-going evaluation and improvement. It is the responsibility of the student representatives to solicit questions and comments from their peers to bring to the committee meetings. Additionally, an external advisory committee, comprised of area practitioners and field-based supervisors, meets once per year to offer suggestions and evaluative feedback.

Further program evaluation is completed by alumni surveys every 3 years, with feedback reviewed and revisions made in the program as needed.

Program Faculty:
Although many faculty in the Department of Graduate Psychology contribute in vital ways to the School Psychology Program, there is a core faculty predominately associated with the program. In addition, there are associate members of the School Psychology Program Committee who contribute to teaching and decision making within the program. Faculty associated with the program include:

Core Faculty:


Debi Kipps-Vaughan, Psy.D. in Clinical, Counseling and School Psychology (James Madison University). Assistant Professor of Psychology. Research Interests: development of educational and psychological programs, anger control and management, psychotherapy, family therapy, program evaluation.

Patricia J. Warner, Ph.D. in School Psychology (Texas A&M University). Program Director and Professor of Psychology. Research Interests: cultural and language issues related to the provision of psychological services, training issues, emotional intelligence and well being, gifted/talented education.

Associate Faculty:

Keston Fulcher, Ph.D. in Assessment and Measurement (James Madison University). Assistant Professor of Psychology and Associate Research Specialist. Research Interests: Validity in higher education assessment, measuring cognitive and developmental changes in college students.

Ginger Griffin, Ed.S. in School Psychology (James Madison University). Co-Director and Staff Psychologist at the Shenandoah Valley Child Development Center. Areas of Interest: Psychological Assessment; Parent Consultation; ADHD; Development and Preschool Issues.

Michelle Kielty Briggs, Ph.D. in Counseling (University of North Carolina). Professor of Psychology and Director of School Counseling Program. Areas of interest: spiritual issues in counseling, counseling children and adolescents, girls leadership and self concept.

Elena Savina, Ph.D. in School Psychology (University of Arkansas). Assistant Professor of Psychology. Research Interests: multicultural issues, psychological assessment.

Timothy Schulte, Psy.D. in Clinical, Counseling and School Psychology (James Madison University). Associate Professor of Psychology. Research Interests: Clinical Supervision; LD and ADHD in college populations; childhood depression; alternative healing practices.

Ashton Trice, Ed.D. in Educational Psychology (West Virginia University) Professor of Psychology. Research Interests: children's career development, high stakes assessment and language development.
Culturally Competent Practitioner Initiative

The James Madison University School Psychology Program’s Culturally Competent Practitioner Initiative (CCPI) was developed in response to calls by the major national professional organizations of school psychologists (National Association of School Psychologists [NASP] and the American Psychological Association [APA]) to train professionals who are equipped to provide services to children and families whose cultural beliefs, values, and expectations are different from the mainstream. The calls by these organizations are themselves in response to the changing demographics of the American school population. For example, in the county where the JMU program is located, at least 40% of children enrolled in public schools speak a language other than English at home, and they speak over 40 different languages (the three major are Spanish, Russian, and Kurdish). When one of these children experiences learning, behavioral or social difficulties at school, it is often the school psychologist who leads the effort to disentangle language, culture, and disability issues through assessment; engages the participation of parents; and assists the school and larger system to meet the needs of the individual student. The JMU School Psychology program is committed to training culturally competent practitioners who possess unique consultative and assessment skills to better meet the needs of diverse student populations. (Refer to the CCPI Requirements Table below.)

Focused Tier 1 Training

All graduate students enrolled in the JMU School Psychology Program will participate in the CCPI. In this tier of training, curriculum, didactic and experiential components dealing with cultural and linguistic minority students and their families have been integrated into every required course. Examples include:

1. In the assessment sequence, attention to issues surrounding the unbiased testing of minorities, immigrants, and students learning English are covered and graduate students complete practicum coursework with cultural and linguistic minority children.
2. In the educational foundations course, graduate students learn to locate and integrate relevant information and schools in different countries.
3. In the statistics and research courses methods of analysis which will allow the effects of culture and language to be evaluated are presented.
4. Additional training opportunities are provided outside of coursework through a series of intentional and sequenced workshops (working effectively with translators and interpreters; nondiscriminatory assessment of diverse students [Dr. Samuel Ortiz]). All graduate students are required to attend these program sponsored workshops, engage in clinical practice with culturally and/or linguistically diverse students (at least 30% of clinical work will involve factors of diversity), and will have the opportunity to develop a research thesis incorporating cultural and/or linguistic diversity issues.

Additional Training

Some graduate students enrolled in the JMU School Psychology Program may elect to participate in additional training related to Culturally Competent Practice. This
opportunity is available to those graduate students who have a demonstrated interest in further development of specific cultural competencies in school psychology and a demonstrated capacity to excel in the provision of psychological services to diverse populations.

It is expected that students participating in this additional training will have at least emerging second language skills and adequate prior experiences with diverse populations (e.g., applied work with culturally and/or linguistically children and families, study abroad experiences, relevant undergraduate coursework, research on topics of diversity). Possible additional components to the foundation training include:

- expand on program offered workshops through additional assigned readings and experiential activities, engage in clinical work with at least 50% of cases involving issues of diversity,
- further develop second language skills through an approved course of study or practice
- develop and complete a targeted self-study plan (this plan must have program faculty approval),
- conduct a research thesis in an area of diversity
- complete an internship with a focus on practice with diverse students and families.

Interested graduate students should meet with the program director and their assigned advisor to plan these components.

**Tier 2 Training**

The James Madison University School Psychology Program CCPI includes a second level of training and professional development, *Tier 2*, that will be available for school based professionals who already posses a terminal degree in school psychology or a closely related field. Participation in this sequenced program of study could lead to a certification of completion and is currently being developed.

Because training practitioners with specific cultural competencies targeted to the delivery of psychological services within school settings is a relatively new emphasis within school psychology, no “tried-and-true” methods of evaluating programs or individuals exist. The James Madison University School Psychology Program has developed several measures of knowledge, attitudes, and professional skills specific to school psychology, and they are currently being refined and normed. Evaluation of individuals also occurs through comprehensive examinations, portfolio assessment, and the advising sessions. Program faculty expect changes in knowledge, attitudes and skills as a result of the CCPI.
<table>
<thead>
<tr>
<th>TIER 1</th>
<th>Additions to TIER 1 Experiences/Training for interested Students</th>
<th>TIER 2 Experiences/training for Continuing Education Certificate</th>
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</thead>
</table>
| Integrated Experiences/training for ALL graduate students in program | Issues of diversity integrated in all coursework  
- At least one targeted course objective in each syllabus  
- Targeted readings and culturally focused texts and activities (e.g., Comprehensive Handbook of Multicultural School Psychology) | Additional coursework  
- For example, seminars led by program faculty (summer offerings)  
- ESL course  
- Language course |
| Required course: Psyc 749 Multicultural Perspectives in Intervention | Required course: Psyc 749 Multicultural Perspectives in Intervention | Case Study |
| Practicum Experiences to include diversity  
- Head Start case  
- Ratio of field work (goal of at least 30% of practicum work with cultural aspect) | Practicum Experiences to include diversity  
- Head Start case  
- Ratio of field work (goal of at least 30% of practicum work with cultural aspect) | Case Study |
| Program Sponsored Training Modules:  
1. Assessment of Culturally and Linguistically Diverse students (e.g., Cross-battery approach & Ortiz matrix)  
2. Working with Interpreters and Translators  
3. Working with GLBT students | Program Sponsored Training Modules:  
1. Assessment of Culturally and Linguistically Diverse students (e.g., Cross-battery approach & Ortiz matrix)  
2. Working with Interpreters and Translators  
3. Working with GLBT students | Column 1 plus Column 2 |
| | | Expansion or development of second language skills***  
- Approved program of study  
- Community activity  
- Conversation groups  
- International experience/study abroad |
| Community Awareness Experiences linked to curriculum (students will visit): Harrisonburg City Schools Welcome Center | Community Awareness Experiences linked to curriculum (students will visit): Harrisonburg City Schools Welcome Center | Column 2 |
Graduate students in school psychology are advised that the CCPI is a relatively new initiative for the school psychology program. Thus, ongoing evaluation will occur and subsequent modifications are possible to the above requirements and sequence of training.
THE SCHOOL PSYCHOLOGY PRACTICUM SEQUENCE
Guidelines

Psychology 695: Practicum in School Psychology (3 credit hours)
Psychology 778: Advanced Practicum in School Psychology (6 credit hours)

Purpose of Practicum:

The purpose of practicum is to provide opportunities for students to practice, under supervision, the application of the knowledge and skills needed to become competent school psychologists.

The practicum courses are designed to be a sequence of supervised experiences. They begin as a part of coursework class assignments during the first semester and continue throughout the program, and formally take place in both the public schools and the JMU Shenandoah Valley Child Development Center; other additional sites may be used as well, such as mental health clinics, residential or private schools, or specialized educational settings.

Students are required to complete a minimum of 400 clock hours of practicum experiences prior to beginning their internships. Practicum should be viewed as a continuous series of applied experiences associated with coursework while at JMU. During the first year, fall and spring semesters, practicum experiences may include a “shadowing” experience, clinic and classroom observations, screening for the Head Start Program, and interviews with educational and mental health professionals for a total of approximately 40 hours. During the summer session practicum (PSYC 695) and the second year practicum (PSYC 778) students can expect to devote approximately 15 hours per week to these experiences, including at least 2 hours per week of group supervision on campus.

Course Objectives for PSYC 695/778:

The course objectives are to provide students with:
1. An introduction to understanding children within a systems framework including the family, school, community and culture;
2. An orientation to psychological service delivery models and technology;
3. Individual psychological and educational assessment for intervention within a multidisciplinary framework;
4. Individual and group counseling;
5. Behavior management, and other solution focused interventions; and
6. Collaboration/consultation with school professionals and families regarding the learning and social/emotional needs of children/adolescents
Distribution of Hours

Practicum experience is divided into direct service, preparation/professional development, observation, and supervision. The following guidelines are minimum expectancies to insure a broad range of experience in enhancing skill development as well as personal growth and integration:

- 50% Direct service: Case-related activities
- 15% Preparation/Professional development
- 10% Observation
- 25% Supervision.

Direct service is defined as all case-related activities including all forms of data gathering (assessment, classroom observation, intake, file review, collateral contacts) consultation, counseling, other interventions, and report writing (limit 4 hours per case).

Preparation/Professional development includes literature or test review, seminars, workshops, process group and case staffing not associated with supervision.

Observation is defined as a live or tape review of another professional’s work.

Supervision is received from a variety of sources including practicum class, group seminars, CDC team meetings, and individual meetings with the course instructor or site supervisor.

All students are required to maintain a log of their practicum experiences. This log should contain a daily listing of activities with the corresponding time commitment to each activity. (Log sheets are included in back of this handbook, however sites may have their own forms for you to use instead.) At the end of each practicum, students must submit their logs (signed by the site supervisor) to the course instructor. These logs will be kept in the student's file. It is the responsibility of the student to retain copies of logs in a personal file.

Supervision

Most supervision involves a combination of activities. These may include didactic instruction, case discussions, review of audio or videotapes, role plays, direct observation of sessions, joint assessment/therapy, and opportunities to observe the supervisor. An opportunity to process the affective experiences associated with becoming a professional takes place with your supervisor as well. Students participate in group sessions during the second year to discuss issues such as stress management, personal growth, and interpersonal relationships.

Practicum supervisors act as mentors to students by helping them acclimate to the school or clinic and by modeling professional behaviors, as well as providing feedback. Student’s are expected to be prepared to learn new skills and respond positively to constructive feedback.
Evaluation is a shared responsibility of the student, site supervisor, and course instructor. Knowledge, skills, and professional behaviors are evaluated using the instruments developed for this purpose. (e.g., supervision videotape.) Students will also have an opportunity to complete evaluations of their site and supervision.

**PSYC 695: Introductory Practicum in School Psychology (Clinic Based)**  
*First Year (Summer Session)* - 3 credit hours

While students have the opportunity to observe and interact with children, and become acquainted with schools throughout the fall and spring semesters, the first clinical practicum (PSYC 695) takes place during the summer of the first year of the program, after completion of 24 credit hours of coursework.

This practicum experience includes closely supervised assessment/consultation cases at the JMU Child Development Center (CDC). The CDC is a multidisciplinary clinic that provides psychological services to the community, serving as a training site for students in psychology, and other disciplines including special education, nursing, occupational therapy, and social work.

As part of their practicum experiences, students may visit the child’s school to conduct classroom observations and gather information from school records, interview significant others, administer, score, and interpret tests, develop recommendations for intervention, and provide written and oral reports to parents at informing meetings. Practicum experiences may include participation in direct service activities available through the clinic or area school systems. This practicum provides approximately 100 clock hours toward the total of 400 hours.

See the syllabus for PSYC 695 for specific course requirements, including readings, assignments, etc. Students will meet regularly as a group with the clinic supervisor and course instructor, as well as participating in individual supervisory sessions.

**PSYC 778: Advanced Practicum in School Psychology (School Based)**  
*Second Year (Fall & Spring Semesters)* - 6 credit hours

This practicum experience takes place during the fall and spring semesters of the second year in the same site. During the school based practicum, the student usually spends one full day in the schools each week. Students meet weekly for two hours as a group with the university course instructor as well as meeting individually with the instructor. Also, the student meets weekly with their site supervisor at the school. The checklist of activities and evaluation forms (included in this handbook) are reviewed with the supervisor at the beginning of the practicum to set goals and clarify expectations, and at the mid-point and end of the experience to assess progress. This practicum (Fall and Spring combined) involves approximately 300 clock hours toward the total of 400 hours.
Expected Student Outcomes (PSYC 778)

Expected student outcomes include successful completion of the following tasks:

1. A minimum of 9 (cumulative over practicum sequence) comprehensive psychological evaluations for intervention using traditional and alternative methods of evaluation, with feedback provided to teachers and parents.
2. One individual counseling case.
3. One co-led group counseling experience.
4. One behavioral management case/consultation.
5. One consultation case involving teachers and parents.

Experience with children/adolescents should be across the age span of pre-school through adolescence, with a variety of learning and/or emotional/behavioral needs from a diversity of cultural backgrounds.

Additionally, students will have the opportunity to grow personally and professionally, with expectations for:

1. effective oral and written communication skills;
2. effective interpersonal relationships;
3. professional and ethical responsibility;
4. flexibility and creativity in data based problem solving;
5. initiative and resourcefulness;
6. dependability;
7. emotional maturity and increased self awareness; and
8. sensitivity and respect for human diversity

Evaluation (695 & 778)

A "Satisfactory" grade is awarded upon successful completion of course requirements and demonstration of professional work characteristics as evaluated by the site supervisor and course instructor, using the practicum Field Experience Checklist and other evaluation criteria.

Students who do not successfully complete a practicum may be required to participate in additional practicum experiences, or an additional practicum, in order to be recommended for internship. An individual plan will be developed for the student to facilitate a successful outcome. A grade of "Unsatisfactory" may lead to termination from the program.

Practicum Sites

In addition to the CDC and ISLA team participation, the School Psychology Program maintains on-going practicum arrangements with a number of school divisions in Virginia.
PSYC 790: Internship in School Psychology (9 credit hours)

Overview of Internship Guidelines (Note that these guidelines are general in nature. Specific requirements, dates and expectations are outlined in the course syllabus constructed each semester by the University Internship Coordinator.)

The Internship in School Psychology is seen as that part of the training program which provides the student and supervisors a chance to evaluate the student’s knowledge and skills in a controlled but real and practical setting. It is viewed as an opportunity for the student to develop a clear and professional identity and move toward assumption of full responsibility as a school psychologist. The Internship is seen as that point of training which integrates all previous training experiences by means of practical application in the schools and in some cases additional settings.

As per NASP guidelines, the internship is provided at the end of the formal training period (after the completion of at least 60 graduate course hours, including at least 400 supervised practicum hours, in both school settings and the JMU Child Development Center.)

The internship occurs on a full-time basis over a period of one academic (10 month) year (minimum 1200 hours with at least 600 hours in a school setting) or occasionally on a half-time basis over a period of two consecutive years. It is designed to meet the specific training objectives of our program. Nine hours of credit are awarded with students registering for these hours over a three semester period.

Purpose of the Internship Experience

Students will collaborate with school professionals, families, and communities in designing, implementing and evaluating prevention programs and interventions that respond to the educational and mental health needs of children and youth and will meet the following goals:

1. Apply knowledge and techniques in psychology to provide direct services to children and their parents including assessment, counseling and consultation.
2. Provide indirect services to children, parents, teachers and other school personnel such as consultation, parent education, staff development and program development.
3. Demonstrate an orientation as a data-oriented problem solver/evaluator/researcher. This orientation is evidenced by significant activity in using valid and reliable assessment techniques, primary research, and program evaluation.
4. Demonstrate an orientation as a facilitator/collaborator/planner in identifying and meeting the mental health and educational needs of individuals and systems.
5. Demonstrate an orientation as an advocate/catalyst for the development of human potential in children, parents, teachers and other school personnel within a multicultural context.

