STUDENT HANDBOOK

2024-2025

SCHOOL PSYCHOLOGY

School of Education
& Human Development
UNIVERSITY OF COLORADO **DENVER**

CU **IN THE** CITY

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Chapter 1: Program Overview

The Doctorate of Psychology (PsyD) degree program in School Psychology at the University of Colorado Denver (CU Denver) prepares Health Service Psychologists (HSP) in the practice area of School Psychology. The degree leads to licensure in School Psychology by the Colorado State Department of Education. Additionally, students completing the program are eligible to apply for National Certification in School Psychology administered by the National School Psychology Certification Board, as well as for psychologist licensure by the Colorado State Board of Psychologist Examiners and licensure in most other states. Our 100 graduate semester-hour program generally admits students only on a full-time basis, though exception requests will be considered on a case-by case basis.

Program Philosophy

The CU Denver School Psychology Program, guided by the belief that all children can learn, is dedicated to providing both breadth and depth of professional training in a theoretically-integrated, research-based learning environment. Consistent with a practitioner-scholar model, the PsyD Program in School Psychology prepares professional school psychologists through rigorous academic study integrated with intensive supervised clinical practice. The program includes an emphasis on prevention and the ecological influences on behavior, as well as respect for all aspects of diversity. Students also receive substantial training regarding working in diverse, urban environments and the program infuses promoting advocacy and social justice throughout training experiences.

The program is based on the *Accreditation Domains and Standards* of the American Psychological Association (APA) and the *Model for Comprehensive and Integrated School Psychological Services* endorsed by the National Association of School Psychologists (NASP). This model and these standards promote the following domains of psychology: data-based decision-making and accountability; consultation and collaboration; direct psychological interventions and mental health services to develop social and life skills; school-wide practices to promote learning; preventative and responses services; family-school collaboration services; diversity and individual differences in development and learning; social and physiological bases of behavior; research and program evaluation; and legal, ethical and professional practice.

Currently, the program is fully accredited by APA and is NASP approved.
Information about APA accreditation can be found at:
Commission on Accreditation
Office of Program Consultation and Accreditation
American Psychological Association
750 1st St. NE
Washington, DC 20002
Phone: (202)336-5979
Email: apaacred@apa.org
https://accreditation.apa.org/

Program Aims and Student Learning Outcomes

Specific PsyD Program aims and competencies include the following:

Aim 1: To train health service psychologists (HSPs) to deliver school psychological services.
- *Ethical and Legal Standards Competency*: Students must be knowledgeable of and act in accordance with relevant professional standards, and legal and ethical guidelines.
- *Individual and Cultural Diversity Competency*: Students must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities.
- *Professional Values, Attitudes, and Behaviors Competency*: Students must behave in ways that reflect the values and attitudes of health service psychology, including integrity, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- *Communication and Interpersonal Skills Competency*: Student must maintain effective professional relationships, including demonstrating effective communication skills.
- *Assessment Competency*: Students must demonstrate competence in conducting evidence-based assessments consistent with the scope of Health Service Psychology.
- *Intervention Competency*: Students must demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology.
- *Supervision Competency*: Students must demonstrate knowledge of supervision models and practices.
- *Consultation and interprofessional/interdisciplinary Skills Competency*: Students must demonstrate knowledge of consultation models and practices, and respect for the roles and perspectives of other professions.

Aim 2: To train leaders in the field who promote evidence-based practices (EBPs) appropriate for the particular context in which psychology is being practiced.
- *Research Competency*: Students must demonstrate knowledge, skills, and competence sufficient to contribute to and disseminate research that is appropriate for the scope and expectations of the practice context.
- *Research Competency*: Students must critically evaluate and use existing knowledge within the practice of health service psychology.
- *Program Specific Competencies*:
  - Demonstrates knowledge of general education, special education, educational and related services, including how the system works as a whole.
  - Demonstrates skill in identifying individuals or groups, ages birth to twenty-one, who may benefit from targeted interventions, instructional supports, and psychological services, using screening, progress monitoring, and other tools.
  - Demonstrates the ability to plan and implement interventions at different levels (e.g., individual, group, classroom, and systems level), including positive behavioral supports (e.g., classroom accommodations, FBAs, etc.).
  - Demonstrates an understanding of school-based crisis intervention strategies (e.g., suicide risk assessment, threat assessment, crisis response, etc.) and provides crisis intervention as needed.

School Psychology Faculty

★ **Franci Crepeau-Hobson**, Ph.D., Professor, Program Director and Director of the Neurosequential Model of Education Credential program;
Training Director for the Colorado School Psychology Internship Consortium
(University of Northern Colorado, 1996).
Phone: 303-315-6315. Email: franci.crepeau-hobson@ucdenver.edu.
Areas of interest and research: School safety, Crisis response and intervention, youth suicide prevention and intervention, psychological assessment, ethics.

★ **Bryn Harris**, Ph.D., Professor and Director of the Bilingual School Psychology program
(Indiana University, 2008).
Phone: 303-315-3899. Email: bryn.harris@ucdenver.edu.
Areas of interest and research: Culturally responsive assessment and intervention; assessment of autism within bilingual populations; disproportionality of bilingual in special education; acculturation and immigration.

★ **Rachel Stein,** PhD., Associate Clinical Professor
(University of California, Santa Barbara, 2016).
Phone: 303-315-0255. Email: rachel.m.stein@ucdenver.edu
Areas of interest and research: Promotion of students' healthy psychological development through early prevention and intervention; children's social-emotional development, educational considerations of English Language Learners, and school policy.

We also have a group of knowledgeable, skilled practitioners who serve as honorarium instructors and are employed as psychologists, school psychologists, or administrators.

Diverse Student Population

A strength of our program is that we enroll students from diverse professional and educational backgrounds. The School Psychology program at the University of Colorado Denver strives to ensure equitable access to, and participation in, the program by individuals with disabilities, and those from minoritized backgrounds who are underrepresented in the profession of School Psychology. Approximately 13% of our students come from racially/ethnically diverse backgrounds. Many students in the program have been previously employed as special and regular education teachers, school counselors, school administrators, mental health counselors, social workers, or vocational rehabilitation counselors.

Professional Organizations

Today, leadership in School Psychology emerges from two prominent national professional associations: the National Association of School Psychologists (NASP), and Division 16 (School Psychology) of the American Psychological Association (APA). These organizations have established training guidelines, accreditation standards, ethical guidelines, and numerous publications. In addition, they have been involved in intense lobbying efforts promoting children's educational and psychological needs, as well as professional concerns in School Psychology. In addition, we enjoy one of the strongest state school psychology associations in the nation: the Colorado Society of School Psychologists (CSSP).

CU Denver school psychology students are **REQUIRED** to join NASP and CSSP as student members. We encourage students to join APA and APA Division 16 as well.

The National Association of School Psychologists recognizes all licensed school psychologists as full members. The association has over 24,000 members currently and publishes the peer-review journal *School Psychology Review* as well as a newsletter, the *Communiqué*. The NASP *Model for Comprehensive and Integrated School Psychological Services* also known as the NASP Practice Model, which represents NASP's official policy regarding the delivery of school psychological services. Policy statements developed by NASP include the *Standards for the Provision of School Psychological Services*, and *Ethical Standards for the Practice of School Psychology*. Additionally, NASP has released numerous position papers addressing such topics as ability grouping, racism, early intervention services, AIDS, and the use of corporal punishment in schools, just to name a few. In addition, NASP administers the National School Psychology Certification Board to which practitioners may apply for national certification (NCSP). NASP hosts an annual convention each spring, sponsoring presentations of peer-reviewed papers, invited addresses by prominent scholars, and workshops on practices and skills relevant to the practice of School Psychology.

Locally, the Colorado Society of School Psychologists (CSSP) is a state-affiliate of NASP and accepts any Colorado-licensed school psychologists as a full member. Additionally, affiliate memberships are available to interested professionals from related fields and student memberships for persons engaged in graduate study in School Psychology. CSSP hosts an annual convention each fall, incorporating invited speakers, submitted papers, and at least one full-day workshop on important skills or issues in School Psychology. CSSP also monitors state legislative issues for members, publishes a state newsletter, and sponsors continuing education opportunities around the state.

Division 16 (School Psychology) of the American Psychological Association recognizes all doctoral level psychologists as full members. The division has approximately 2,000 members and publishes the peer-reviewed journal *School Psychology* as well as the newsletter *The School Psychologist*. Policy statements developed by Division 16 include *Specialty Guidelines for School Psychological Services*; the American Psychological Association's *Standards for Psychologists, Standards for Educational and Psychological Tests and Measures, and Standards for the Use of Computers*. The American Psychological Association hosts an annual convention each summer. Similar to that of NASP, APA's convention includes presentations of peer-reviewed papers, invited addresses by prominent scholars, and workshops on practices and skills. Because the convention incorporates all APA specialty areas, presentations are more diverse and incorporate those relevant to the practice of School Psychology and to the practice of other fields of psychology.

Student Affiliates in School Psychology (SASP)

Student Affiliates in School Psychology (SASP) is a student led organization of the American Psychological Association (APA), Division 16. The goals of the CU Denver SASP chapter include keeping graduate students apprised of issues pertaining to school psychology, holding events or bringing in speakers to increase student engagement and learning, as well as participating in outreach activities that will strengthen the field of school psychology and the program at CU Denver. To participate in SASP, members are not required to join the American Psychological Association or APA's Division of School Psychology (Division 16). However,

members interested in becoming associated with the national SASP organization are encouraged to join Division 16.

SASP serves as a forum for collaborating with professors, supporting students, and advocating for program enhancement. Concerns and feedback for faculty to know about, relating to the program can be emailed to the SASP officers so that it can be shared anonymously. SASP officers will meet with the program faculty on an as-needed basis to anonymously share concerns and feedback with faculty.

SASP welcomes new members at any time and provides a Mentor Program for new SPSY students. All first year students are assigned a mentor. Beginning second year, all students are expected to mentor a more junior student.