Specific Objectives

1. To provide a broad overview of public school organization, including school policies, personnel practices, and the various specialists employed by schools.
2. To provide orientation to the variety of school services subsumed under the department titles such as Special Education Services, Pupil Personnel Services, Special School Services, Child Study Services, and the like, as these services relate to the total school organization and to the community at large.
3. To provide awareness of the relationship between special school services and community services and agencies.
4. To develop sensitivity to understanding of various cultures and to develop assessment and intervention skills with culturally diverse children, parents and school communities.
5. To develop understanding and skill in working with diverse teachers and other school staff.
6. To develop sensitivity for and knowledge of classroom interaction and factors which influence classroom atmosphere as well as overall school climate.
7. To develop an awareness of human growth and development as it relates to sequencing of social, emotional and academic skills and instructional materials and techniques.
8. To enhance the role perception of a school psychologist or a supporting school staff member who has the same commitment to the goals of education as do other school staff members.
9. To provide an opportunity for the intern to develop and refine skills in psychoeducational assessment and intervention design, implementation and effectiveness.
10. To develop awareness of the variety of sources of information in the comprehensive case study, i.e., the cumulative folder, community agency resources, parent conferences, and the like.
11. To assist the intern in distilling data for a written report and formulation of meaningful recommendations and/or follow-up case conferences and consultation.
12. To help the intern develop consultation and counseling techniques.
13. To focus the intern's attention on the importance of a team approach and on the communication process among school-based specialists.
14. To develop a research frame of reference so that the intern is aware of opportunities and necessity for research in the schools.
15. To promulgate an attitude of professional ethics, responsibility, and growth in the intern.
16. To communicate effectively with parents and school personnel concerning the implications of educational and mental health information.
17. To be aware of efficient and ethical technology procedures.

The internship experience is considered to be a cooperative venture among several parties; however, primary responsibilities rest with the JMU training program and the public internship site. Other cooperating participants may be from a variety of field agencies. Open lines of communication among all those in the internship are essential to provide maximum benefit to the
It is expected that the internship should be comprehensive and well balanced in roles and functions in school psychology. A maximum of 50 and a minimum of 20 psychological evaluations are permitted over a 10-month, full-time experience to ensure the intern’s consistent involvement in other service delivery roles.

**Site Selection**

The primary consideration in intern placement is the adequacy of a school division as an intern training site, though the needs of the local system must also be taken into consideration. The James Madison University intern should not be seen as a primary means for the local district to gain assistance with psychometric work.

The following considerations provide general criteria for intern placement:

1. There should be one individual in the school division directly responsible for the supervision of the intern. The on-site supervisor shall be responsible for no more than two (2) interns. The university supervisor will be responsible for a maximum of twelve (12) interns per academic year. This on-site supervisor should be a school psychologist licensed or certified by the appropriate State Department of Education and/or licensed by the State Board of Psychology as a school psychologist. The James Madison University School Psychology Program Committee must approve this supervising psychologist. It is the responsibility of the school division to have the person asked to serve as the supervisor send a vita of training and experience, with a transcript of graduate credit to the program coordinator for approval prior to selection of the district as an internship site. These credentials will be on file with the program coordinator for review by accreditation teams. Once a supervisor is approved and credentials are on file, that person may serve as a supervisor on a continuing basis. Psychiatrists, social workers, counselors, or psychologists may assist with the supervision in the case of agency placements. The expertise and experience of the supervisor will be an important consideration in intern site selection.

2. Adequate facilities for supervisors and interns are important consideration to ensure maximum efficiency in assessment, counseling, and other intern activities. Office, secretarial, and other professional support must be provided. The school division should provide professional materials and reimburse the intern for mileage and other professional expenses, in the same manner as other staff psychologists. The interns are usually awarded a stipend, which the school division forwards directly to the intern.

3. Proximity of the intern site to James Madison University is encouraged. Sites are preferred within driving radius of James Madison University, since the intern will participate in 4 on-campus seminars per year. The on-site supervisor will be invited to attend one of these seminars. Exceptions are made, however, when a student wishes to relocate to another state. Out-of-state placements must meet JMU guidelines for approval.

**Specific Supervision: Responsibilities of Local Districts**

It is assumed that the most highly qualified person available will serve in the capacity of
supervisor. While academic degrees and years of experience do not necessarily correlate perfectly with professional competence, it is the best criteria at our disposal, and it is hoped that the school psychologist who is supervising will have the Ed.S., Ed.D., Ph.D., or Psy.D. degree and three years of experience. The supervisor is seen as an exceedingly important professional model, as well as one who is responsible for the administrative welfare of the intern.

It is believed that the student provides a sufficient amount of service to the school district to justify the release of two hours per week of an internally employed supervisor from regular duties or case load. If a qualified internal supervisor is not available from the school district, the program coordinator will assist in locating a qualified supervisor who could be employed by the school district for that specific purpose. However, it is the school district’s responsibility to obtain a supervisor acceptable to the program staff. Any fees for field supervision must be paid by the school district.

The field supervisor will be invited to attend one professional seminar at James Madison University during each year he/she works with an intern. This seminar will involve formal presentations by the interns to the supervisors, JMU faculty, and school psychology students in training. The field supervisor also may serve as a member of the school psychology program’s External Advisory Board.

Supervisory Personnel

Two persons have primary responsibility for internship supervision. They are the James Madison University Internship Coordinator and the field supervisor (the on-site supervising school psychologist).

I. The Internship Coordinator is the representative of the School Psychology Program at James Madison University. He/she is the liaison person among schools and agencies, the School Psychology Program Coordinator, and the School Psychology Program faculty. The Internship Coordinator will assist students in obtaining appropriate internship sites. The responsibilities of the Internship Coordinator include the following:

A. All internship contracts which are to be consummated with a school district or agency should be cleared with the Internship Coordinator.

B. The internship site selection and arrangements are to be planned and implemented by the Internship Coordinator. He/she is responsible for:
   1. Making contracts for each intern placement with the school district or agency supervisor.
   2. Assisting in the negotiation of the remunerative plans between the intern and the school district or agency.
   3. Confirming on-site supervision for the intern. If no acceptable on-site supervisor is available from the internally employed professionals, the Internship Coordinator may offer assistance in locating a qualified supervisor.
C. Provide internship guidelines for both the intern and the supervising psychologist and ensure that these arrangements are mutually agreeable to the supervisor, the intern, and the School Psychology Program Faculty.

D. Discuss the intern's work with the supervising psychologist and other appropriate persons in the school district or agency.

E. The coordinator plans his/her visits and phone conferences in advance and informs the intern and supervising psychologist of the nature and extent of his/her planned communication. At least one visit will be made by the Internship Coordinator for placements within reasonable driving distance. The coordinator will communicate with the supervising psychologists via email, memos, and telephone.

F. Designate the final grade (Satisfactory or Unsatisfactory) for the internship experience for the university records based on various sources of data about the intern's performance. However, this grade should be arrived at through consultation with the supervising psychologist in the internship site.

G. Plan the internship experience with the supervising psychologist and intern so that it is the most meaningful experience for the intern and, when possible, so that it also meets the on-site needs of the employing school district or agency.

H. Critically evaluate the professional log and sample assessment and intervention reports of the intern. If areas of student improvement are needed, it is the responsibility of the coordinator to attempt implementation of these improvements with the student and the supervisor.

I. If questions of professional ethics arise, the coordinator is expected to respond appropriately, and, if necessary, to seek the advice of colleagues in the School Psychology Program Faculty.

J. Plan for and implement the seminars to be attended by the interns and their supervisors. These seminars will be held 4 times during the academic year.

II. The Supervising Psychologist is approved by the James Madison University School Psychology Program faculty. He/she must be certified by the appropriate state Department of Education for practice as a School Psychologist. Other personnel may work in a supervisory capacity with a James Madison University School Psychology Intern (psychiatric social workers clinical psychologists, special educators, and the like), but must be members in good standing in their respective professional organizations and certified by approving state agencies. The supervising specialist who assumes the responsibility for directing and supervising the school psychology trainee should be an individual of proven excellence in this field. He/she should be capable of guiding the graduate student successfully through the internship experience.

The supervising specialist will be expected to fulfill the following responsibilities:
A. Coordinate the internship program with the public school administrators, or agency directors, and the James Madison University Internship Coordinator.

B. In conjunction with the James Madison University Internship Coordinator, the supervising psychologist should provide the orientation period for the intern at the beginning of the internship experience.

C. The supervising psychologist will have a minimum of 2 hours of direct supervision with the intern each week. Some direct observation of the intern’s activities at the beginning of the experience is expected.

D. He/she should provide the intern with as many of the activities described as essential for an effective internship experience as outlined under the section “Specific Objectives”, and all the requirements outlined in the attached School Psychology Field Experience Checklist.

E. Primary responsibility for dealing with skill areas in need of improvement rests with the supervising psychologist. This may take the form of formal or informal remediation plans.

F. Evaluation of the intern will be a joint effort between the coordinator and the supervisor and is based on competency in activities listed, on effectiveness in relating to school staff, and on development of an identity as a professional school psychologist. The supervisor, in collaboration with the intern, should forward to the program a final written evaluation of the intern’s performance, including completion of the Field Experience Checklist and the School Psychology Internship Evaluation. Interns will be graded on a satisfactory/unsatisfactory basis.

Intern Responsibilities

A. In order to enhance his/her identification as a developing school psychologist, the student should conduct himself/herself so as to express the same degree of responsibility as to do regular employees of the system or agency. Likewise, as a representative of James Madison University he/she has an obligation to perform at the highest level of professional functioning at all times. The trainee has a responsibility to both the district/agency and to James Madison University.

The intern is required to write a log of his/her experience and submit this professional log weekly to his/her field supervisor. The intern must submit this log each semester to the program's internship coordinator. The log will document intern experiences listed on the Field Experience Checklist. Reports and summarizations of the experience may be required to validate the intern experiences. The log, reports, and summary write-ups become a part of the permanent file of the intern and will provide documentation about the internship when required. The intern's conduct should be governed by professional ethical standards and guidelines as stated by the American Psychological Association and by the National Association of School Psychologists.

B. Requirements: The internship coordinator and the supervising psychologist will plan the program requirements for the student intern. The day-to-day responsibilities and the activities
of the intern are described by the *Field Experience Checklist* and in the section below. The internship requirements will reflect a degree of flexibility dependent upon individual interns’ backgrounds, experiences and the cooperating site.

C. Comprehensive Service Delivery: The intern, under supervision, should be able to provide effective services in the areas of based decision making, consultation and collaboration, academic and social and life skills development, school-wide promotion of learning, prevention and responsive services, family-school collaboration, effective work with diverse groups in diverse settings, and research and program evaluation. Practices should withhold legal, ethical and professional standards.

D. Reports: The intern will be required to prepare and submit reports on cases to which he/she is assigned. The supervising psychologist will critically evaluate these reports. All supervisors will hold students to professional levels of writing excellence and a high level of integration and efficiency in report writing. Students in the program are indoctrinated with the philosophy that the competent psychologist uses tests and test results to stimulate and sharpen his/her thinking about the dynamic functioning of the child to develop appropriate interventions and to monitor progress. Tests provide information which must be verified by other data and by direct behavioral observation. The supervising psychologist should co-sign and date all reports submitted by interns.

**Intern Activities**

The coordinator and supervisor will determine a program of activities individually prescribed to suit the needs of the intern. The intern should be included in this planning process. Some supervisors may wish to prescribe in writing the required activities for the intern. Others may prefer to plan on the basis of informal agreements. In either case, requirements should be clear to the intern. The *Field Experience Checklist* and *Experiential Activities Form* should be used in the development of the intern’s program of activities.

Supervising psychologists will wish to engage the intern in most of the following activities (also outlined in the Field Experience Checklist):

A. School Orientation: General Overview

1. Classroom observations (special education and regular classroom).
2. Professional teacher programs and meetings.
3. Administrator-staff meetings.
4. In-service training sessions.
5. Meetings of special services personnel (eligibility committees, screening committees).
6. IEP Committee meetings.
7. School Board meetings.
8. PTA meetings.
B. Orientation to Child Study or Special Services in the School and/or Community Agencies.

1. Informal interviews with special educators, principals, reading specialists, teachers, nurses, social workers, visiting teachers, speech therapists, guidance personnel, and other specialists.
2. Observations in special education classrooms and programs.
3. Involvement in case conferences with teachers and specialists.
4. Exposure to routine office procedures (record keeping, report writing, forms, bulletins, folders, file systems, correspondence, test supplies and orders, and the like).
5. Visits to special services
6. Visits to relevant parent groups and organizations

C. Development Skills in Psycho-educational Diagnosis and Formulation of Recommendations.

1. Opportunity to observe and evaluate a variety of populations. (Upper limit - 50 individual assessments).
2. Opportunity to receive referrals and work with a variety of types of referral problems under supervision (class placement, admission or exclusion, learning/behavior problems, and the like).

D. Orientation to Classrooms.

1. Planned classroom observations across a range of school grades.
2. Conferences with curriculum specialists and supervisors of instruction.
3. Discussions with teachers.
4. Discussions with administrators.

E. Development of Skills in Interviewing, Counseling, and Consultation.

1. Supervised data gathering interviews with pupils, parents, and teachers.
2. Supervised interpretive interviews with pupils, parents, and teachers, involving communication or Psycho-educational findings, behavioral management and implementation of recommendations.
3. Involvement in formal and informal teacher and parent conferences and groups.
4. Supervised individual and group counseling of pupils.
5. Supervised participation in preparation of proposals for special education programs, mental health activities in the schools, in-service training programs, etc.
6. Development of effective and consistent follow-up activities to case work.
7. Discussion and implementation of findings at various professional groups (at teacher meetings, at case conferences, etc.).
8. Development of effective relations with community agencies for referral, placement and follow-up.
9. Development of awareness of the interrelation of special education, guidance services, and other child study specialists, each with a valuable contribution to make to the school setting.
10. Application of research skills when warranted.
11. Continuation of professional growth and responsibilities through participation in outside workshops, conferences, etc.
F. The Completion of PSYC 790 (Internship) Requirements

1. Submit one comprehensive assessment report to the Internship coordinator during the first semester of internship.
2. Submit one intervention report to the internship coordinator during the second semester of the internship.
3. Attend the on-campus seminars or with permission of the University Coordinator, participate in seminars via web based Elluminate.
4. Participate in the JMU Graduate Symposium.
5. Participate in peer supervision and discussion via course Blackboard.
6. Take the PRAXIS II specialty exam in School Psychology and submit scores to the program.
7. Submit logs and evaluation in a timely manner.
8. Understand and apply professional standards to practice while adhering to legal and ethical guidelines at all times.

G. The Completion of Psychology 800, Research Project in School Psychology.

Many students will implement their research project during the internship. Library work, data collection, and writing required for the project are legitimate internship activities. However, the time allowance for these activities during the school day should not be abused. The general guideline of 1/2 to 1 day per month for research is recommended.
Grading for this course is **satisfactory/unsatisfactory**. Evaluation will occur at the end of each semester through the use of the School Psychology Evaluation Form to be completed by the **intern and the on-site supervisor** and through the University Internship Coordinator Intern Evaluation form to be completed by the University Internship Coordinator. To receive a grade of “S”, most skills must be rated at **MEETS EXPECTATIONS** or higher. In addition, interns must turn in appropriate logs and complete other internship requirements as specified in the internship course syllabus. If necessary, interns may be asked to participate in an action or remediation plan if skills and performance at the internship site are determined to be **MARGINAL** or **EMERGING** in one or more areas of practice or if other areas of professional performance are not adequate. Action and remediation plans will be developed by the university supervisor in collaboration with the site supervisor. Once an action plan is fulfilled, then the university supervisor will assign the appropriate grade for the internship semester. The University Internship Coordinator, in collaboration with program faculty, may determine that a grade of Unsatisfactory is warranted if action or remediation plans are not accepted and fulfilled by the intern.

All interns must adhere to ethical practice and conduct as dictated by the ethical guidelines and standards stated by the National Association of School Psychologists and the American Psychological Association. Unethical or illegal practice or conduct can result in an Unsatisfactory grade for the internship experience. This Internship syllabus, Psychology 790, provides additional expectations and requirements for all interns.

**Note Regarding Licensure by the State Board of Education:**

Students who have completed all program requirements for the School Psychology Program (including their PSYC 800 research project) will be recommended for certification even though they have not yet graduated. **Students who have not completed these requirements will not be recommended for licensure under any circumstances.**
1. **ASSESSMENT FOR INTERVENTION:** Experiences will span the age range of pre-school through high school and with culturally and linguistically different children as reflected in the site. A range of 20 to 50 evaluations over a 10-month period to include the following populations and purposes:

- Social/Emotional/Behavioral disorders
- Intellectual Disabilities (including mild, moderate and significant disabilities)
- Underachiever/Slow learner
- Gifted
- Learning disability
- Developmentally delayed (e.g., preschool)
- Neuropsychological deficits
- Other low incidence disabilities
- Curriculum Based Assessment
- Functional Behavioral Assessments
- Threat assessment

2. **INTERVENTION EXPERIENCES:**

- Crisis intervention
- Child/Adolescent individual counseling
- Implementation or case management of positive behavioral support or classroom intervention plan
- Participate in an educational intervention-curricula program (individual or group)
- Co-lead or lead at least one psychosocial group experience
- Curriculum-based assessment and progress monitoring
- Preferred (not required): Parent/Family education or parenting group

3. **CONSULTATION:**

- Parent/Family
- Teacher/Classroom
- Conjoint (preferred not required)
- Participate in a system wide consultation, prevention, or intervention project (e.g., school wide PBS, RTI, conflict resolution/peer mediation program)
• Offer presentation/education/workshop to school faculty, parents, PTA, or other psychologists

4. COMMUNITY SERVICES:
• Attendance or involvement in at least one community event with a wellness or mental health focus

5. CONFERENCE EXPERIENCES:
• Participate in at least one home visit
• Consistent participation in eligibility meetings/child study committees, IST, or RTI meetings

6. RESOURCE EXPERIENCE: (USE OR VISIT)
At least one agency contact beyond involvement through casework such as:
• Community mental health agencies
• Day care center
• Sheltered workshop
• Social services department
• Mental health clinic
• Area educational materials centers

7. PROFESSIONAL GROWTH:
• Attendance at national convention, state conference or regional workshop
• Attendance at school divisional in-service training if offered
• Attendance at one school board meeting
• Participation in a wellness program, stress-reduction activity or peer-support group
• Update portfolio to include interventions and professional development
• Take NCSP exam and submit scores to program
• Presentation at JMU Department of Graduate Psychology Annual Symposium

8. APPLIED RESEARCH: (one of the following)
• Involvement in research or program development (Ed.S. project)
• Involvement in research or program evaluation (Ed.S. project)
• Optional: involvement in school-based research specific to site

9. OPTIONAL EXPERIENCES:
• Program development or evaluation
• Grant preparation
• Submit presentations for regional, state, or national conference
Purpose

The School Psychology Program at James Madison is committed to practice which is empirically grounded. To meet that goal, the program in school psychology trains individuals who are knowledgeable of and versed in current best practices and who are well prepared to assimilate new developments in the field as informed consumers of the research literature. In addition, there is an expectation that JMU-trained school psychologists will be contributors to the research literature as principal investigators and collaborators or as evaluators of programs and services.

The Ed.S thesis is an integral part of the student’s curriculum. In it students are able to investigate an area of interest in depth and to develop, analyze, and present new data relevant to that area. The project is also an opportunity for students, under the guidance of a research mentor and a committee of faculty and professional colleagues, to learn about the conventions and requirements of research, including the use of appropriate design and analytic tools and various forms of professional communication of research findings. At the end of the thesis and the three methods courses leading to it (PSYC 605, 606, and 609) students should be prepared to be independent researchers.

Research not only has the potential to shape the future of the profession but can be professionally helpful to the individual researcher. Professional advancement in some areas is contingent upon research experience; grants and contracts often are awarded to those with prior research activity; individuals who aspire to further graduate education will find admissions and financial support easier to obtain with documented research experience.

Types of Research Projects

Students may undertake any type of research project normally found in school psychology journals, including surveys, program evaluations, test development and validation studies, and experiments, including small “N” and case control clinical studies. With the prior permission of his or her committee, a student may complete a comprehensive critical review of the literature, comparable in scope to reviews published as journal articles or as book chapters. The project, which will be referred hereafter as the “thesis,” whether it takes the form of a journal article or an extended study, must relate to the practice of school psychology, but students are encouraged to push the conventional boundaries of the field.

Students are also encouraged to work collaboratively with faculty and other students. Students may decide to work with faculty in areas in which they have developed research programs. Students may decide to work with fellow graduate
students. Collaboration often allows projects to expand in scope without requiring students to undertake very large projects individually.

Committee Composition

During the first semester of the second year, students are expected to attend brown bag lunches at which faculty present their research, in order to become familiar with faculty interests and expertise. By the second semester of the students’ second year, they will select a Chairperson for their committee. The Chairperson must be a core member of the school psychology faculty, as listed in the current School Psychology Program Handbook. In consultation with the committee Chairperson, the students will select two additional JMU faculty for the committee. One of these two faculty must also be a member of the School Psychology faculty, and one may be from any division of the University. Committees often are made up of three core school psychology faculty. All members of the committee must be members of the graduate faculty.

Students are advised to select faculty for their committee who 1) have expertise and interest in the area of their research; 2) are familiar with the student; and 3) work well with one another. Students should have a general idea of the nature of their project prior to selecting their committee.

Written Proposal and Defense

Working with their committee Chairperson and other faculty, including the PSYC 609 instructor, students will develop a written proposal of a research project they intend to undertake. The proposal will include 1) a statement of the problem; 2) a review of relevant literature; 3) a proposed methodology; and 4) a proposed analysis. Students will defend their proposal to their committee in a formal meeting. Students who work closely with their Chairperson in developing their proposal will normally encounter few changes during the proposal defense. Committees, however, provide guidance on the project and often require some changes to the original plan. In many cases, the committee will expect simplification or limitations of the thesis. At the proposal defense, the student will receive guidance and approval from the committee about the nature of the final report. Guidelines about the final project report and an evaluation form are attached.

Oral Defense of the Thesis

Upon completion of the final Ed.S thesis, the student will schedule an oral defense with her/his committee with the approval of the committee chair. Committee members require a week’s time to review the project before the oral defense. This defense begins with a brief (10-15 minute) presentation by the student of the goals, methods, findings, and implications of the study. Faculty then examine the student
about each of these areas. At the end of the defense, students are given written feedback about their presentation and ability to field questions and are given written information about revisions of the paper that are necessary. Rarely are modifications of the EdS thesis not required.

**Professional Presentation**

All EdS candidates must present at the annual Department of Graduate Psychology Symposium in the Spring semester. Typically, this presentation is based on the student’s thesis. Working with their committee chairperson, students should present the results of their thesis professionally, as a poster, paper, or workshop at a state, regional, or national convention, or as a paper in a journal or newsletter. The companion document to this paper, “The Ed.S Thesis Guide” provides more complete guidelines regarding preparation of the project.

**Deadlines**

It is expected that students will develop a research proposal in the context of PSYC 609 (Applied Research Methods) during the Spring semester of their second year. Students should be sufficiently prepared to defend a research proposal to their committee before the end of April of that year. Students must complete their proposal defense prior to December 1 of the first semester of internship. Students who fail to meet this deadline will receive an "I" in their internship course for that semester. Prior to the defense meeting, students must complete the CGOP Committee Approval Form available online.

Prior to undertaking any research with human subjects, students must secure permission of the James Madison University Institutional Review Board (IRB) and the IRB or other designated body or individual in a school system where research will be undertaken, in compliance with current federal and state law. Students should consult with their Chairperson as to whether to approach the IRBs prior to or after their Proposal Defense.

Copies of the research proposal and final Ed.S thesis must be received by committee members at least seven calendar days prior to the defense meetings. Students must determine whether faculty require paper copies of the documents or can receive them electronically. Students should distribute copies to committee members only after the Chairperson has given her/his approval of the document. In order for the Chairperson to give approval, he or she must have access to the document well in advance of the seven day period prior to the defense. Keeping your Chairperson informed of progress with progressive drafts is highly advised.

Students should complete and defend their thesis by May 1st of their internship
year and must defend it prior to the July Graduate School deadline if they intend to graduate in summer. This deadline provides time for students to make revisions to their final product (which are usually necessary) before submitting their title and signature pages to the Graduate School (TGS). Students must submit the final revisions of their thesis to TGS in accordance to the deadline published in the current Graduate Catalog. Students who fail to meet this deadline will be required to register for Ed.S Project Continuance in the Fall semester. Paperwork toward certification cannot be initiated until the final copy of the thesis is received by the Graduate School.
The Ed.S Research Project (Thesis) Guide

Ed.S theses are “masterpieces” in the sense of masterpieces used for entrance into the medieval guilds. You must show that you can make a mandolin, not reinvent it. A thesis admits you to the profession. “Simple,” “elegant,” “useful,” “concise,” and “clear” are perhaps the adjectives which should best describe it. The Ed.S thesis need not be startlingly original. Many students find it useful to build on the research of faculty or on previous students’ work.

Developing a thesis is a multi-step process that will extend over months and, in many cases, more than a year. Those steps include (at least):

1. Selecting a topic
2. Refining the topic with a faculty mentor
3. Researching the topic
4. Developing a formal thesis proposal with a committee chairperson
5. Proposing the research to a thesis committee
6. Gaining permission to carry out the research
7. Carrying out the research
8. Defending the thesis document to the thesis committee
9. Submitting the thesis for dissemination

While step 1 can take place at anytime, steps 2-4 will take place in the context of PSYC 609 (Applied Research Methods) during students’ second year. Steps 5 and 6 may also take place that this time. Step 7 should take place during the summer between the second and internship year, and step 8 and 9 will take place prior to the end of the internship year. The rest of this document will discuss these nine steps.

1. Selecting a Topic

There are many ways of finding a topic. No way is inherently better than another. Here are five possibilities:

1. **Opportunity.** You may discover someone wants a program evaluated or a faculty member has money to study a problem. Alfred Binet developed the “IQ” test because a committee came to him and asked him to do it.

2. **Personal Experience.** Something in your life may suggest a research problem. Lewis Terman used Binet’s test to study giftedness, because he felt that as a boy growing up in a county without a high school, his true ability may never have been recognized. There are some cautions to using personal experience. If, for example, you are still working through an abusive situation, you may want to avoid tackling abuse as your thesis topic. You may not be able to be objective, and you may find talking to other abuse victims troubling. If you are using personal experience as your entree into a research topic, you should be candid with your chairperson about it. He or she will
make recommendations to you about whether it is good for you to be doing this at this point in your personal and professional development.

3. Clinical experience. Your practica experiences may provide you with research questions. David Wechsler developed performance items and an adult IQ test because he was the chief psychologist at Belleview Hospital and needed to test adults, many of whom could not be tested in English. Ask your supervisor what sorts of projects may be available for study in your school or district.

4. The Literature. You can browse through recent school psychology journals to find interesting topics. This will help you locate “hot” topics. You can also go to older issues to find a topic which has lapsed in popularity, but which may need to be updated. Journal articles often conclude with suggestions about potential avenues for further research.

5. Colleagues. Your fellow students may find topics which interest you. Your faculty colleagues will present their interests in courses or research discussion forums. It is perfectly acceptable to join in on someone else’s project.

2. Refining the Topic with a Faculty Mentor

Once you have decided upon a topic (or a number of topics) it would be a good idea to discuss it (them) with a core member of the school psychology faculty. The faculty member can help you narrow your topic to a researchable problem. If your topic arises from a clinical experience, you may also discuss it with your site supervisor.

Faculty members may discourage you from a topic if they have reason to believe external factors may interfere with completing a study. For example, you might be interested in controversial topics where you are not likely to get cooperation (sexual harassment of students by teachers); topics which have legal liabilities (how many misdiagnoses do eligibility committees make each year); or topics which will be hard to study (learning disabilities among Basque-Americans).

3. Researching the Topic

Students sometimes want guidelines about “how many references to include in the literature review.” The answer is “all of them.” This is not an undergraduate paper where we can say “15” or “35.” or even “all of them in the Carrier Library.” You will need to rely on the Internet. You may have to read literature from the 1920s. Occasionally you may even have to have an article translated for you literature in a foreign language.

You do not, however, need to know everything about every variable you are studying. For example, a student recently was interested in the effect high stakes testing on self-esteem. When he put in the term “self-esteem” into the PsychInfo database, he
came up with over 12,000 references. He does not have to read all of them. When he continued the search by including “testing” and “self-esteem,” the number dropped to 700. When he then entered the term “children” because he was interested in 5th grade students, the number dropped to less than 80. Reviewing the abstracts, only about 30 were relevant to the topic. He then researched the ERIC database, and between PsychInfo and ERIC, he found about 45 relevant articles. That was one literature he needed to become acquainted with. The PsychInfo and the ERIC databases need to be searched thoroughly, using multiple potential key terms.

4. Developing a formal thesis proposal with a Committee Chairperson

The proposal is in many ways a more important document than the final thesis itself. It in, you must communicate to your committee what you want to do for your thesis and why you want to do it.

The proposal consists of three parts: an introduction, a proposed methodology, and a proposed data analysis plan. Each of the three parts (or chapters) is equally important, although the introduction may be substantially longer than the other two combined.

Introduction

The Introduction consists of three parts: 1. A statement of the problem; 2. A review of the literature; and 3. A statement of the hypotheses. Again, each of these parts is of equal importance, although the review of the literature may be the longest of the parts.

Statement of the Problem. The statement of the problem is often a page or less. It provides the context for the entire study. The particular problem you have chosen will likely be very narrow, but the statement of the problem gives the broader view of the general topic. You may be evaluating the effectiveness of a particular drop-out prevention program, but you may want to start off by discussing on a national basis the scope of the problem of drop-out: how many adolescents are affected and what are the major problems encountered by high school drop-outs.

Review of the Literature. The literature review is an organized statement of what the literature tells us thus far on the topic you have chosen. It is a critical review, in that it is not merely a summary of past results, but an intelligent evaluation of where there are weaknesses in the literature.

The major mistake that students make is writing down on an index card basic information about each study they read and then putting all that information in some sort of order. (A worse mistake is not putting it into some sort of logical order.) That’s not a literature review. Some studies will require detailed descriptions because they are essential ones to your topic. Others will merit only a single sentence. For example, a
A major study may have examined the prevalence of conduct referrals in grade six and then followed up those children at grade 10 to see which ones become identified as “conduct disordered” kids. This may be a very important study, but it was limited to one school district. Five other studies essentially repeated the first study in very different kinds of school districts. Four replicated the same findings. One did not. The four replications can be handled in one sentence:

Four studies confirmed these findings in rural (Carpenter & Blass, 1989; Trusdale & Safer, 1988) and middle class suburban (Smith & Freeman, 1993; Weathers & Ming, 1992) school districts.

The fifth study, which did not replicate the results of the primary study needs your critical attention. Was there a change in methodology or school composition that affected the findings?

Your literature review will certainly have more than one section. You should use headings and subheadings to organize your review. Your Chairperson should help you with the overall organization of the paper once your have a rough draft of it. Your Chairperson may also suggest that you go to one of the writing centers on campus to assist you with basic writing issues.

The literature review must be interesting and logical. It tells a story, a story which, of course, includes the most recent of the relevant research literature. It will require many drafts. Maybe 10 is a good estimate of how many. A good slogan to remember is that you should have an affair with your thesis, not just a one-night stand.

**Statement of the Hypotheses.** You should organize the Literature Review so that one or more research questions are obvious. In about a page, you should state clearly in terms of dependent and independent variables what relationships you are interested in. It is often helpful to state these hypotheses formally for the proposal:

* I hypothesize that experienced teachers who have served on eligibility committees will have more positive views of special education services than experienced teachers who have not served on eligibility committees or first year teachers.

or

* I hypothesize that high school athletes who have had two or more concussions will show
a significant decrease in their grade point average from the previous year.

Proposed Methodology

The proposed methodology should be very detailed. You will describe your proposed participants in detail: Who do you want to study? On what characteristics will you select them? How many would you like to have? The more details you can tell your committee about them, the better. Why 5th graders rather than 6th?

The Procedure subsection should read like a recipe in a cookbook. It should be step by step, with as much detail as possible. For example, if you are going to administer three scales, what is the order, and why? What are you going to say to the participants? Are you going to interview them individually or administer tests in large or small groups? Why?

In the Instrumentation section, you need to describe all tests you will use in terms of their format (number and types of items) and their reliability and validity data. You can rely on the test manual for some of these details, but you should also check out other research that has used these tests. (Consult the HAPI [Health and Psychosocial Index] database.)

If there are several tests of the same construct (for example, IQ or self-esteem), you need to justify why you have selected the one you have chosen. You can refer to reviews in the Mental Measurement Yearbook, review articles, etc. If you are going to use WISC-III's because that’s what the school district uses, that’s justification enough, but if you are going to measure self-concept, you need to tell your committee why you want the Piers-Harris for your particular group.

If a test you are going to use is copyrighted, you need to get permission to use it in writing. (The permission letter should be one of your Appendices.) Many instruments are published in journals, and those journals may have a policy that anyone can use them for research purposes. APA journals typically do NOT have that policy. Many publishers (although not all) will allow graduate students to use their tests for free, but if you are doing a project that could be construed as a program for a school district, they may think that the school district should pay. You should consult with your committee members and the Test Librarian about getting these permissions.
Proposed Data Analysis Plan

Going back to your hypotheses, you need to write a statement about how you will analyze each one of them. For example:

To test hypothesis 4, that experienced teachers who have served on eligibility committees will have more positive views of special education services than experienced teachers who have not served on eligibility committees or first year teachers, I will divide the teachers into three groups (new teachers, experienced teachers reporting eligibility committee experience, and experience teachers reporting no eligibility committee experience) and compare their responses to the seven items on the SPAS (Special Education Attitude Survey) by item and total score, using Analysis of Variance. I will follow up each significant difference with a Tukey post hoc-test to see which groups are significantly different from each other.

To test hypothesis 3, that high school athletes who have had two or more concussions will show a significant decrease in their grade point averages from the previous year, I will use school file date to compare GPAs in the major subjects (English, social studies, science, and mathematics) between the first semester of this year and the first semester of last year, using a paired t-test.