Please email cu.denver.sasp@gmail.com with interests, questions, or concerns. In addition, please email SASP if you would like to be or have a mentor, provide school contact information, or utilize our database of school connections.

Global Majority Collective (GMC)

The Global Majority Collective (GMC) is a student-led organization that aims to empower students from racial or ethnic minoritized groups during the four years of the SPSY doctoral program where structural forces shape students' experiences differently than persons from dominant cultures.

By fostering a social connection and designating a safe space to share with like peers, GMC leadership hopes diverse students will feel less isolated and more connected with the program as a whole. The group also focuses on providing a more equitable future for attendees of our program by collectively promoting initiatives to assist the SPSY program faculty in the same goals. GMC leaders meet regularly with faculty, as well as the Program Director to share information and foster a safe climate and social justice initiatives.

A special note for our allies
The formation of this group is not to create barriers between us and our allies. Meetings and events that include our allies are in the works. However, in order to be a member, you must identify from a racial or ethnic minoritized group. The rationale behind this is to provide a much-needed safe space for students in our program to validate and be validated by like others.

Please email globalmajoritycollectivespsy@gmail.com **if you are interested in joining or if you have questions**.

Chapter 2: Getting Started

Admissions Requirements

Requirements for admission are competitive and based on the following information: (a) undergraduate GPA, (b) previous graduate GPA, if applicable, (c) match between the applicant's goals and objectives of the program, and (d) letters of reference. GRE scores are no longer required.

Although the program does not have strict cut-off scores, applicants with lower than 3.2 undergraduate GPA typically will not be considered for admission, though we do consider the entire application. Applicants are selected on a competitive basis from those meeting minimum requirements. The program typically accepts around 15% of applicants, depending on the size and characteristics of the applicant pool. These parameters vary somewhat from year to year. Undergraduate GPAs of accepted students average around 3.64, typically ranging from about 3.0 to 4.0. Psychology is the predominant undergraduate major of accepted applicants although we welcome applicants with diverse undergraduate majors.

Enrolling in Courses Prior to Admission
Students who choose to begin coursework for the PsyD in School Psychology prior to gaining admission to the program must enroll as a non-degree seeking student. Up to 9 credit hours can be transferred to your School Psychology program if you are subsequently admitted. Information about enrolling in courses as a non-degree student can be found at: https://www.ucdenver.edu/admissions/non-degree-admissions. There is no guarantee that applicants who complete program courses beforehand will be admitted to the program.

University Residency Requirement

To meet the university "residency requirement" of the School of Education & Human Development graduate programs, as well as APA, students are required to establish that they are full-time students with the university for at least two consecutive semesters prior to internship while completing their program of study. This residency requirement allows students to establish that they are an integral part of the university community. To be considered "full time", a student must carry the equivalent of no fewer than five semester hours of work in graduate courses for two consecutive semesters. Students who are noticeably deficient in their general training, or in the specific preparation indicated by each department as prerequisite to graduate work, cannot expect to obtain a degree in the minimum time specified.

Time Limits for Degree Completion

The School of Education & Human Development allows a maximum of eight (8) years for completion of the Doctor of Psychology degree in School Psychology.

Graduate Assistantships

There are a limited number of graduate assistantships positions available across campus each year. You are allowed to work up to 20 hours per week in exchange for a stipend. These are

mainly grant-funded opportunities and vary greatly from year to year. As they become available, these position announcements will be posted on the School of Education and Human Development website and will be emailed to all students via the School Psychology listserv.

Financial Aid

The Financial Aid & Scholarship Office (https://www.ucdenver.edu/tuition-cost/financial-aid; 303-315-5969) administers federal, state, and institutional financial aid programs. These programs are designed to supplement a student's resources in meeting the expenses of acquiring a college degree. To be considered for financial aid, students must either be U.S. citizens or be an eligible non-citizen. The assistance may include scholarships, grants, loans, and/or work-study. Financial aid is limited to students enrolled in degree programs.

Students receiving financial aid must meet the Satisfactory Progress Policy for Financial Aid by completing a specified number of credit hours each term and maintaining a minimum cumulative grade-point average. Graduate students must complete five hours per semester for Fall and Spring semesters and three hours during the summer semester. Finally, there is a maximum limit to the number of terms a student may receive financial aid.

The following types of financial aid are available to graduate students:

- **Scholarships:** Information on privately funded scholarships is available from the Auraria Library and the CU Denver Scholarship Office. In addition, the SEHD offers some scholarships as well. These scholarship opportunities will be disseminated to students when they become available. Students can view scholarships for which they are eligible in their student portal.

- **Grants:** The Colorado Graduate Grant is based on financial need and available for the Fall and Spring semesters. Summer semester disbursement is dependent on remaining funds.

- **Loans:** There are three different types of loans available for graduate students; the Perkins, the Stafford, or the Supplemental Loan for Students (SLS). All loan repayments begin six months after the student ceases part-time enrollment.

- **Work Study:** Part-time positions may be available (15 - 20 hours/week) both on and off campus. Off campus positions must be with non-profit organizations. There are no full-time positions available.