These aren’t beautiful prose, but they’re clear and detailed.

5. Proposing the Research to a Thesis Committee

At some point, your chairperson is going to tell you that your proposal document is in good enough shape to propose it to your committee. At this point you need to circulate paper copies of your proposal to your committee members and schedule a proposal defense meeting. Committee members must have a formal proposal document at least one week in advance of the meeting.

The proposal defense meeting has three parts. First, you tell the committee your rationale for the study. Then they will ask questions about your decision process and proposed methodology. The committee will give you feedback on your proposal and your performance during the meeting. It is not infrequent that the committee will
simplify your proposal. Sometimes they will make suggestions, and sometimes they will make substantive changes. You will receive feedback from the committee about what you might do differently and what you must do differently from the proposal document.

Students who wish to get an earlier start by collecting data prior to the proposal meeting do so at their own risk. Rarely is the proposal accepted completely by a committee. Any preliminary data collections should be thought of as pilot which may or may not become part of the thesis.

6. Gaining Permission to Carry out the Research

While this step is listed at #6, if there are any controversial aspects of the research, it may be better for this to take place earlier. Controversial areas include:

1. Asking questions which carry legal liability (questions about abuse and neglect; asking participants about illegal behavior, including such seemingly innocuous questions as asking junior high school children if they smoke cigarettes);
2. Asking children to report about their home situation;
3. Verifying whether IEP requirements are being met; and
4. Keeping information in personally identifiable form for periods of time.

You must gain permission from the JMU Institutional Review Board (IRB) and the authorizing person or group in a school district or agency to undertake research. Each school district has its own policy about research. Most school districts are reluctant to authorize research which takes away substantially from instructional time, unless there is a pay-off for the schools.

There are three instances when JMU IRB permission is not needed: when the proposal involves research involved in evaluating the school psychology program at JMU; when you are doing research with a faculty member who has already received IRB permission; and when you are examining an archival data set. Otherwise, you must gain permission to undertake research for a thesis from the JMU IRB. (See sample, Appendix A.)

**JMU IRB**

The form for proposing a research study can be found on the JMU website at http://www.jmu.edu/sponsprog/irb/irbReviewRequest.doc. The form that you find here is straightforward and can be submitted via email. It should take between two and four weeks to get a response from the IRB, although the process slows during University holidays.

You are the proposer of your thesis, not your chairperson (unless he or she already has gotten permission to carry out the research you are doing). The IRB is interested in three things:
1. Is participation voluntary? *Is consent given?*

2. Are subjects (or their parents) aware of any risks or benefits? *Is consent informed?

3. Will data be maintained to preserve participant confidentiality?

A. PURPOSE OR OBJECTIVES. The first part of the IRB proposal asks for the purpose or objectives of the research. This should be very short and to the point, perhaps one half-page paragraph (even though the form says “limited to one page”). Remember that the IRB is made up entirely of people who are unfamiliar with school psychology, so you should stay clear of jargon. For example, if you write that the purpose of your study is “to examine the correlation between co-morbid factors associated with ADHD and family structure” you should have your proposal returned. Say it in English: “I am examining whether other behavior problems which frequently accompany Attention Deficiency/Hyperactivity Disorder are related to whether children come from one- or two-parent families” is better.

B. PROCEDURES. There are five sub headings here which need to be addressed, probably each in a sentence or two. In general, you should be brief and to the point; tell the Committee what they need to know and no more:  

*Research Design and Sampling* can be very simple. Are you doing an experiment or a correlational study? Will you be using random assignment? *Who* will you be studying? This does not need to be long: “I will be doing a correlational study of 5th grade students in one school in Augusta County.”

*Method of Collecting data (emphasizing possible risks and the protection of subjects).* We are not drawing blood or making elderly people jog ten miles. What are the risks of filling out a self-esteem inventory? None. If there are no risks, say so. 90% of the time, there won’t be any risks. Modest discomfort in answering the question “I am not a very good writer” does not constitute a risk. However, if you ask students a question like, “From whom do you buy your drugs,” that might constitute a risk. *Consent forms.* You need both a “consent form” for the parents and an “assent form” from the children, if you are using subjects under 18. If you are doing a mail survey, the consent form should be page one of the survey. *Time frame.* Just give beginning date and ending date. Don’t be optimistic about the ending date. You do not need the approval of faculty supervisor form.

C. ATTACHMENTS *Letters of permission.* This is a Catch-22. Maybe the IRB will want to know whether you already have permission to do this study in the school; maybe the school wants to have the JMU IRB permission before giving theirs. If you have a letter from someone in the schools or agency where you will be doing your research, include it. If not, don’t make a big deal about it. *Cover letter.* If you are sending a permission form home or
doing a mail survey, you will need a cover letter. Cover letters address several things: that participation is voluntary; that participants may withdraw at any time without any negative consequences; what the risks and benefits are; and how the research will be used. This should be co-signed by a supervisor, administrator or faculty member. **Questionnaires and tests.** Include each item you use as a separate attachment (just in case the IRB decides NOT to approve part of your project); if you are using a demographic questionnaire, you must include this, too.

D. **DATA ANALYSIS.** This is a misleading title. Here you need to discuss “confidentiality” and “storage” of data. The JMU IRB takes very seriously the issue of confidentiality. Even if you ask a questions like “have you ever played the game of horseshoes?” you need to ensure that student’s responses are confidential—which does not mean “anonymous.” Often your primary data never has the participants’ names associated with it. For example, if students fill out a questionnaire and your analyze that. Then you say: “Data will be collected anonymously,” and that’s that. But if you are doing a longitudinal study where you have to be able to match up responses at two different times, you will need to detail a procedure for coding data so that they are stored in a way that will keep participants’ names from being associated with their responses. There’s even more of a problem if you have sensitive data, such as self-reports of delinquent behavior.

E. **REPORT PROCEDURES.** There are two issues here. **Identified audience and presentation methods.** Here’s a suggestion: write “This research is being collected for an Ed.S thesis at James Madison University and for possible presentation at conventions of school psychologists and in journals aimed toward professional school psychologists.” **How feedback will be provided subjects.** Normally, you will have a check off portion of the parent consent form, asking whether they want to receive information about the study. Here’s an idea: “On the parental consent form, parents may request information about the results of the study; as data will be collected confidentially, information about individual student performance cannot be given.”

F. **EXPERIENCE OF THE RESEARCHER.** Well, you’ve probably had little, so here’s when you bring out your faculty mentors. “This research is being supervised by Dr. Thaddeus B. Taylor who has 15 year of research experience, including 44 publications in refereed journals and two grants from the US Department of Education.” Something simple like that.

7. **Carrying out the research**

If your proposal is detailed and if permissions have been granted, this should be
the easiest, although not the least time-consuming, aspect of the process.

One issue needs to be mentioned: making adjustments to the proposal. You may have proposed to evaluate a stress reduction program for teachers involving 35 participants. If only 33 show up, that’s not a big deal. If only 12 do, you should consult your chairperson. Don’t wait for the defense meeting to drop this bombshell. Likewise, if your superintendent decides that you cannot use one of your primary questionnaires, you need to consult your chairperson.

8. Defending the thesis document to the Thesis Committee

Having completed the research, you should work with your chairperson to modify the introduction and method section of your proposal and to write the results and discussion sections.

In order to facilitate professional communication and professional growth, the school psychology faculty are strongly suggesting that the final EdS thesis be in the form of a journal article, rather than in the extended thesis format. You may want to look at your references and see which journal you have cited the most frequently (that means that this journal’s editors are interested in this topic) and use this journal for basic guidelines—how long is the typical article? [The rule of thumb here is that one journal page equals two thesis pages.] How many tables and figures are usually included? How long is the typical introduction? How many references are usual in this journal? (Once you decide which direction you want to pursue, you should not deviate from this plan without the approval of your committee.)

Introduction. You will probably do some trimming to the literature review. Your committee has already seen your full review and they do not need to read it again. Your proposal review may be 20 pages, while your final review may be six to eight pages. You need to keep the essence of the “story” you told in your proposal, but you may need to eliminate some of the detail.

Method. The method section may remain largely intact from your proposal, with the exception that you need to include actual rather than proposed descriptions of participants. You may need to reduce you rationale for including the instruments you included.

Results. The results section presents the data analyses. In a quantitative study, this may be only 3-4 pages, addressing the hypotheses. Qualitative analyses will be considerable longer.

Discussion. The discussion section usually revisits all the issues raised in the introduction and then 1) acknowledges the limitations of the study and 2) suggests further research than needs to be done.
The Defense

The defense of the thesis follows the same format as the proposal defense: you will make a 10-minute presentation of the rationale, methods, results, and interpretation of findings, and then be asked questions by the committee. This is a more formal meeting where visual aids may be used. Typically, some modifications of the thesis document are required.

The Thesis Document

Style

The thesis should follow the guidelines of the 2001 *Publication Manual of the American Psychological Association (5th Ed.).* There are changes in this manual from previous editions, so students should not exclusively follow an old thesis as a guideline. Exceptions to the publication manual are noted below in bold.

The thesis should be written in Times New Roman or Times 12-point font throughout the document, including all front matter (Approval Page, Title Page, Acknowledgements, Table of Contents, and Abstract) and end matter (Appendices and References, in that order). The left margin should be 1 1/2 inches and the top, bottom, and right margins should be 1 inch.

Everything in the thesis should be double-spaced, **with the exception of references and tables, which are single-spaced.**

Typing and Pagination

For security and convenience, you should create the front matter, each of the four chapters of the body of the thesis, and the end matter as separate files. When you go to forward the final version of the thesis, you can merge the four chapters and the end matter and paginate them with Arabic numerals in the top right corner in a header beginning with page 1.

The front matter is numbered with small Roman numerals at the bottom. The Approval page and the Title page are unnumbered, and the Acknowledgements begin as page ii. It is probably easier to type the page numbers at the bottom of each page in the text, rather than trying to use a footer command.

Table and Figures

**Tables and figures are integrated into the text on separate pages immediately after their first reference.** The style of citing is:
Hypothesis 3 was not confirmed, as can be seen by inspecting the data in Table 4. Rather

Insert Table 4 about here

Than finding a decrease in self-esteem among the students who did poorly on SOL tests, those

Each table or figure is on a separate, numbered page. Tables and figures are included in the Table of Contents. If you include photographs, they must be scanned into the document.

Approval Page
The specific format is available from the graduate school website. Two copies of the approval page with original signatures in black ink are submitted to the Graduate School. It is not numbered.

Title Page
The specific format is available from the graduate school.

Acknowledgements
Usually one thanks all those who helped in the thesis, including committee members, consultants, undergraduate assistants, school district personnel, and significant others who put up with them while writing the paper. The thesis can be dedicated at this point, as well.

Table of Contents
The items in the Table of Contents include Title Page, Acknowledgements, Table of Contents, Abstract (with page numbers in small Roman numerals), Introduction (and any subheadings), Method (and all subheadings and tables and figures), Results (and all tables and figures), Discussion (and all tables and figures), Appendices (listed by name), and References.

Abstract
The abstract should be no more than 350 words long and include summaries of
the introduction, method, results, and discussion sections.

**List of tables/List of figures**

**Body**

Begin this section with a heading, Introduction, and continue to the end of the paper. All figures and tables are on separate pages integrated after their first reference.

**Appendices**

This section includes copies of all tests, interview protocols, questionnaires, letters of permission. Each test, etc. is in a separate Appendix.

**References**

Use APA style, but single-space everything.

---

9. Submitting the Thesis for Dissemination

Your thesis will be disseminated by being placed in the library collection electronically and shared with interested scholars. You will also likely present some aspect of your thesis as your presentation at the Graduate Psychology Symposium in the spring of your internship year.

At the time of your defense, your committee will recommend to you the most viable way of further dissemination. This may include a presentation at a state, regional, or national convention, or submission of the thesis to a school psychology journal. The body of the thesis should be able to be turned into a journal submission with very modest efforts. If journal submission is recommended, the student can expect considerable guidance and effort from her or his chairperson.

**Authorship**

Typically, a professional presentation of the thesis is jointly authored by the student (first author) and his or her Chairperson (second author). If the Chairperson feels that the thesis is mostly his or her own work, the authorship is reversed, but this should be understood by both parties prior to undertaking the research. This would be the case only when the student is largely carrying out a part of a faculty member’s research program.

In the normal case, when the student is the first author, he or she may decide that other members of the committee, consultants, student assistants, or school/agency personnel deserve authorship. Generosity is not a bad professional quality.
Appendix A
GRADUATE ASSISTANTSHIPS

Graduate Assistantships can be extremely helpful in terms of both financing your education and gaining valuable experience. Getting an assistantship, though, is extremely competitive. Although there are several assistantships positions in the Department of Graduate Psychology, the School Psychology program has two positions, both serving the Test Library. The other positions are selected based on skills, applicant pool, and needs of all the graduate programs.

All information regarding types of assistantships, stipends, tuition scholarships, registration policies, and the application process can be found on the Graduate School’s web site at http://www.jmu.edu/grad and link to Assistantships. All assistantship job postings will be located on the university’s online JOBLINK. Instructions are found there to guide you through the process. Questions regarding a particular assistantship should be made directly to the department advertising the opening.
RESOURCES AND SERVICES

Carrier Library  568-6150

Carrier Library serves as a primary base for research at the university. Its’ collections include the equivalent of 500,000 volumes, which includes books, bound periodicals, microforms, and government documents. It currently receives 2,450 periodicals. Approximately 500 additional journals can be accessed within 48 hours through the Document Express service. It is open 106 hours a week during the academic year. The Library's professional staff provides instruction of the use of the library's resources upon request.

Campus Card Center  568-6915

The Campus Card center provides a comprehensive service to all users of the debit card/ identification system. Services includes issuing JMU access cards (JAC), campus debit card, and food service accounts. The campus card center is located in Warren Hall.

Postal Services  568-6257

The Office of Postal Services is in Warren Hall (lower level). It is operated by university employees and it handles incoming and outgoing U.S. mail and UPS packages for the university community. It also distributes student mail and departmental mail, sells stamps and pre-stamped envelopes, and provides certified and express mail services.

JMU Bookstore  568-6121

The bookstore at JMU is owned and operated by Follett Higher Education as a service to the community at large as well as the university community. The bookstore has new and used textbooks, general books, reference manuals, office supplies and JMU collegiate clothing and gifts. It also sells computers and supplies, offers FAX and special order services. Visa and Master Card accepted.

Health Center  568-6177

The health center on campus is staffed by physicians, registered nurses, health educators, and administrative staff. The center provides outpatient services, treatment of minor illnesses and educational services regarding health issues. Information regarding student health insurance can also be obtained.

Multicultural Student Services  568-6636

The center for multicultural student services supports students of culturally diverse backgrounds. Staff members address the needs and concerns of students. Staff members also coordinate activities such as lectures, concerts, exhibits and social which allows for further individual student and community development and growth.

Office of Financial Aid and Scholarships  568-7820

This office provides information regarding financial assistance, loans, and scholarships. The University also conducts work-study programs for both undergraduate and graduate students and maintains an Office of Student Employment in Warren Hall (568-6165).
Credit Union  568-7828
Commonwealth One Federal Credit Union, a full-service financial institution, is located in Gibbons Hall (round building).

Center for Off-Campus Life  568-6071
The Center for Off-Campus Living provides a variety of services for students who do not reside on campus. Staff members assist students in finding housing, by providing housing listings and listing regarding roommates. The center also provides information regarding transportation, renter’s insurance, renter’s rights and responsibilities and information regarding campus resources. The center is in Taylor Hall and has a lounge in which students can rest between classes. Television, microwaves, lunch refrigerator, lockers, and vax terminals are a few of the many other special services that the center offers. Taylor Hall. http://web.jmu.edu/ocl

Counseling and Student Development Center (CSDC)  568-6522
The University's Counseling and Student Development Center is a free resource for students dealing with personal, educational and emotional concerns and questions. The center offers the following services: individual counseling, group counseling, consultation, programs and workshops, psychological testing and national testing. The CSDC is located in Varner House on the Quad.

Parking and Vehicle Registration  568-3300
Parking permits are required if you wish to park anywhere on campus or in commuter lots. Parking permits and vehicle registration forms can be obtained at the Parking Office located underneath the parking deck which is located next to the football field.

University Recreation/UREC  568-8700
The University offers a variety of indoor and outdoor activities which promotes physical health. Aerobics, yoga, swimming, team sports, fitness training and nature hikes are some of the activities that UREC offers.

Public Transportation
Harrisonburg City Transit had various routes throughout the city. JMU students can ride the bus FREE of charge when a valid JMU Access card (JAC) is presented. There are five stops on campus with Godwin Hall being the central arrival and departure point. Bus schedules are available at the Center for Off Campus Living.

Honor System
The academic program at JMU operates under an Honor system which has been adopted by students and faculty and is set to uphold the integrity of the individual and community. All students and faculty are expected to cooperate and abide by the provisions of the Honor System in order to achieve the goals of integrity. Violations of the Honor Code include, but are not limited to, the following actions:

1. Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers or other supplementary items.
2. Giving false or misleading information regarding an academic matter.

3. Copying information from another student during an examination.

4. Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit.

5. Obtaining prior knowledge of examination materials (including by using copies of previously given examinations obtained from files maintained by various groups and organizations) in an unauthorized manner.