- **Short Term Emergency Loan Assistance:** Short term loans are available within four to five working days to students in need. Repayment is due 30 days after receipt of loan.

Mental Health and Counseling Resources

CU Denver Student and Community Counseling Center

The CU Denver Student and Community Counseling Center (https://www.ucdenver.edu/counseling-center) provides mental health counseling services to CU Denver Students as well as the Denver Metro community. CU Denver students receive counseling sessions at no cost as part of student fees. Students are able to attend free, unlimited groups offered each semester.

Regis University training clinic (RCCFT)

Because both SPSY and Counseling students complete practica at the Counseling Center and receiving services there may pose a conflict, CU Denver and Regis University Counseling Programs have established an agreement where CU students can receive counseling (Individual, Couple & Family) services at the Regis University training clinic (RCCFT), and Regis University students can receive counseling services from the CU Denver Student & Community Counseling Center. All services are free of charge.

Students interested in accessing counseling services at Regis within the RCCFT can visit their new website at https://www.regis.edu/about/regis-in-the-community/center-for-counseling-family-therapy/ and complete the Request and Appointment form. In the "Is there anything else we should know" box, please list that you are a CU Denver **COUNSELING** student. You can also call them at 303.964.5786 or email them at macplab@regis.edu. Be sure to mention you are a CU Denver COUNSELING student in your email, as well.

While SPSY does not require students seek counseling as part of program requirements, there are a number of resources beyond the CU Denver Counseling Center and Regis that offer affordable mental health support:

- **Maria Droste Counseling Center**, 1355 S. Colorado Blvd Ste. C-100 Denver, CO 80222, 303-756-9052, http://www.mariadroste.org/
  Fees associated with level of expertise of counselor. Has interns through licensed practitioners available.
- **Flourish Counseling**, W. 38th Ave, Denver, CO 80211, 303.455.3767, http://flourishcounseling.com/
  Fees associated with level of expertise of counselor. Has interns through licensed practitioners available and offers scholarships for those who would not otherwise be able to access a private psychotherapist.
- **Denver Family Institute**, 303-756-3340, www.denverfamilyinstitute.org
  7200 East Hampden Avenue Suite 301, Denver, 80024   Also 4891 Independence Ave., Suite 165, Wheatridge, CO 80333 (I70 and Kipling)
  Counseling for Children, Adolescents, families, couples and Individuals.
  Sliding scale fee based on ability to pay - $15 - $50 for 50 minute session. No insurance. Accepts only cash or check
- **People House,** 303-480-5130, 3035 W 25th Ave, Denver, CO 80211, www.peoplehouse.org
  Counseling for Spiritual and Personal growth, depression, anxiety, anger, grief, self-esteem, relationships, trauma recovery, sexual abuse, substance addiction, eating disorders, career counseling, and conflict resolution.
  Educational classes, workshops and groups are also offered. Sliding scale: Intern $15-$40 or senior professionals $45- $125
- **Professional Psychology Ctr. At University of Denver,** 303-871-3626, 2460 Vine St., Denver, CO 80208
  http://www.du.edu/professional-psychology-center/index.html
  Child, Adolescent, Family/Couples, Adult counseling, Testing, Court ordered evaluations, Psychiatrist available for established clients. Sliding Scale fee of $10-50 a session

- **Shepherds Gate Counseling Services at Denver Seminary,** 303-762-6987, 6399 S. Santa Fe Drive, Littleton, CO 80120
  www.denverseminary.edu/friend/index.php
  Training program for graduate students. Serve clients without major mental illnesses. Treating adults, adolescents, children, families. Sliding scale from free to $15 per session based on household income; No insurance accepted.
- **Open Path Collective,** https://openpathcollective.org/
  Low cost option designed for those without insurance or those with insurance that does not fully cover mental health services. One-time "lifetime" fee gets you access to private practice providers who provide individual therapy for $30-60 a session and couples/family therapy for $30-80 a session.

Chapter 3: Program Information and Policies

Each student is assigned a faculty advisor upon admission to the Doctor of Psychology degree program in School Psychology. Working together, the student and advisor will develop a plan of study based on the student's prior academic program(s), experience, specific interests, and the program requirements. Successful completion of all requirements for the PsyD degree requires a minimum of 100 graduate semester hours, including 75 credit hours of coursework, 7 credit hours of practica (500+ hours in the field), 6 credit hours of externship (500 clock hours in the field), 8 credit hours of internship (>1500 clock hours in the field), and 4 capstone project credit hours.

<u>Advising Notes</u>

Your graduate program will keep you busy. There are many things to learn and quite a few tasks and responsibilities to keep track of for yourself. You are expected to be responsible for deadlines, required forms/paperwork, etc. Keep a file folder with all of your transcripts, your program advising sheet, and notes from each advising session. Make sure update your address and/or phone number(s) in your UCDAccess student portal when changes occur. Students will automatically receive an email account when they become a student at the University of Colorado Denver, this email address is the official mode of communication and other email addresses will not be utilized. Although we try to post important dates on listservs and announce them in classes, make sure that you also monitor your own timelines (e.g., graduation paperwork, comps due dates, etc.) so that you aren't delayed in your program. Use a yearly program planner to track your progress through the program and consult your advisor regularly.

Your professional development should be demonstrated through appropriate dress, attitudes, promptness and the quality of your written work. Be insightful about your own agenda, needs and motivations so that you can structure your professional life to meet the high standards of the School Psychology program as well as your own. If you need special accommodations for your written, verbal, or quantitative tasks, please let your advisor know early in your program. Also note that there are two services available on campus. The Learning Resource Center (https://www.ucdenver.edu/learning-resources-center/tutoring; 303-315-3531) can support students in study skills, English as a new language, tutoring, etc. The Disability Resources and Services Office (https://www.ucdenver.edu/offices/disability-resources-and-services; 303-315-3510) can provide qualified students with disability accommodations such as priority registration, assistance in note taking, alternative testing, etc. You will also be expected to inform your instructors if you are in need of accommodations.

<u>Program Requirements Checklist</u>

_____A.   Read the School Psychology Program Handbook by your first individual advising session. At this time, you will be expected to sign the Student Responsibility Contract (see **<u>Appendix A</u>**) indicating your knowledge of program policies, procedures, and requirements.

_____ B.   Make a written request to substitute coursework or transfer graduate credits into the PsyD program by May 1st of your first year in the program.

_____ C.   Meet with your advisor each semester or more often as needed.

_____ D.   Complete the Annual Student Self Report Review form and upload it into Livetext each spring semester.

_____ E.   Pass comprehensive exams during first semester of your third year in the program.

_____ F.   In the year prior to your internship, interview for and secure an intern position.

_____ G.   Obtain an Intern Authorization/License through your university intern supervisor and turn in to CDE (required for internships in Colorado public schools).

_____ H.   Upon completion of your internship and courses, apply for graduation in the first couple of weeks of the semester you plan to graduate. Your capstone project must be submitted to the university by the posted deadline. Your Professional Practice Case Study is due by March 1 (see Chapter 5).

<u>Substituting Prior Graduate Work for Program Requirements</u>

Students having completed graduate degrees in related fields prior to entering the program have frequently met some of the SPSY course requirements. Accordingly, they may request that a course requirement be waived or transferred for their program. Waived courses are NOT considered part of your program and do not "count" toward your degree; as such students must take a "substitute" course to make up the credit hours. Courses that are transferred in appear on your transcript. For students pursuing a PsyD degree, if you have a Master's degree in a related field, you must take a minimum of 50 credit hours. If you do not have your Masters, a maximum of 9 credits may be transferred.

Waiver and transfer requests are most likely to be approved if: (a) the student has successfully completed a very similar course and can document that the course content was essentially the same as the course required for School Psychology licensure; (b) the course was for graduate credit; (c) the course was completed within the past seven years; and (d) the student earned a grade of <u>B</u> or better in the course. Courses graded as Pass/Fail cannot be transferred in. Exceptions to these requirements can be made on a case by case basis as described in Graduate School policy.

To apply for a course transfer, students need to complete the Request for Course Transfer form available on the SEHD website: https://education.ucdenver.edu/academic-services/student-resources/graduate

To apply for a course transfer, students complete the Course Waiver form (See **Appendix B**) and attach to it the following materials:

A written statement (approximately one page) in which the student justifies why this course requirement ought to be waived.
A copy of the transcript showing the course and course grade. (Student copies are sufficient.) Highlight the particular course or courses on the transcript. When requesting multiple waivers, attach a separate copy of a transcript to each waiver request as they will be reviewed by different faculty.
Documentation of the content of the course. For courses covering any of the APA Domain Specific Knowledges (DSK) or Profession-Wide Competencies (PWC), a syllabus from the course is required. For other courses, documentation may also include a syllabus, a catalog description, information about and/or table of contents from the textbook used, work samples from the class, or any other information that clearly describes what was taught.

The completed form and all accompanying information are given to the student's advisor. The transfer or waiver request is first given to the professor who typically teaches the course for consideration and then returned to your advisor for his or her consideration. In some cases, the student may be asked to document their knowledge of the course content by completing a special project or the final examination for the course. Your advisor will determine the courses that are approved for waiver in collaboration with other School Psychology and School of Education & Human Development faculty. Copies of all approved waivers should be kept in the student's personal records, as they will not appear on the official transcript.

Not all requests for course transfers or waivers are approved. Requests are only approved when it has been documented, to the satisfaction of both your advisor and course instructor, that all course content has been reviewed and mastered.

NOTE: Transfer and waiver requests should be submitted to your faculty advisor by the end of your first academic year in the program.