6. Selling or giving to another student unauthorized copies of any portion of an examination.

7. Using a commercially prepared paper or research project or submitting for academic credit any work completed by someone else.

8. Falsifying or attempting to falsify class attendance records for oneself, or for someone else, or having another falsify attendance records on your behalf.

9. Falsifying material relating to course registration or grades, either for oneself or for someone else.

10. Falsifying reasons why a student did not attend a required class or take a scheduled examination.

11. Taking an examination in the place of another student.

12. Making unauthorized changes in any reported grade or on an official academic report form.

13. Falsifying scientific or other data submitted for academic credit.

14. Collaborating in an unauthorized manner with one or more other students on an examination or any work submitted for academic credit.

15. Committing the act of plagiarism - the copying, writing or presenting as one's own the information, ideas or phrasing of another person without proper acknowledgment of the true source.

16. Using computing facilities or library resources in an academically dishonest manner.

17. Falsifying evidence, or intimidating or influencing someone in connection with an honor violation investigation, hearing or appeal.
Appendix C

2010/2011 PERTINENT UNIVERSITY CALENDAR DATES (Please refer to the JMU website [www.jmu.edu/registrar/academiccalendars.shtml] for the complete academic calendar)

SUMMER SESSION 2011- See online academic calendar for each session and deadlines
Appendix D

James Madison University
Department of Graduate Psychology
School Psychology Summer Multidisciplinary Assessment Practicum Evaluation

Student: __________________________________________________________________________
Field-based Supervisor: _____________________________________________________________
Practicum Placement: ______________________________________________________________
University Supervisor: ______________________________________________________________

Period of Evaluation: (Circle)        Mid-semester            Semester-end           Summer

Supervisors: Please provide your feedback regarding your student’s level of performance, with respect to provision of psychological services. Your ratings should be based on observation and/or reports of performance received from other school personnel, parents and other individuals that are directly associated with the student's practice.

Students: Please rate yourself with respect to your provision of school psychological services. In order to guide your ratings, please use the following descriptions:

* 1. = The student's performance is below the level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for skill growth.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

N/A  This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the student may not be receiving a full spectrum of experiences.)

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of each category.
I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>I. Summer Evaluation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1. Appropriately selects and administers instruments most likely to answer referral questions.</td>
<td></td>
</tr>
<tr>
<td>2. Explains results to client in manner consistent with their level of understanding.</td>
<td></td>
</tr>
<tr>
<td>3. Reports accurately reflect client’s concerns.</td>
<td></td>
</tr>
<tr>
<td>4. Reports are concise and clear and written in manner easily understood by parents and teachers.</td>
<td></td>
</tr>
<tr>
<td>5. Report describes child thoroughly using behavioral examples in addition to scores.</td>
<td></td>
</tr>
<tr>
<td>6. Recommendations highlight strengths and have positive tone.</td>
<td></td>
</tr>
<tr>
<td>7. Reports include a statement that addresses validity of findings.</td>
<td></td>
</tr>
<tr>
<td>8. Demonstrates competent cognitive assessment (administration, scoring, and interpretation.)</td>
<td></td>
</tr>
<tr>
<td>9. Demonstrates competent achievement assessment (administration, scoring, and interpretation.)</td>
<td></td>
</tr>
<tr>
<td>10. Conducts behavioral observations of students.</td>
<td></td>
</tr>
<tr>
<td>11. Demonstrates knowledge of assessment instruments and how to explain results of testing to parents, providing real life examples.</td>
<td></td>
</tr>
<tr>
<td>12. Answers questions clearly and concisely during informings.</td>
<td></td>
</tr>
<tr>
<td>13. Explains the implication of diagnoses clearly to parents, professionals, and/or client.</td>
<td></td>
</tr>
<tr>
<td>14. Respects and shows understanding of parental concerns of results.</td>
<td></td>
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</tbody>
</table>

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
**II. CONSULTATION AND COLLABORATION**

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th></th>
<th><strong>Summer Evaluation</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Makes appropriate and professional contact with parents.</td>
</tr>
<tr>
<td>2.</td>
<td>Make appropriate and professional contact with school personnel.</td>
</tr>
<tr>
<td>3.</td>
<td>Gathers information and history during intake by asking appropriate open-ended questions and follow-up queries.</td>
</tr>
<tr>
<td>4.</td>
<td>Gathers information during intake in respectful manner.</td>
</tr>
<tr>
<td>5.</td>
<td>Establishes rapport with parents.</td>
</tr>
<tr>
<td>6.</td>
<td>Gathers information from various sources (medical, educational, other) and was aware of possible sources of information (re)sources.</td>
</tr>
<tr>
<td>7.</td>
<td>Maintains appropriate lines of communication with educational personnel and parents.</td>
</tr>
<tr>
<td>8.</td>
<td>Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately.)</td>
</tr>
<tr>
<td>9.</td>
<td>Establishes rapport with children and/or adolescents.</td>
</tr>
<tr>
<td>10.</td>
<td>Works well with school personnel and community/agency professionals.</td>
</tr>
<tr>
<td>11.</td>
<td>Uses interpersonal skills effectively during team meetings.</td>
</tr>
<tr>
<td>12.</td>
<td>Speaks clearly and effectively.</td>
</tr>
<tr>
<td>13.</td>
<td>Solicits and considers others’ points of view.</td>
</tr>
<tr>
<td>14.</td>
<td>Demonstrates appropriate assertiveness.</td>
</tr>
</tbody>
</table>

**Comments (Student):**

**Supervisor’s Comments** (including rationale for any “1” or “5” ratings in this category):
III. INTERVENTIONS and INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of each category.

<table>
<thead>
<tr>
<th>III. Summer Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1. Links data to interventions.</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):

IV. SCHOOL STRUCTURE, ORGANIZATION, AND CLIMATE

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.
IV. Summer Evaluation

1. Understands the organization and administrative structure of the school division (e.g., role of SPED Director, school board).

2. Demonstrates effective process skills in team activities.

3. Understands the organization and administrative structure of the Child Development Center (e.g., role of director, staff, policies, etc.)

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):

---

V. PREVENTIVE AND RESPONSIVE SERVICES

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of each category.

V. Summer Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knows and would be able to apply principles for responding to crises (suicide, death, natural disaster, violence, sexual harassment).</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
VI. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>VI.</th>
<th>Summer Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1.</td>
<td>Understands and adheres to state and federal regulations (including procedural safeguards and due process).</td>
</tr>
<tr>
<td>2.</td>
<td>Knows and applies legal and ethical standards in professional activities.</td>
</tr>
<tr>
<td>3.</td>
<td>Keeps supervisors informed of events and activities.</td>
</tr>
<tr>
<td>4.</td>
<td>Is prompt in meeting deadlines and appointments.</td>
</tr>
<tr>
<td>5.</td>
<td>Promptly responds to requests for assistance.</td>
</tr>
<tr>
<td>6.</td>
<td>Establishes appropriate work priorities and manages time efficiently.</td>
</tr>
<tr>
<td>7.</td>
<td>Accepts responsibility for own behavior (acknowledges errors, works toward improvement)</td>
</tr>
<tr>
<td>8.</td>
<td>Accepts and responds constructively to criticism and suggestions from supervisor(s).</td>
</tr>
<tr>
<td>9.</td>
<td>Comes prepared to supervision with notes, data and tentative working hypotheses.</td>
</tr>
<tr>
<td>10.</td>
<td>Seeks feedback from supervisors and peers.</td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrates use of feedback through reports and in practice.</td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):
VII. DIVERSITY IN DEVELOPMENT AND LEARNING

1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

VII. Summer Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Summer Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1. Understands influence of own culture, value, belief systems</td>
<td></td>
</tr>
<tr>
<td>2. Recognizes limits of own cultural and linguistic competencies.</td>
<td></td>
</tr>
<tr>
<td>3. Understands influence of social, cultural and societal factors.</td>
<td></td>
</tr>
<tr>
<td>4. Open to learning about different cultures.</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):

Supervisor: Please indicate your recommendation for this student’s next phase of experience:

Date of summer evaluation: _______________________________

Field-Based Supervisor's Signature ________________________________

University Supervisor’s Signature: ________________________________
ACTION PLAN (To be completed for Skill areas receiving a “1” rating):

<table>
<thead>
<tr>
<th>Student Self-Evaluation</th>
<th>Supervisor’s Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of Strength</td>
<td>Areas of Strength</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas to Target for Growth and Goals</td>
<td>Areas to Target for Growth and Goals</td>
</tr>
</tbody>
</table>

Date: ______________________

Field-based Supervisor's Signature: ________________________________________________

Student's Signature: ______________________________________________________________

University Supervisor’s Signature: _________________________________________________
Supervisors: Please provide your feedback regarding your student’s level of performance, with respect to provision of psychological services. Your ratings should be based on observation and/or reports of performance received from other school personnel, parents and other individuals that are directly associated with the student's practice.

Students: Please rate yourself with respect to your provision of school psychological services. In order to guide your ratings, please use the following descriptions:

* 1. = The student's performance is below the level of skill expected for an student at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth. See action plan outline attached.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

N/A This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the student may not be receiving a full spectrum of experiences.)

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of each category.
I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

* 1. = The student's performance is at the marginal level of skill expected for an student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>I. Mid-semester Evaluation</th>
<th>Student</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates competent cognitive assessment (administration, scoring and interpretation).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates competent achievement assessment (administration, scoring and interpretation).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Writes reports that are comprehensive, accurate, and clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conducts observations of the instructional environment(s) that impact a student's functioning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
II. CONSULTATION AND COLLABORATION

* 1. = The student's performance is at the marginal level of skill expected for an student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>II. Mid-semester Evaluation</th>
<th>Student</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Speaks clearly and effectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Establishes rapport with children and/or adolescents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates appropriate assertiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses interpersonal skills effectively during team meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):
III. INTERVENTIONS and INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

* 1. = The student's performance is at the marginal level of skill expected for an student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

III. Mid-semester Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands the organization and administrative structure of the school division (e.g., role of SPED Director, school board).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates knowledge of effective disciplinary policies and practices (class and school wide)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):
### IV. INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Mid-semester Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1.</td>
<td>Maintains visibility and accessibility in the school.</td>
</tr>
<tr>
<td>2.</td>
<td>Promotes home-school collaboration through effective communication with parents/caregivers.</td>
</tr>
</tbody>
</table>

**Student’s Comments:**

**Supervisor’s Comments** (including rationale for any “1” or “5” ratings in this category):
V. SCHOOL WIDE PRACTICES TO SUPPORT LEARNING

* 1. = The student's performance is at the marginal level of skill expected for an student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>V. Mid-semester Evaluation</th>
<th>Student</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has knowledge of ethical, professional and legal standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Has knowledge of various service delivery models.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Practices in ways that are consistent with standards. Demonstrates ethical, legal, &amp; professional behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Keeps supervisors informed of events and activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is prompt in meeting deadlines, appointments, and requests for assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is involved professionally (organizations, task forces, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Establishes appropriate work priorities and manages time efficiently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Accepts responsibility for own behavior (acknowledges errors, works toward improvement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Accepts and responds constructively to feedback and suggestions from supervisor(s).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
Fall Semester:
___ action plan needed for current level of practicum experience
___ progress in practicum as planned

___ OTHER: Please call, phone number(s) ________________________________

Date of mid-year evaluation: ________________________________

Field-Based Supervisor's Signature ________________________________

Student's Signature: Mid-year: ________________________________

University Supervisor’s Signature: Mid-year ________________________________
ACTION PLAN (To be completed for Skill areas receiving a “1” rating):

<table>
<thead>
<tr>
<th>Student Self-Evaluation</th>
<th>Supervisor’s Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Strength</strong></td>
<td><strong>Areas of Strength</strong></td>
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<tr>
<td><strong>Areas to Target for Growth and Goals</strong></td>
<td><strong>Areas to Target for Growth and Goals</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: ______________________

Field-based Supervisor's Signature: ________________________________________________

Student's Signature: ______________________________________________________________

University Supervisor’s Signature: _________________________________________________
Appendix F

James Madison University
Department of Graduate Psychology
School Psychology Practicum Evaluation
END of Semester

Student: __________________________________________________________________________
Field-based Supervisor: _____________________________________________________________
Practicum Placement Site: ___________________________________________________________
University Supervisor: ______________________________________________________________
Period of Evaluation: (Circle) Fall Spring Year___________

Supervisors: Please provide your feedback regarding your student’s level of performance, with respect to provision of psychological services. Your ratings should be based on observation and/or reports of performance received from other school personnel, parents and other individuals that are directly associated with the student's practice.

Students: Please rate yourself with respect to your provision of school psychological services.
In order to guide your ratings, please use the following descriptions:

* 1. = The student's performance is below the level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth. (See action plan outline attached)

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

N/A This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the student may not be receiving a full spectrum of experiences.)

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of each category.
I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

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Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>End of semester Evaluation</th>
<th>Student</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates competent cognitive assessment (administration, scoring and interpretation).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates competent achievement assessment (administration, scoring and interpretation).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Completes thorough assessment of personality, including objective and projective techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses models and methods of assessment that are useful in identifying strengths and needs and understanding problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Writes reports that are comprehensive, accurate, and clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Demonstrates skills for developing effective services and programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Demonstrates competent preschool assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Uses models and methods of assessment to collect data to translate into decisions about service delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Conducts observations of the instructional environment(s) that impact a student's functioning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Demonstrates knowledge of diagnostic criteria when making service recommendations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Measures progress and outcomes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):
II. CONSULTATION AND COLLABORATION

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

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II. End of semester Evaluation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>End of semester Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Maintains appropriate lines of communication with educational personnel and parents.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately).</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Establishes rapport with children and/or adolescents.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Works well with school personnel and community/agency professionals.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Uses interpersonal skills effectively during team meetings.</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Speaks clearly and effectively.</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>Solicits and considers others' points of view.</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>Demonstrates appropriate assertiveness and advocacy.</td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
### III. INTERVENTIONS and INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

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<table>
<thead>
<tr>
<th>III. Evaluation</th>
<th>End of semester Evaluation</th>
<th>Student</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of effective teaching techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In collaboration with others, sets appropriate academic goals for students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In collaboration with others, evaluates the effectiveness of academic interventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student has knowledge of biological, cultural, and social influences on academic skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student has knowledge of evidence-based curricula and instructional strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments (Student):**

**Supervisor's Comments** (including rationale for any “1” or “5” ratings in this category):
## IV. INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

<table>
<thead>
<tr>
<th></th>
<th>End of semester Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1.</td>
<td>Develops appropriate behavioral, affective, adaptive, and social skills goals.</td>
</tr>
<tr>
<td>2.</td>
<td>Implements strategies to improve behavioral, affective, adaptive and social skills of students.</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates knowledge of various counseling/intervention strategies useful in working with school-age children.</td>
</tr>
<tr>
<td>4.</td>
<td>Applies counseling/intervention techniques that are appropriate to the presenting problem in individual counseling.</td>
</tr>
<tr>
<td>5.</td>
<td>Conducts a functional behavior assessment.</td>
</tr>
<tr>
<td>6.</td>
<td>Has knowledge of evidence-based strategies to promote social–emotional functioning and mental health.</td>
</tr>
</tbody>
</table>

**Comments (Student):**

**Supervisor’s Comments** (including rationale for any “1” or “5” ratings in this category):
V. SCHOOL WIDE PRACTICES TO SUPPORT LEARNING

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

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<table>
<thead>
<tr>
<th>V. End of semester Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1. Understands regular education, special education, and other educational and related services.</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates knowledge of effective disciplinary policies and practices (classroom and school wide).</td>
<td></td>
</tr>
<tr>
<td>3. Understands the school as a system and works with others to facilitate a safe, supportive and effective learning community.</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates effective process skills in team activities.</td>
<td></td>
</tr>
<tr>
<td>5. Knows components of effective problem solving team structure and operation</td>
<td></td>
</tr>
<tr>
<td>6. Utilizes appropriate technology-based resources (e.g., computer scoring, communication, adaptive supports) to assist in assessment and other decision making processes.</td>
<td></td>
</tr>
<tr>
<td>7. Is able to access, evaluate, and utilize information sources and technology that safeguard or enhance the quality of services</td>
<td></td>
</tr>
<tr>
<td>8. Demonstrates knowledge of information sources and technology relevant to their work.</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):
VI. PREVENTIVE AND RESPONSIVE SERVICES

1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

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<table>
<thead>
<tr>
<th>VI. End of semester Evaluation</th>
<th>Student</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates skill in the application of group counseling techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Familiar with prevention and risk reduction programs and activities for school implementation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Provides or contributes to prevention and intervention programs that promote mental health and physical well-being of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Knows and is able to apply principles for responding to crises.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
VII. FAMILY- SCHOOL COLLABORATION SERVICES

<table>
<thead>
<tr>
<th>VII.</th>
<th>End of semester Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1. Participates, when feasible, in activities and programs to foster positive school climate.</td>
<td></td>
</tr>
<tr>
<td>2. Knows how family characteristics and practices affect patterns of attitudes, feelings and behavior.</td>
<td></td>
</tr>
<tr>
<td>3. Promotes home-school collaboration through effective communication with parents/caregivers.</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):
VIII. DIVERSITY IN DEVELOPMENT AND LEARNING

* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>End of semester Evaluation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Supervisor</td>
<td></td>
</tr>
<tr>
<td>1. Understands influence of his/her own culture, value, and belief systems (period)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Recognizes limits of own cultural knowledge, awareness and skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates knowledge of individual differences, abilities, and disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Understands potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):
IX. RESEARCH AND PROGRAM EVALUATION

* 1. The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. The student's performance meets expectations for their level of training.