Required Coursework

REQUIRED COURSEWORK FOR DOCTOR OF PSYCHOLOGY DEGREE IN SCHOOL PSYCHOLOGY			
Course	**Course Description**	**Credits**	**Prerequisite for:**
RSEM 5100 Basic Statistics	A first-level course on the use and interpretation of descriptive and inferential statistics. Topics covered include: frequency distributions, measures of central tendency and measures of variability; shapes of distributions; standard scores; scattergrams, correlation and regression; and t-tests.	3	RSEM 7110

REQUIRED COURSEWORK FOR DOCTOR OF PSYCHOLOGY DEGREE IN SCHOOL PSYCHOLOGY

Course	Course Description	Credits	Prerequisite for:
RSEM 5110 Introduction to Measurement	This introductory graduate level course deals with the theoretical and historical bases for psychological measurement and its uses in education, counseling, and related fields. Particular attention is given to concepts of reliability, validity, norms, response sets and response styles, fairness and bias, and norm-referenced vs. criterion-referenced measurement.	3	-
RSEM 7080 Methods of Qualitative Inquiry	Prepares graduate students to conduct field research employing qualitative methods and perspectives. Students become familiar with evolving theoretical and methodological perspectives in qualitative research drawn from anthropology, clinical psychology, etc.	3	**-**
RSEM 7050 Methods of Survey Research	Covers the purposes and methods of survey research. Topics included are: goals and uses of survey research, data collection methods, questionnaire and interview protocol design, reliability and validity of data collection methods, sampling, ways to reduce bias.	3	SPSY 6700
RSEM 7110 Intermediate Statistics	Builds upon basic statistics covering more advanced methods of analyzing data with an emphasis on the use and interpretation of inferential techniques. Topics covered are one-way and two-way analysis of variance, power, multiple comparisons, factorial designs and factorial ANOVA, partial correlation, multiple correlation and regressions, ANCOVA, and selected use of packaged statistical programs (SPSS).	3	SPSY 6700 (can be taken concurrently)
SPSY 5010 Theoretical and Historical Influences in School Psychology	Provides an overview of the history of psychology, including the dark side of psychology and its contributions to colonization and inequities. The course also covers a range of counseling and psychological theories applicable to school psychologists, children, and educational contexts, with an emphasis on socio-cultural contexts. Consideration is also given to the influence of history and theory on school psychological practice.	3	SPSY 6911

REQUIRED COURSEWORK FOR DOCTOR OF PSYCHOLOGY DEGREE IN SCHOOL PSYCHOLOGY

Course	Course Description	Credits	Prerequisite for:
SPSY 5900 Examining Identity, Power, and Privilege in Educational and Mental Health Contexts	The course is designed to foster students' understanding and appreciation of diverse identities within school psychology practice, educational and mental health contexts, and policy. This course will focus on advancing an understanding of integral concepts such as identity, power, privilege, race, ethnicity, gender, and socioeconomic status.	3	SPSY 6930
SPSY 6000 Learning and Affective Aspects of Behavior in School Psychology and Education	Reviews theories of learning and affect pertinent for school psychologists and explores their roles in human functioning, with a particular focus on children and educational and varying socio-cultural contexts.	3	SPSY 6150
SPSY 6100 Practicum 1 - Professional & Legal Foundations in School Psychology Prerequisite: Admission to SPSY program	A seminar course in current topics related to the practice of school psychology both past and present, including timely legal, ethical & professional and ethical issues, and new strategies for the delivery of school psychological services. Includes a field experience requirement.	3	SPSY 6150
SPSY 6120 School Psychology Foundations II - Applications Prerequisite: SPSY 6100	Seminar course that covers the application of legal and ethical practice in school psychology. Topics include developing an ethical mindset, landmark court cases, understanding legally compliant special education practices, legal and ethical decision making, and applying these ideas to school-based settings.	3	

REQUIRED COURSEWORK FOR DOCTOR OF PSYCHOLOGY DEGREE IN SCHOOL PSYCHOLOGY

Course	Course Description	Credits	Prerequisite for:
SPSY 6150 Psychoeducational Assessment I Prerequisites: RSEM 5110 or equivalent.	This course focuses on the psychoeducational assessment of cognitive development in children and adolescents. Primary emphasis is directed toward cognitive/intellectual evaluation in clinical and school settings. Topics include the selection, administration, and interpretation of individual ability tests; and introduction to psychological report writing, and historical, theoretical, and psychometric issues with intelligence. Test administration is required.	3	SPSY 6160 SPSY 6911
SPSY 6160 Psychoeducational Assessment II Prerequisites: LDFS 6200 or equivalent, SPSY 6150.	In-depth study of the major techniques of formal and informal assessment and their applicability to problems found in psychoeducational settings. Administration and interpretation of special ability, personality, and achievement tests with attention to case study integration is required.	3	SPSY 6911
SPSY 6170 Early Childhood Systems and Assessment Prerequisites: SPSY 6510, SPSY 6150,	Examines theories and research in developmental psychology to provide a foundation for clinical services to children and families in applied settings. Includes coverage of developmental assessments and services for infants/toddlers.	3	SPSY 6911 (can be taken concurrently)
SPSY 6350 School-Based Interventions: Children, Youth & Families Prerequisite: SPSY 5010	Provides theoretical and practice-oriented introduction to theories of personality and child counseling in schools. It weaves together skills and techniques essential to theory and implementation of psychotherapeutic techniques. Course activities will complement the systemic group-based interventions examined in SPSY 6400.	3	SPSY 6911 (can be taken concurrently)
SPSY 6400 School-Based Interventions: Groups, Classrooms, Systems Prerequisites: SPSY 6350	This course provides students with advanced study of research on and techniques of school psychological interventions, whole classroom and small group intervention strategies, and systemic, school-wide interventions. Also includes instruction on the evaluation of intervention effectiveness.	3	SPSY 6930