4. The student's performance is above average and he/she can function well independently.

* 5. The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>IX.</th>
<th>End of semester Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1. Understands research, statistics, and program evaluation methods.</td>
<td></td>
</tr>
<tr>
<td>2. Plans and conducts investigations and program evaluations for improvement of services.</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):
* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.

3. = The student's performance meets expectations for their level of training.

4. = The student's performance is above average and he/she can function well independently.

* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>X.</th>
<th>End of semester Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1. Has knowledge of various service delivery models.</td>
<td></td>
</tr>
<tr>
<td>2. Has knowledge of ethical, professional and legal standards</td>
<td></td>
</tr>
<tr>
<td>3. Practices in ways that are consistent with standards. Demonstrates ethical, legal, &amp; professional behavior.</td>
<td></td>
</tr>
<tr>
<td>4. Keeps supervisors informed of events and activities.</td>
<td></td>
</tr>
<tr>
<td>5. Is prompt in meeting deadlines, appointments, and requests for assistance.</td>
<td></td>
</tr>
<tr>
<td>6. Is involved professionally (organizations, task forces, etc.)</td>
<td></td>
</tr>
<tr>
<td>7. Establishes appropriate work priorities and manages time efficiently.</td>
<td></td>
</tr>
<tr>
<td>8. Accepts responsibility for own behavior (acknowledges errors, works toward improvement).</td>
<td></td>
</tr>
<tr>
<td>9. Accepts and responds constructively to feedback and suggestions from supervisor(s).</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Student):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
**Supervisor:** Please indicate your recommendation for this student’s next phase of experience:

<table>
<thead>
<tr>
<th>Fall Semester [for Spring]</th>
<th>Spring Semester [for Next Year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ remediate current level of practicum experience</td>
<td>___ remain at current level of practicum</td>
</tr>
<tr>
<td>___ progress in practicum as planned</td>
<td>___ ready to progress to internship</td>
</tr>
<tr>
<td>___ OTHER: Please contact university supervisor</td>
<td></td>
</tr>
</tbody>
</table>

Date of semester end evaluation: ________________________________

Field-Based Supervisor's Signature ________________________________

Student's Signature: Semester end: ________________________________

University Supervisor's Signature: Semester end ________________________________
ACTION PLAN (To be completed for Skill areas receiving a “1” rating):

<table>
<thead>
<tr>
<th>Student Self-Evaluation</th>
<th>Supervisor’s Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of Strength</td>
<td>Areas of Strength</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas to Target for Growth and Goals</td>
<td>Areas to Target for Growth and Goals</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: ______________________

Field-based Supervisor's Signature: ________________________________________________

Student's Signature: ________________________________________________________________

University Supervisor’s Signature: _________________________________________________
Intern:___________________________________________________________________________

Field-based Supervisor:_____________________________________________________________

Internship Placement: ______________________________________________________________

University Supervisor: _____________________________________________________________

Period of Evaluation: (Circle)        Mid-year          Year-end

Supervisors: Please provide your feedback regarding the intern's level of performance, with respect to provision of psychological services. Your ratings should be based on actual observation and/or reports of performance received from school personnel, parents and other individuals that are directly associated with the intern's practice.

Interns: Please rate yourself with respect to your provision of school psychological services. In order to guide your ratings, please use the following descriptions:

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The intern's performance meets expectations for their level of training.

4. = The intern's performance is above average and he/she can function well independently.

*5. = The intern's performance is highly developed and he/she displays professional skills in this area.

N/A  This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the intern may not be receiving a full spectrum of experiences.)

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of each category.
### I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The intern's performance meets expectations for their level of training.

4. = The intern's performance is above average and he/she can function well independently.

* 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

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<thead>
<tr>
<th>I.</th>
<th>Mid-year Evaluation</th>
<th>Year-end Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intern</td>
<td>Supervisor</td>
</tr>
<tr>
<td>1.</td>
<td>Demonstrates competent cognitive assessment (administration, scoring and interpretation).</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates competent achievement assessment (administration, scoring and interpretation).</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Completes thorough assessment of social, emotional and behavioral competencies, including objective and projective techniques.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Uses methods and models of assessment that are useful in identifying strengths and weaknesses and understanding problems.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Uses methods and models of assessment to collect data to translate into decisions about service delivery.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Writes reports that are comprehensive, accurate and clear.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Conducts observations of the instructional environment(s) that impact a student's functioning.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrates knowledge of diagnostic criteria when making service recommendations.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Uses valid data collection procedures to evaluated and document effectiveness of services provided.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments (Intern):**

**Supervisor's Comments** (including rationale for any “1” or “5” ratings in this category):
II. Consultation and Collaboration

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The intern's performance meets expectations for their level of training.

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* 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>II.</th>
<th>Mid-year Evaluation</th>
<th>Year end Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intern</td>
<td>Supervisor</td>
</tr>
<tr>
<td>1.</td>
<td>Maintains appropriate lines of communication with educational personnel and parents.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately).</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Establishes rapport with children and/or adolescents.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Works well with school personnel and community/agency professionals.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Uses interpersonal skills effectively during team meetings.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Speaks clearly and effectively.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Solicits and considers others' points of view.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrates appropriate assertiveness and advocacy.</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Intern):

Supervisor's Comments (including rationale for any “1” or “5” ratings in this category):
### III. Interventions and Instructional Support to Develop Academic Skills

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skills growth.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The intern's performance meets expectations for their level of training.

4. = The intern's performance is above average and he/she can function well independently.

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* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

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<thead>
<tr>
<th>III.</th>
<th>Mid-year Evaluation</th>
<th>Year end Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intern</td>
<td>Supervisor</td>
</tr>
<tr>
<td>1. Demonstrates knowledge of evidence based instructional strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In collaboration with others, understands and sets appropriate academic goals for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In collaboration with others, understands and implements appropriate academic interventions for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In collaboration with others, evaluates the effectiveness of academic interventions.</td>
<td></td>
<td></td>
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</tbody>
</table>

Comments (Intern):

**Supervisor’s Comments** (including rationale for any “1” or “5” ratings in this category):
## IV. Intervention and Mental Health Services to Develop Social and Life Skills

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action may be required for targeted skill growth.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The intern's performance meets expectations for their level of training.

4. = The intern's performance is above average and he/she can function well independently.

* 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

### IV.

<table>
<thead>
<tr>
<th>Mid-year Evaluation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Intern</td>
<td>Supervisor</td>
</tr>
</tbody>
</table>

1. Develops appropriate behavioral, affective, adaptive and social skills goals for students.

2. Implements and evaluates supports and services to improve behavioral, affective, adaptive and social skills of students.

3. Demonstrates knowledge of various counseling/intervention strategies useful in working with school-age children.

4. Applies counseling/intervention techniques that are appropriate to the presenting problem in individual counseling.

5. Provides a continuum of developmentally appropriate mental health services (e.g., counseling, classroom emotional learning programs, PBS, parent education, behavioral change programs)

Comments (Intern):

** Supervisor’s Comments ** (including rationale for any “1” or “5” ratings in this category):
V. School Wide Practices to Promote Learning

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

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<th>V.</th>
<th>Mid-year Evaluation</th>
<th>Year end Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intern</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Understands the organization and administrative structure of the school division.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates knowledge of effective disciplinary policies and practices (class and school wide)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Understands the school as a system and works with others to facilitate a safe, caring and inviting school community.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Knows components of effective problem-solving team structure and operation.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrates effective process skills in team activities.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Conducts training activities for professional staff and/or parents/caregivers.</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Intern):

**Supervisor’s Comments** (including rationale for any “1” or “5” ratings in this category):
VI. Preventive and Responsive Services

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional
training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing
this skill. An action plan may be necessary.

3. = The intern's performance meets expectations for their level of training.

4. = The intern's performance is above average and he/she can function well independently.

* 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

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<th>VI.</th>
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<tbody>
<tr>
<td></td>
<td>Intern</td>
<td>Supervisor</td>
</tr>
<tr>
<td>1. Identifies common affective and behavioral difficulties in students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates skill in the application of group counseling techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Familiar with prevention and risk reduction programs and activities for school implementation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Provides or contributes to prevention and intervention programs that promote mental health and physical well being of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Knows and is able to apply principles for responding to crises (e.g., suicide, death, natural disaster, violence, sexual harassment).</td>
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</tr>
</tbody>
</table>

Comments (Intern):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
**VII. Family-School Collaboration Services**

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

  2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

  3. = The intern's performance meets expectations for their level of training.

  4. = The intern's performance is above average and he/she can function well independently.

  * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

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<tbody>
<tr>
<td></td>
<td>Intern</td>
<td>Supervisor</td>
</tr>
<tr>
<td>1. Maintains visibility and accessibility in the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participates, when feasible, in activities and programs to foster positive school climate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Knows how family characteristics and practices affect patterns of attitudes, feelings and behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Promotes home-school collaboration through effective communication with parents/caregivers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Collaborates with community-based agencies, resources and other professionals.</td>
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<tr>
<td>6. Conducts a home visit with school social worker, supervisor, or another colleague.</td>
<td></td>
<td></td>
</tr>
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</table>

Comments (Intern):


 Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
VIII. Diversity in Development and Learning

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

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</thead>
<tbody>
<tr>
<td></td>
<td>Intern</td>
<td>Supervisor</td>
</tr>
<tr>
<td>1.</td>
<td>Understands influence of own culture, value, and belief systems.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Recognizes limits of own cultural knowledge, awareness and skills.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates knowledge of individual differences, abilities, and disabilities.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Understands potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrates the sensitivity and skills needed to effectively work with individuals of diverse characteristics.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Understands the role and purpose of advocacy in the profession.</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Intern):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
IX. Research and Program Evaluation

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The intern's performance meets expectations for their level of training.

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<th>Year end Evaluation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Intern</td>
<td>Supervisor</td>
</tr>
<tr>
<td>1.</td>
<td>Understands research, statistics and program evaluation methods.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Plans and conducts investigations and program evaluations for improvement of services.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels.</td>
<td></td>
</tr>
</tbody>
</table>

Comments (Intern):

**Supervisor’s Comments** (including collaboration for the “5” ratings in this category):
X. Legal, Ethical and Professional Practice

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. = The intern's performance meets expectations for their level of training.

4. = The intern's performance is above average and he/she can function well independently.

* 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of “1” or “5” in each area in comments section at end of category.

<table>
<thead>
<tr>
<th>IX</th>
<th>Mid-year Evaluation</th>
<th>Year end Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intern</td>
<td>Supervisor</td>
</tr>
<tr>
<td>1.</td>
<td>Understands and adheres to state and federal regulations (including procedural safeguards and due process).</td>
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<tr>
<td>2.</td>
<td>Has knowledge of ethical, professional, and legal standards.</td>
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<tr>
<td>3.</td>
<td>Practices in ways that are consistent with standards. Demonstrates ethical, legal, and professional behavior.</td>
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<tr>
<td>4.</td>
<td>Keeps supervisors informed of events and activities.</td>
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<tr>
<td>5.</td>
<td>Is prompt in meeting deadlines and appointments.</td>
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<tr>
<td>6.</td>
<td>Promptly responds to requests for assistance.</td>
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<tr>
<td>7.</td>
<td>Establishes appropriate work priorities and manages time efficiently.</td>
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<tr>
<td>8.</td>
<td>Accepts responsibility for own behavior (acknowledges errors, works toward improvement)</td>
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<tr>
<td>9.</td>
<td>Accepts and responds constructively to feedback and suggestions from supervisor(s).</td>
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<tr>
<td>10.</td>
<td>Participates in local, state and/or national professional association meetings or conferences</td>
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<tr>
<td>11.</td>
<td>Engages in continuous learning (readings, seminars, etc.)</td>
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</tr>
<tr>
<td>12.</td>
<td>Utilizes information sources and technology in ways that safeguard and enhance service delivery and record keeping.</td>
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</tr>
</tbody>
</table>

Comments (Intern):

Supervisor’s Comments (including rationale for any “1” or “5” ratings in this category):
**Supervisor:** Please indicate your recommendation for this individual’s next phase of experience:

**Fall Semester [for Spring]**
___ remain in current level of field experience
___ continue in internship as planned

**Spring Semester [for Next Year]**
___ remain in current level of internship
___ ready to work as a credentialed school psychologist

___ OTHER: Please call, phone number(s) ________________________________

Date of Mid-year evaluation: ________________________
Field-based Supervisor's Signature: ________________________________
Intern's Signature: ________________________________________________
University Supervisor Signatures ____________________________________

Date of year end evaluation: ________________________
Field-based Supervisor's Signature: ________________________________
Intern's Signature: ________________________________________________
University Supervisor Signature: ____________________________________

*After completing at mid-year, the intern should make a copy of the signed evaluation, retain copy for records, and send original to the university supervisor.*
**ACTION PLAN (To be completed for Skill areas receiving a “1” rating):**

<table>
<thead>
<tr>
<th>Areas of Strength</th>
<th>Areas of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Self-Evaluation</strong></td>
<td><strong>Supervisor’s Evaluation</strong></td>
</tr>
<tr>
<td><strong>Areas to Target for Growth and Goals</strong></td>
<td><strong>Areas to Target for Growth and Goals</strong></td>
</tr>
</tbody>
</table>

Date: ______________________

Field-based Supervisor's Signature: ________________________________________________

Student's Signature: _______________________________________________________________

University Supervisor’s Signature: _________________________________________________
Appendix H

JAMES MADISON UNIVERSITY
SCHOOL PSYCHOLOGY FIELD EXPERIENCE CHECKLIST

Name of Intern: _________________________________________

Semester/Year: ____________________

Site Supervisor: _________________________________________

Please check:

University Supervisor: ____________________ 1st semester internship __

School District: ____________________ 2nd semester internship __

School(s): _______________________

This form is to be used for both initial planning and final evaluation of activities performed by school psychology interns. It is to be completed jointly by the intern and his/her site supervisor. Enter the date the skill or activity was completed or simply check it off as completed.

At the end of the semester, the completed form (with planned activities and their final evaluation) is given to the university supervisor. **Bring a copy of this form to your next placement for the supervisor to review.**

**Activities to complete at the beginning of the field experience:**

**ORIENTATION AND OBSERVATIONS**

1. Orientation to the schools before school begins in Fall; attend appropriate in-service training sessions. ______

2. Meet personnel in school(s) and learn their roles; principals, secretaries, teachers, special education staff, nurse, school counselor, reading specialist, speech clinician, school psychologist, etc. ______

3. Review the organization and administration of general and special education services in your assigned school(s) and the school district. ______

4. Learn names, locations, and functions of community agencies, institutions, and schools that serve or are associated with your assigned school(s). ______

5. Become familiar with the school’s philosophy, goals, policies, and curricula. ______

6. Review crisis intervention plan. ______

7. Learn programs and services available (including special education, gifted education, school counseling, and nursing.) ______
ORIENTATION AND OBSERVATIONS

8. Review all local and state guidelines and procedures pertaining to special education and school psychology services; note legal and ethical guidelines, particularly regarding informed consent, the special education process, and confidentiality.

9. Obtain and review forms used for referrals, IEPs, student records and other aspects of the delivery of special services.

10. Learn standard procedures for handling referrals; arranging contacts with students, teachers, and parents; personnel and procedures for team meetings, etc.

11. Observe general education classes and programs in the school, including academic and non-academic (e.g., guidance and counseling, PE, etc.)

12. Observe full range of special education classes and programs.

13. Observe alternate programs designed to serve at-risk children.

14. Observe a preschool evaluation.

15. Observe school psychologist and other special services staff performing various functions, including assessment, and direct and indirect interventions. Assist when appropriate.