REQUIRED COURSEWORK FOR DOCTOR OF PSYCHOLOGY DEGREE IN SCHOOL PSYCHOLOGY

Course	Course Description	Credits	Prerequisite for:
SPSY 6410 Psychoeducational Assessment of Culturally and Linguistically Diverse Students Prerequisite: SPSY 6150	Prepares students to provide current best practices in cognitive assessment and psychotherapeutic services for students who are linguistically diverse. Attention will be paid to differentiating between students with language disorders and students in the process of acquiring English as a second language. Service recommendations will be grounded in an understanding of the unique psychological and educational needs of linguistically diverse students and the legal and ethical standards governing their education.	3	SPSY 6911
SPSY 6420 Crisis Prevention, Planning, and Intervention	Introduces students to crisis theory, prevention research, and intervention strategies. The course is designed for school mental health professionals interested in developing advanced crisis counseling and intervention skills sufficient for use in school settings. The course emphasizes the importance of practical hands-on opportunities for skills development.	3	SPSY 6911
SPSY 6450 Consultation and Data-Based Decision-Making	This course covers a wide range of traditional and emerging consultation models emphasizing practical application of empirically-supported approaches to advance the social & academic competence of students, classrooms & schools. Hands-on consultation experiences will supplement the course content as students practice and refine their consultation skills. In-class review of videotaped consultation sessions will be utilized.	3	SPSY 6930
SPSY 6500 Case Conceptualization and Diagnosis	This course assists students in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Course content will include a strong focus on the diagnosis of mental health disorders based on criteria from the DSM-5, and the subsequent treatment planning and provision of evidence based clinical care.	3	SPSY 6917

REQUIRED COURSEWORK FOR DOCTOR OF PSYCHOLOGY DEGREE IN SCHOOL PSYCHOLOGY

Course	Course Description	Credits	Prerequisite for:
SPSY 6510 Typical and Atypical Development and Mental Health and Wellbeing	This course covers theories, research, and key social-cultural concepts in typical and atypical child and adolescent development (including Autism, ADHD, etc.) pertinent to the field of school psychology.	3	SPSY 6170
SPSY 6550 Academic & Behavioral Interventions in School Psychology Prerequisites: SPSY 6150	Provides training in knowledge and skills for the use of educational intervention practices in school psychology, including the development, implementation, and evaluation of academic and behavioral interventions; curriculum-based measurement and progress monitoring.	3	SPSY 6150
SPSY 6600: Social Influences on Development, Behavior, and Well Being for School Psychologists Prerequisite: Admission to the School Psychology PsyD program or permission of instructor.	Examines processes that occur both within and outside ourselves as we interact with others in a complex social world, with an emphasis on educational contexts. Topics covered include social attitudes, self-concept, prosocial and antisocial behavior, stereotyping, prejudice, and bias.	3	-
SPSY 6700 Advanced Seminar in School Psychology Prerequisite: SPSY 6911	Designed for students beginning doctoral work, explores conceptual and practical bases for doing and evaluating educational research. The chain of reasoning linking the conceptualization of a research problem, the posing of questions in a social process	3	SPSY 6930 SPSY 8980
SPSY 7500 Biological and Neuropsychological Bases of Behavior Prerequisite: SPSY 6150; SPSY 5600	Examines the biological basis of behavior emphasizing the relationship between the functions and structures of the brain including neuroanatomy, brain development, neurophysiology, neurochemistry, and psychopharmacology; and neuropsychological assessment principles. .	3	-

REQUIRED COURSEWORK FOR DOCTOR OF PSYCHOLOGY DEGREE IN SCHOOL PSYCHOLOGY

Course	Course Description	Credits	Prerequisite for:
SPSY 7980 **Clinical Supervision and Administration of Psychological Services**	This course prepares school psychologists to function in supervisory and administrative capacities in delivering mental health services in schools and other settings. Students will develop an understanding of the current body of knowledge related to clinical supervision including theories, models, and techniques. Students will also develop knowledge and skills to be prepared for administrative roles, as well as an understanding of relevant organizations from a systems perspective.	3	SPSY 6918
SPSY 6911 **School Psychology Practicum** (500 Clock Hours) Prerequisites: SPSY 5600, SPSY 6100, SPSY 6150, SPSY 6160, SPSY 6300 and consent of instructor.	The School Psychology practicum allows students to integrate theory with school psychological practice. Students apply a set of discrete skills in the actual school setting under the supervision of a licensed School Psychologist.	6	SPSY 6930
SPSY 6917 **Advanced Practicum in Psychological Assessment** Prerequisites: SPSY 6100, SPSY 6150, SPSY 6160, and consent of instructor	Provide psychological assessment services to clients at the CU Denver Counseling Center under faculty supervision.	1	SPSY 6930
SPSY 6918 **Clinical Externship** (500 clock hours)	Supervised practice in providing comprehensive psychological services to children, youth and families in grades. Students are placed in clinical settings and supervised by practicing, licensed psychologists or school psychologists.	6	SPSY 6911