16. Observe prereferral and/or referral meetings.

17. Observe eligibility meetings.

18. Observe IEP meetings.
<table>
<thead>
<tr>
<th>ASSESSMENT FOR INTERVENTION</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review and interpret individual student records.</td>
<td>________</td>
</tr>
<tr>
<td>2. Interview teachers and support staff.</td>
<td>________</td>
</tr>
<tr>
<td>3. Interview parents.</td>
<td>________</td>
</tr>
<tr>
<td>4. Interview children (clinical interview).</td>
<td>________</td>
</tr>
<tr>
<td>5. Collect observational data for individual assessment of individual student.</td>
<td>________</td>
</tr>
<tr>
<td>Narrative recording</td>
<td>________</td>
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<tr>
<td>Interval recording of target behaviors</td>
<td>________</td>
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<tr>
<td>Peer comparison</td>
<td>________</td>
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<tr>
<td>6. Make a home visit with a school social worker or supervisor.</td>
<td>________</td>
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<tr>
<td>7. Collect baseline behavior for change program.</td>
<td>________</td>
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<tr>
<td>8. Administer and interpret various standardized measures of educational performance. Measures (to be listed by intern):</td>
<td>________</td>
</tr>
<tr>
<td>10. Administer and interpret behavioral rating scales completed by teachers and parents. Checklists:</td>
<td>________</td>
</tr>
<tr>
<td>11. Administer and interpret measures of emotional and social functioning. Measures:</td>
<td>________</td>
</tr>
<tr>
<td>14. Integrate and interpret assessment results into written reports.</td>
<td>________</td>
</tr>
<tr>
<td>15. Use computer technology to assist in assessment process.</td>
<td>________</td>
</tr>
<tr>
<td>16. Present assessment results orally to teachers, parents, and others.</td>
<td>________</td>
</tr>
</tbody>
</table>
ASSESSMENT FOR INTERVENTION COMPLETED

17. Participate in eligibility, child study, RTI meetings. ________

18. Link assessment to specific recommendations and interventions. ________

19. Assess children of various ages, including;
   ___ Preschool ___ Kindergarten
   ___ Elementary ___ Middle School
   ___ High School ________

20. Assess children with various difficulties and abilities, including:
   ___ Non-disabled children with mild learning difficulties
   ___ Children with learning disabilities ________
   ___ Children with ADHD ________
   ___ Children with Intellectual Disabilities ________
   ___ Children with emotional disturbance/behavioral disorders ________
   ___ Gifted and talented children ________
   ___ Children with low incidence disabilities (e.g., Autism, TBI, etc. Intern should note types) ________

________________________________________
________________________________________
________________________________________

CONSULTATION COMPLETED

1. Conduct individual consultations with teachers ________
   ___ with parents ________
   ___ with other(s) ____________________________ ________

2. Conduct group consultation (with__________________) ________

3. Conduct systems consultation. ________

4. Note purposes of consultations (e.g., behavioral problems, learning problems, classroom management, etc.):
   ________
1. Counsel individuals (ages: )
   Average number of sessions: ________ ________

2. Assist in group counseling sessions planned by supervisor or others: (ages )
   Types of groups: _________________________ ________

3. Counseling approaches used:
   Cognitive Behavioral _______
   Play Therapy_____
   Other: _______

INSERVICE AND GROUP TRAINING

1. Provide training or other experience to teachers.
   (topic: _________________________) ________

2. Provide parent education.
   (topic__________________________) ________

3. Provide education to others.
   (topic__________________________) ________

SPECIAL PROJECTS

1. Research and evaluation ________

2. Program development ________

3. Curriculum development ________

4. Classroom wide interventions ________

5. Systems-level prevention/interventions ________

6. Please describe the special project(s):

   Number of assessment cases _____
   Number of consultations _____
   Number of counseling cases _____
Appendix I

**Professional Development Progress Form**

The process described below is designed to assist you in becoming competent in the overall goals of the JMU School Psychology program. In addition to these goals, expectations for students include a commitment to academic excellence, ethical and professional behavior, cooperative learning, respect and sensitivity of individual and group differences, and personal growth and self-awareness. Although all faculty members and supervisors may be involved in helping you to achieve these goals and competencies, your academic advisor assumes primary responsibility for reviewing your progress with you. The Professional Development Progress Form is used to facilitate this review process.

**Level I:**

Students should self-evaluate using the PDP form and then meet with their assigned advisor to review their ratings. This meeting should occur early in the Fall semester. Faculty will collectively review student progress in January after the winter break. Each student should self-evaluate in January and meet with their advisor for a discussion of these ratings. Additionally, students and their summer practicum supervisor and/or course instructor should include a review of the PDP form as a component of the practicum evaluation.

**Level II:**

Faculty will collectively review students early in the Fall semester. Students should then meet with their advisor for a review of these ratings. Faculty will collectively review students in January after the winter break and then meet with students for a discussion of ratings. Any areas still needing improvement will be monitored during the remainder of the semester, summer session and internship experience. Students are encouraged to include the PDP form in their professional portfolios.

The original PDP form will be kept in the student’s file in the department office. Faculty and students are encouraged to use colored ink and dates to signify review times.
This process is designed to assist you in becoming competent in the overall JMU School Psychology program goals of:

1. Applying knowledge and techniques in Psychology to provide direct interventions to children and their parents including assessment, counseling, and consultation.
2. Providing indirect interventions to children, parents, teachers, and other school personnel such as consultation, in-service training, and program development.
3. Demonstrating an orientation as an interpersonally skilled, data-oriented problem solver.
4. Demonstrating an orientation as a facilitator/collaborator/planner in identifying and meeting the mental health and educational needs of individuals and systems.
5. Demonstrating an orientation as an advocate/catalyst for the development of human potential in children, parents, teachers, and other school personnel.
6. Demonstrating an appreciation of individual differences and sensitivity to human diversity.

Expectations for students include a commitment to: academic excellence, ethical and professional behavior, cooperative learning and respect, and personal growth and self-awareness.

Students should complete the form first as a means of self-evaluation. Then the form reflecting the student's self-rating should be given to their advisor. A face-to-face session to review the ratings must follow completion of the form.

For each Focus factor to be rated, select the behavior description along the 5-point scale that most nearly describes the student. A student may have higher ratings on some factors than on others: rate each without reference to any other.
<table>
<thead>
<tr>
<th>FOCUS</th>
<th>0 No opportunity to observe</th>
<th>1 Needs significant improvement</th>
<th>2 Needs some improvement</th>
<th>3 Satisfactory</th>
<th>4 Very good</th>
<th>5 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Demonstrates initiative and responsibility.</td>
<td>O</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>No opportunity to observe.</td>
<td>Frequently does not work hard or long enough or is late with assignments.</td>
<td>Some instructor or team prodding necessary to get work done.</td>
<td>Works responsibly on assigned tasks. Completes minimum requirements for assignments on time.</td>
<td>Can be depended upon to stick to a task until it is completed.</td>
<td>Shows initiative; goes well beyond minimum requirements.</td>
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<tr>
<td>II. Demonstrates ability to plan and organize work, time management skills.</td>
<td>O</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>No opportunity to observe.</td>
<td>Much of work shows evidence of little or poor planning.</td>
<td>Planning and organization limited to established procedures.</td>
<td>Organizes most aspects of work and is adequately efficient. Satisfactory time management.</td>
<td>Develops and carries through on systematic plan of organization when attacking a given problem.</td>
<td>Highly efficient. Excellent time management.</td>
<td></td>
</tr>
<tr>
<td>III. Demonstrates creativity and flexibility in problem solving, and relating to others.</td>
<td>O</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>No opportunity to observe.</td>
<td>Tendency to be rigid, concrete. Little evidence of flexibility or creativity.</td>
<td>Limited in viewing all aspects of a problem or interpersonal situation. Limited creativity, flexibility.</td>
<td>Responsive to alternative ideas. Shows evidence of creativity, flexibility.</td>
<td>Proposes creative ideas, shows flexibility in approaching challenging problems or situations.</td>
<td>Consistently shows creativity, flexibility.</td>
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<tr>
<td></td>
<td>IV. Demonstrates ability to think critically, produce quality work</td>
<td>O</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td></td>
<td>No opportunity to observe.</td>
<td>Concrete thinking, quality of work significantly below expectancy.</td>
<td>Low scores on exams, class projects.</td>
<td>Thinks actively, critically about course content, maintains 3.5 GPA.</td>
<td>Quality of critical work, thinking good.</td>
<td>Excellent quality of work. Consistently analyzes, synthesizes, and evaluates.</td>
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<tr>
<td></td>
<td>VI. Demonstrates written communication skills.</td>
<td>O</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td></td>
<td>No opportunity to observe.</td>
<td>Vague and ambiguous in expression of ideas and/or significant grammatical or syntax errors.</td>
<td>Ability to articulate ideas is limited.</td>
<td>Expresses self well enough to be understood.</td>
<td>Shows organization and consistency in expression of ideas. Body language congruent with verbalizations.</td>
<td>Unusual clarity and facility of expression. Body language is open, relaxed, and enhances communication.</td>
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<tr>
<td></td>
<td>V. Demonstrates oral communication skills.</td>
<td>O</td>
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<td>2</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>No opportunity to observe.</td>
<td>Vague and ambiguous in expression of ideas and/or significant grammatical or syntax errors.</td>
<td>Ability to articulate ideas is limited.</td>
<td>Expresses self well enough to be understood.</td>
<td>Shows organization and consistency in expression of ideas. Body language congruent with verbalizations.</td>
<td>Unusual clarity and facility of expression. Body language is open, relaxed, and enhances communication.</td>
</tr>
<tr>
<td>VII. Demonstrates receptiveness to feedback.</td>
<td>O</td>
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<tr>
<td>No opportunity to observe.</td>
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<tr>
<td>Non-responsive or resentful of feedback.</td>
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<td>Minimally responsive or overly dependent upon instructor/ supervisor.</td>
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<tr>
<td>Asks for feedback when appropriate, is responsive to feedback.</td>
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<tr>
<td>Supervisory relationship involves self analysis by student with details added or clarified by supervisor. Consistently follows through with feedback.</td>
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<tr>
<td>Supervisor/instructor as colleague/ mentor. Uses supervisor as a sounding board. Mutual decision making.</td>
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<table>
<thead>
<tr>
<th>VIII. Demonstrates ability to function as group/team member.</th>
<th>O</th>
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<tbody>
<tr>
<td>No opportunity to observe.</td>
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<tr>
<td>Generally tends to impede cooperative work. Antagonizes others, creates conflict that adversely affects teaming efforts.</td>
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<tr>
<td>Minimal participation, rarely contributes to team functions.</td>
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<tr>
<td>Working relationships fairly smooth. Does not create conflicts, impede cooperative work, but does not actively contribute to cooperation in problematic situations.</td>
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<tr>
<td>Good working relationships. Contributes to cooperative work in most situations and occasionally in problematic situations.</td>
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<tr>
<td>Consistently productive relationships with group/team members. Deals with conflict helpfully, stimulates others to work cooperatively, encourages the development of others.</td>
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<tr>
<td>IX. Demonstrates professional identity; awareness of content of profession.</td>
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<tr>
<td>No opportunity to observe.</td>
<td>Lacks knowledge about professional role. Seems to be continually asking &quot;what does the job involve?&quot;</td>
<td>Focus is on learning the basics of specific discipline. Sees self as student, i.e. lack of any expertise, tentative with clients, team members.</td>
<td>Demonstrates sound grasp of concepts and theories taught in classes. Is working on translating specific discipline knowledge into practice. Still &quot;techniques&quot; bound, &quot;numbers&quot; bound. Member of professional organization.</td>
<td>Demonstrates comfort with application of professional knowledge in practice. Basic skills well developed. Sees self as professional.</td>
<td>Actions demonstrate understanding and respect for breadth and depth of profession. Excellent potential for leadership.</td>
<td></td>
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<table>
<thead>
<tr>
<th>X. Demonstrates an appreciation of individual differences and sensitivity to human diversity.</th>
<th>O</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No opportunity to observe.</td>
<td>Difficulty in relating to others, in relatively uncomplicated situations. Intolerant of diversity.</td>
<td>Able to form productive relationships but this may be inconsistent and the range may be limited. Comfort level with diversity limited.</td>
<td>Generally forms positive relationships. Comfortable with diversity. Warmth shows, and can empathize with others.</td>
<td>Consistently forms positive relationships in familiar situations and often in unfamiliar and challenging situations. Appreciates individual differences and human diversity.</td>
<td>Unusual and consistent ability to form relationships with wide range of persons in complex situations. Advocate for diversity.</td>
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<tr>
<td>XI. Demonstrates ethical responsibility.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>----------------------------------------</td>
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<tr>
<td>No opportunity to observe.</td>
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<tr>
<td>Has committed an ethical violation.</td>
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<tr>
<td>Limited knowledge of ethical guidelines or difficulty perceiving ethical issues.</td>
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<tr>
<td>Engages in ethical behavior. Adequate knowledge of ethical guidelines.</td>
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<tr>
<td>Has taken the initiative and provided leadership in acting upon professional convictions.</td>
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</tr>
<tr>
<td>Can be counted on to consistently take the initiative and provide leadership in acting on professional convictions and modeling ethical behavior.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>XII. Demonstrates emotional stability/maturity, stress management.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No opportunity to observe.</td>
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<td></td>
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</tr>
<tr>
<td>Not introspective. Shows little self awareness. Significant difficulty in managing stress, relating to others.</td>
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<tr>
<td>Demonstrates emotional maturity and good insight in most situations.</td>
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</tr>
<tr>
<td>Commitment to personal growth, self awareness. Is clearly aware of self, impact of own behavior on others. Excellent emotional maturity. Has participated in personal counseling.</td>
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</tbody>
</table>
EVALUATION RUBRIC FOR PORTFOLIO

The portfolio is reviewed to determine breadth and depth of a student’s experiences and learning. The contents of the portfolio should demonstrate competencies in the various domains of practice. Examples of possible evidence are provided for each domain.

**NAME:** ___________________________  **FACULTY REVIEWERS:** ______________________________________  **DATE:** _______________

<table>
<thead>
<tr>
<th>Domain of Practice</th>
<th>Superior Evidence</th>
<th>Adequate Evidence</th>
<th>Insufficient Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Data Based Decision Making and Accountability (e.g., assessment reports, observations, behavioral assessments, CBA, lists of tests administered)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interpersonal Skills and Communication, Collaboration and Consultation (e.g. Professional Development Progress Form, Consultation Analysis, Professional Identity Statement, Practicum Evaluations)</td>
<td></td>
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<tr>
<td>3. Effective Instruction and development of Cognitive/Academic Skills (e.g, interventions and recommendations, topical papers, presentations)</td>
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<tr>
<td>4. Socialization and Development of Life Competencies (e.g, intervention reports, consultation analysis, group counseling)</td>
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<tr>
<td>5. School and Systems, Policy Development, Organization and Climate (e.g., parent or teacher trainings, professional development, brochures, internship evaluation forms)</td>
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</tr>
<tr>
<td>6. Prevention, Crisis Intervention &amp; Mental Health (e.g., crisis intervention activities and training, as evidenced on vita, group counseling summary)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. School Psychology Practice and Development (e.g., Professional Development Progress Form, Practicum Evaluation)</td>
<td></td>
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<tr>
<td>8. Home/School/Community Collaboration (e.g., Practicum Evaluations)</td>
<td></td>
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<tr>
<td>Section</td>
<td>Description</td>
<td></td>
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<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Student Diversity in Development and Learning</td>
<td>(e.g., Professional Development Progress Form, Practicum Checklist, reports)</td>
<td></td>
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<tr>
<td>10. Information Technology</td>
<td>(e.g., logs, power point presentations, reports)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Research and Program Evaluation</td>
<td>(e.g., Ed.S. proposal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL PORTFOLIO</td>
<td></td>
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</tr>
</tbody>
</table>
Appendix J

PORTFOLIO

The portfolio is an important component of your on-going professional development and should reflect your learning and experiences in the various domains of school psychology. Since this is a “work-in progress”, you should begin to create the portfolio during your first semester of the program. Your portfolio should be updated each semester. The time frame below provides ideas of work samples, products, and other documentation to be included. Your advisor will review your portfolio during scheduled advising sessions and can assist you in determining what samples you might include in your portfolio. The portfolio should accompany you to initial meetings with practicum site supervisors and to internship site interviews. You, your advisor and other faculty members will formally review the portfolio prior to your internship year. The portfolio evaluation rubric guides that review to insure accurate representation of the breadth of your school psychology experiences.

Time Frame for Students’ Portfolio

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional Identity Statement**</td>
<td>• Class Presentation/Paper (Include handouts, power-point slides)</td>
<td>• CDC report(s)</td>
</tr>
<tr>
<td></td>
<td>• 674 report</td>
<td>• Professional Development Progress form</td>
<td>• Class Presentations</td>
</tr>
<tr>
<td></td>
<td>• 525 Presentation Materials</td>
<td>• 777 report</td>
<td>• Summer Practicum Evaluation</td>
</tr>
<tr>
<td></td>
<td>• Head Start Observation</td>
<td>• Brochure created in 527</td>
<td>• Other*</td>
</tr>
<tr>
<td></td>
<td>• Other*</td>
<td>• Ethnography from 527</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Symposium Reflection</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Other*</td>
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</tr>
<tr>
<td>II</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Consultation Intervention Report</td>
<td>• Comprehensive assessment reports</td>
<td>• Work samples from educational classes</td>
</tr>
<tr>
<td></td>
<td>• 779 Comprehensive Report</td>
<td>• Counseling Intervention (individual and group)</td>
<td>• Other*</td>
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<tr>
<td></td>
<td>• Practicum Evaluation and experiences</td>
<td>• Cognitive Behavioral Intervention Report including FBA</td>
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<td></td>
<td>• List of tests administered</td>
<td>• Professional Identity Statement</td>
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<td></td>
<td></td>
<td>• Research Proposal</td>
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<td>• Practicum Evaluation</td>
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<td></td>
<td>• Symposium Reflection</td>
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<td></td>
<td></td>
<td>• Resume</td>
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<td></td>
<td></td>
<td>• Other*</td>
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<td>III</td>
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<tr>
<td></td>
<td>• Intern checklist and evaluation</td>
<td>• Intervention Report</td>
<td>• Intern work samples</td>
</tr>
<tr>
<td></td>
<td>• EdS proposal</td>
<td>• Intern checklist and evaluation</td>
<td>• Resume</td>
</tr>
<tr>
<td></td>
<td>• Professional Development Activities</td>
<td>• Other*</td>
<td></td>
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<tr>
<td></td>
<td>• Comprehensive Evaluation Report</td>
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</table>

* Other types of work samples such as classroom/clinical observations, professional development activities (workshops, seminars, attendance at VASP and NASP conferences), teacher and parent workshops and trainings

** Professional Identity Statement: As part of your ongoing professional development, we are asking you to write a brief (one or two page) reflection paper documenting your progress and development. You will be asked to add new thoughts, feelings, and critique your original statement as indicated in the time frame. Please address your career goals and your thoughts on your professional identity. Do you see a match between the coursework you have taken and your perceived role as a school psychologist? Can you see yourself as a school psychologist in the future?
Application for a Graduate/Doctoral Degree

Incomplete forms will not be processed

Anticipated semester meeting degree requirements: ☐ Fall ☐ Spring ☐ Summer Year: ____________
Walking during commencement? ☐ Yes ☐ No ☐ Fall ☐ Spring Year: ____________

Please Print: Full Legal Name: ____________________________________________

Student ID: ___________________________ Local Telephone: __________________________

Permanen Address:
(Diploma mailing) ____________ ____________ ____________ ____________
Street City State Zip Telephone

Local Address:
(Graduation mailings) ____________ ____________ ____________ ____________
Street City State Zip Valid Until

Email Address: ___________________________________________ Completing requirements for teacher licensure: ☐ Yes ☐ No

Program of Study:____________________________________Concentration(s): ____________________ _________________________

☐ M.Ed./Ed.S. ☐ M.F.A. ☐ M.M. ☐ M.O.T. ☐ M.P.A. ☐ M.P.A.S. ☐ M.S. ☐ M.S.Ed. ☐ M.S.N.

Date Academic Program Began: ☐ Fall ☐ Spring ☐ Summer Year: ____________

List your Program of Study course information below. Attach a separate sheet if necessary. Do not attach a transcript. PLEASE NOTE: You must be registered for at least a one-credit course in your program of study the semester in which you graduate.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester Taken</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Course #</th>
<th>Title</th>
<th>Semester Taken</th>
<th>Credit Hours</th>
<th>Grade</th>
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</tbody>
</table>

Thesis/Dissertation/Ed.S. project chair (if applicable): ___________________________________________
Dissertation title (if applicable): ___________________________________________

Provide the following signatures:

____________________________________________  ____________  _________________________________________________   _____________
Student Date Academic Unit Head Date

__________________________________________________________    _________________________________________________   ______________
Adviser (Print Name)   Adviser (Signature) Date

____________________________________________  ____________  ________________________________________________________________
Program Coordinator Date Dean of CGOP Date
Research Proposal Checklist
for Submission to the Institutional Review Board on the Use of Human Subjects in Research

Title of Study: ____________________________
Name of Investigator(s): ____________________________ Phone: ______________
Campus Address: ____________________________ MSC: ______________
Email Address: ____________________________
Research Advisor (if applicable): ____________________________ Phone: ______________
Email Address: ____________________________ MSC: ______________

(Investigator - Please Organize Material on the following page using the Topics Below)

PURPOSE OR OBJECTIVE(S)
☐ Limited to one page

PROCEDURES (Included are:)
☐ Research design and sampling
☐ Method of collecting data (emphasize possible risks, and protection of subjects)
☐ Time frame of study

DATA ANALYSIS
☐ Discussed how confidentiality of subjects and their responses will be maintained
☐ Discussed how data will be stored to ensure confidentiality of subjects

REPORTING PROCEDURES
☐ Identified audience to be reached in the report of the study
☐ Identified the presentation method(s) to be used
☐ Discussed how feedback will be provided to subjects

EXPERIENCE OF THE RESEARCHER
☐ Prior relevant experience of the researcher, supervisor, and/or consultants

ADDITIONAL ATTACHMENTS (if applicable:)
☐ Consent forms (in duplicate—one copy for the subject and one for the investigator)
☐ Letters of permission
☐ Cover letter(s)
☐ Questionnaire
☐ Tests
☐ Additional attachments relevant to the study

NOTIFY OSP OF INTENT TO SUBMIT FOR EXTERNAL FUNDING
☐ Project will be submitted for External Funding
  If yes, submit proposal to Sponsored Programs: MSC 5728
  Funding Agency ____________________________
  Program ____________________________

☐ *SUBMIT PROPOSAL AND CHECKLIST ELECTRONICALLY TO: JMU_grants@jmu.edu

TRAINING, TESTING AND FORM COMPLETION REQUIREMENTS
☐ Completed IRB training on (insert date here) at http://www.jmu.edu/sponsprog/irb.html

*Note: Proposals cannot be reviewed by the IRB until all required checklist items are present. A sample form that reviewers will use to evaluate your proposal is available from the Sponsored Programs web site at: (http://www.jmu.edu/sponsprog/irb/ProtocolEvalForm.doc)
**Investigator**: This form is required for Full Board or Expedited review for all JMU research involving human subjects. If you are eligible for an exemption request, please use the alternate form at: [http://www.jmu.edu/sponsprog/irb/irbExemptRequest.doc](http://www.jmu.edu/sponsprog/irb/irbExemptRequest.doc)

**FOR IRB USE ONLY**:  
Protocol Number: IRB-  
Received: _____  
1st Review: _____  
2nd Review: _____  
3rd Review: _____

**Reviewer**:  
☐ Approved  
☐ Disapproved  
☐ Exempt

**External Funding**:  
☐ YES  
☐ NO  
If YES, Sponsor(s):

**Project Title**:  

**Project Dates**:  
From: / /  
To: / /  
Minimum Number of Participants  
Maximum Number of Participants

**Responsible Researcher(s)**:  
Department:  
Address:  
and/or (MSC):

**E-mail**:  
**Telephone**:  

**Please select**:  
☐ Faculty  
☐ Adjunct  
☐ Research Administrator/  
☐ Undergrad  
☐ Graduate  
☐ Staff Member  
☐ Student

**Advisor**:  
Department:  
Address:  
and/or (MSC):

**Investigator**: Please respond to the questions below. The IRB will utilize your responses to evaluate your protocol submission and/or to determine whether your project is qualified for exemption.

1. ☐ YES ☐ NO Does the James Madison University Institutional Review Board define the project as research?

   The James Madison University IRB defines "research" as a "systematic investigation designed to develop or contribute to generalizable knowledge."

   All research involving human participants conducted by James Madison University faculty and staff and students is subject to IRB review.

   Some, but not all, studies that involve human participants are considered research and are subject to full or expedited IRB review, including those:
   - intended to satisfy the academic requirements for Independent Study, Bachelor’s Essay, Honors/Senior Thesis, or the Master’s Thesis;
   - intended or expected to result in publication, presentation outside the classroom, or public dissemination in some other form;
   - conducted outside the classroom and/or departmental research participant pool if they involve
     - minors (i.e., persons under the age of 18),
     - a targeted population of adults whose ability to freely give informed consent may be compromised (i.e., persons who are socio-economically, educationally, or linguistically disadvantaged, cognitively impaired, elderly, terminally ill, or incarcerated),
     - pregnant women and/or fetuses who may be put at risk of physical harm,
     - a topic of a sensitive or personal nature, the examination or reporting of which may place the research participant at more than minimal risk, or
     - any type of activity that places research participants at more than minimal risk.

   Other studies are eligible to request exemption from IRB review, including those
   - conducted solely within the confines of the classroom or within a departmental research participant pool if they
     - are a general requirement of a course,
     - have the sole purpose of developing the student's research skills, and
     - will be overseen by a faculty member;
   - conducted outside the classroom and outside departmental research participant pools, provided they do not involve minors, do not target special adult populations, do not pose a risk of physical harm to pregnant women and fetuses, do not deal with a
topic of sensitive or personal nature, or do not involve any type of activity that places the participants at more than minimal risk (see details above); and provided the investigator does not intend to publish the results or share them with others in a public forum (i.e. conference presentations, senior theses).
- that are part of a larger research project that has current James Madison University IRB approval; or
- that are part of a larger research project that has current approval of a registered IRB at another institution, provided that, if research participants are to be recruited at James Madison University, the University’s IRB has given permission for such on-campus recruitment.

2. **YES** ☐ **NO** Are the human participants in your study *living* individuals?

3. **YES** ☐ **NO** Will you obtain data through *intervention* or *interaction* with these individuals?
   “Intervention” includes both physical procedures by which data are gathered (e.g., measurement of heart rate or venipuncture) and manipulations of the participant or the participant's environment that are performed for research purposes. “Interaction” includes communication or interpersonal contact between the investigator and participant (e.g., surveying or interviewing).

4. **YES** ☐ **NO** Will you obtain *identifiable private information* about these individuals?
   “Private information” includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, or information provided for specific purposes which the individual can reasonably expect will not be made public (e.g., a medical record or student record). “Identifiable” means that the identity of the participant may be ascertained by the investigator or associated with the information (e.g., by name, code number, pattern of answers, etc.).

5. **YES** ☐ **NO** Does the study present *more than minimal risk* to the participants?
   “Minimal risk” means that the risks of harm or discomfort anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests. Note that the concept of risk goes beyond physical risk and includes psychological, emotional, or behavioral risk as well as risks to employability, economic well being, social standing, and risks of civil and criminal liability.

**CERTIFICATIONS:**

For James Madison University to obtain a Federal Wide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services, all research staff working with human participants must sign this form and receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors. The Office of Sponsored Programs maintains a roster of all researchers who have completed training within the past three years.

By signing below, the Responsible Researcher(s), and the Faculty Advisor (if applicable), certifies that he/she is familiar with the ethical guidelines and regulations regarding the protection of human research participants from research risks. In addition, he/she agrees to abide by all sponsor and university policies and procedures in conducting the research. He/she further certifies that he/she has completed training regarding human participant research ethics within the last three years.

Test module at OSP website [http://www.jmu.edu/sponsprog/irb/irbtraining.html](http://www.jmu.edu/sponsprog/irb/irbtraining.html)

<table>
<thead>
<tr>
<th>Name of Researcher(s)</th>
<th>Signature of Researcher(s) and Faculty Advisor (if applicable)</th>
<th>Date</th>
<th>Training Completed</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Signature of Faculty Advisor also required (if Student protocol) ☐

For additional training interests visit the National Institutes of Health Web Tutorial at: [http://cme.nci.nih.gov/](http://cme.nci.nih.gov/)

To Submit a Complete protocol, this document should include the following:
- Human Research Review Request form (i.e. the questions above)
- IRB Checklist (included on this form)
- Research Narrative (use the categories indicated below. 10 pages maximum, do not include your literature review)
- Additional relevant research materials (i.e. letter of consent, questionnaire, survey, where used)

**PLEASE SUBMIT AN ELECTRONIC VERSION OF YOUR ENTIRE PROTOCOL TO JMU_GRANTS@JMU.EDU**

**PLEASE PROVIDE A SIGNED HARD COPY OF THE RESEARCH REVIEW REQUEST FORM TO:**

**OFFICE OF SPONSORED PROGRAMS, MSC 5728, JAMES MADISON ADMINISTRATIVE COMPLEX, BLDG #6, SUITE 26**
# Research Proposal Checklist

for Submission to the Institutional Review Board on the Use of Human Subjects in Research

<table>
<thead>
<tr>
<th>Title of Study:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Investigator(s):</td>
<td>Phone:</td>
</tr>
<tr>
<td>Campus Address:</td>
<td>MSC:</td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
</tbody>
</table>

(Investigator - Please Organize Material on the following page using the Topics Below)

## PURPOSE OR OBJECTIVE(S)
- Limited to one page

## PROCEDURES (Included are:)
- Research design and sampling
- Method of collecting data (emphasize possible risks, and protection of subjects)
- Time frame of study

## DATA ANALYSIS
- Discussed how confidentiality of subjects and their responses will be maintained
- Discussed how data will be stored to ensure confidentiality of subjects

## REPORTING PROCEDURES
- Identified audience to be reached in the report of the study
- Identified the presentation method(s) to be used
- Discussed how feedback will be provided to subjects

## EXPERIENCE OF THE RESEARCHER
- Prior relevant experience of the researcher, supervisor, and/or consultants

## ADDITIONAL ATTACHMENTS (if applicable:)
- Consent forms (in duplicate—one copy for the subject and one for the investigator)
- Letters of permission
- Cover letter(s)
- Questionnaire
- Tests
- Additional attachments relevant to the study

## NOTIFY OSP OF INTENT TO SUBMIT FOR EXTERNAL FUNDING
- Project will be submitted for External Funding
  - If yes, submit proposal to Sponsored Programs: MSC 5728
    - Funding Agency: ______
    - Program: ______

- *SUBMIT PROPOSAL AND CHECKLIST ELECTRONICALLY TO: [jMU_grants@jmu.edu](mailto:jMU_grants@jmu.edu)*

## TRAINING, TESTING AND FORM COMPLETION REQUIREMENTS
- Completed IRB training on [insert date here] at [http://www.jmu.edu/sponsprog/irb.html](http://www.jmu.edu/sponsprog/irb.html)

*Note: Proposals cannot be reviewed by the IRB until all required checklist items are present. A sample form that reviewers will use to evaluate your proposal is available from the Sponsored Programs web site at: [http://www.jmu.edu/sponsprog/irb/ProtocolEvalForm.doc](http://www.jmu.edu/sponsprog/irb/ProtocolEvalForm.doc)
Following are the components for a complete research protocol. Please use this template to complete your protocol for submission. Each category must be addressed in order to provide the IRB sufficient information to approve the research activity. Please use as much space as you need, but adhere to the overall 10-page limitation.

For additional detail on each category, see: http://www.jmu.edu/sponsprog/irb/irbsubmit.html

**Purpose and Objectives:**

**Procedures/Research Design/Methodology/Timeframe:**

**Data Analysis:**

**Reporting Procedures:**

**Experience of the researcher (and advisor, if student):**

**Additional Attachments as applicable:**

*Please “insert” page break here and then Insert Consent form or Cover letter here!

Sample consent forms and cover letter: http://www.jmu.edu/sponsprog/irb/irbforms.html

Tips for creating a consent form: http://www.jmu.edu/sponsprog/irb/irbtips.html

*Please “insert” page break here and then Insert Survey/interview questions!

*Comment [G4]: Please also insert an active web link (url) if research is being conducted electronically online (such as using WebSurveyor).
Approval of a Thesis or Dissertation Committee

Full Legal Name: ________________________________________________________________
PeopleSoft ID: __________________________ Email Address: ___________________________
Anticipated Date of Graduation: Month ________ Year _________
Program Major: ___________________________________________ Concentration(s) (if any): _______________
Project being completed: ☐ Research Project ☐ Thesis ☐ Dissertation ☐ Other
Brief Project Description: __________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
Adviser: ________________________________________________________________________________________________________
(Print name)

Each committee must consist of a chair and two other graduate faculty members. Additional faculty may be included. If a recommended member of the committee is not a graduate faculty member, please indicate his/her area of specialization and qualifications for inclusion. Attach additional sheets if necessary.
Committee Chair: ____________________________________________________________
(Print name) Academic Unit: ____________________________
Committee (print all names):
Name: ________________________________________________________________
Graduate Faculty Member? ☐ Yes ☐ No
Name: ________________________________________________________________
Graduate Faculty Member? ☐ Yes ☐ No
Name: ________________________________________________________________
Graduate Faculty Member? ☐ Yes ☐ No
Name: ________________________________________________________________
Graduate Faculty Member? ☐ Yes ☐ No
Name: ________________________________________________________________
Graduate Faculty Member? ☐ Yes ☐ No

Provide the following signatures for Committee Approval:

Student Date Adviser Date
Thesis/Dissertation Chair Date Academic Unit Head Date
Program Coordinator Date Dean of CGAPP Date
Appendix N

Graduate School Thesis and Dissertation Instructions and Checklists

Theses, Ed.S. projects, and dissertations usually represent a culmination of major research, which significantly contributes to existing scholarship within a given academic field. These projects consist of a written interpretation of facts and opinions gained through critical reading as well as independent research. Because a thesis, Ed.S. project or dissertation is considered a student’s original contribution to his or her professional field, it should be written in a credible literary style and present meaningful conclusions.

All questions concerning the content of the thesis, Ed.S. project or dissertation and its organization should be resolved with the student’s advisor. Students should become thoroughly familiar with both the guidelines required by The Graduate School as well as the Department of Graduate Psychology.

For full instructions, requirements and general information necessary for preparing and submitting a thesis, Ed.S. project or dissertation, students should go to The Graduate School’s current on-line Thesis and Dissertation Manual which can be found at: http://www.jmu.edu/cgapp/thesisdissmanual04-05/pdf.
## SCHOOL PSYCHOLOGY PROGRAM
### ED.S. PROPOSAL EVALUATION

<table>
<thead>
<tr>
<th>EVALUATION CRITERION</th>
<th>HIGH PASS</th>
<th>PASS</th>
<th>LOW PASS</th>
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COMMITTEE SIGNATURES:

__________________________________________ (CHAIR)


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