REQUIRED COURSEWORK FOR DOCTOR OF PSYCHOLOGY DEGREE IN SCHOOL PSYCHOLOGY

Course	Course Description	Credits	Prerequisite for:
SPSY 6930 School Psychology Internship (1500 Clock Hours) Prerequisites: SPSY 6911, SPSY 6217, SPSY 6918, instructor consent. Students must also have passed comprehensive exam	The internship stresses the professional practice of School Psychology. Students complete 1500 clock hours of School Psychological under supervision. At least 600 hours of internship must be completed in a school setting.	8	-
SPSY 8980 Capstone Project	The Capstone Project is a culminating component of the program. Production of a scholarly project that illustrates the student's understanding of relevant topics in school psychology, the scope of contemporary practice, and the various roles of the professional school psychologist.	4	-

School Psychology PsyD (100 Credit Hours)

COURSE NUMBER	TITLE
RSEM 5100	Basic Statistics
RSEM 5110	Introduction to Measurement
RSEM 7050	Methods of Survey Research
RSEM 7080	Methods of Qualitative Inquiry
RSEM 7110	Intermediate Statistics
SPSY 5010	Theoretical and Historical Influences in School Psychology
SPSY 5900	Examining Identity, Power, and Privilege in Educational and Mental Health Contexts

SPSY 6000	Learning and Affective Aspects of Behavior in School Psychology and Education
SPSY 6100	Practicum 1 - Professional & Legal Foundations in School Psychology
SPSY 6120	School Psychology Foundations II - Applications
SPSY 6150	Psychoeducational Assessment I: Cognitive and Achievement
SPSY 6160	Psychoeducational Assessment II: Behavior and Social Emotional
SPSY 6170	Early Childhood Systems and Assessment
SPSY 6350	School-Based Interventions: Children, Youth, and Families
SPSY 6400	School-Based Interventions: Groups, Classrooms, and Systems
SPSY 6410	Psychoeducational Assessment of Culturally and Linguistically Diverse Students
SPSY 6420	Crisis Prevention, Intervention & Planning
SPSY 6450	Consultation and Data-Based Decision-Making
SPSY 6500	Case Conceptualization and Diagnosis
SPSY 6510	Typical and Atypical Development and Mental Health and Wellbeing
SPSY 6550	Behavioral and Academic Interventions
SPSY 6600	Social Influences on Development, Behavior, and Well Being for School Psychologists
SPSY 6700	Advanced Seminar in School Psychology
SPSY 6911	Practicum in School Psychology
SPSY 6917	Advanced Practicum in Psychological Assessment
SPSY 6918	Clinical Externship
SPSY 7500	Biological and Neuropsychological Bases of Behavior
SPSY 7980	Clinical Supervision and Administration of Psychological Services
SPSY 6930	Internship in School Psychology
SPSY 8980	Capstone Project

EXAMPLE Course Sequence

Year 1 (30 credits)

Fall	Spring	Summer
RSEM 5110 (3)	RSEM 5100 (3)	SPSY 6420 (3)
SPSY 5010 (3)	SPSY 5900 (3)	
SPSY 6000 (3)	SPSY 6160 (3)	
SPSY 6100 (3)	SPSY 6510 (3)	
SPSY 6150 (3)		

Year 2 (31 credits)

Fall	Spring	Summer
SPSY 6120 (3)	SPSY 6400 (3)	SPSY 6917 (1) *can also be taken fall or spring of 2nd year*
SPSY 6350 (3)	SPSY 6410 (3)	SPSY 6170 (3)
SPSY 6450 (3)	SPSY 6550 (3)	RSEM 7050 (3)
SPSY 6911 (3)	SPSY 6911 (3)	

YEAR 3 (27 credits)

Fall	Spring	Summer
SPSY 6918 (3)	SPSY 6918 (3)	SPSY 7980 (3)
SPSY 6500 (3)	SPSY 6600 (3)	
SPSY 6700 (3)	SPSY 7500 (3)	
RSEM 7110 (3)	RSEM 7210 (3)	

YEAR 4 (12 credits)

Fall	Spring	Summer
SPSY 6930 - Internship (4)	SPSY 6930 - Internship (4)	SPSY 6930 – Internship *(depends on internship site)*
SPSY 8980 – Capstone Project (2)	SPSY 8980 – Capstone Project (2)	

SAMPLE SCHEDULE

Year 1		
Semester 1	*Semester 2*	*Summer*
Introduction to Measurement	Psychoeducational Assessment II	Crisis Prevention, Intervention & Planning
Prac I - Professional & Legal Foundations in School Psychology	Typical and Atypical Development and Mental Health and Wellbeing	
Theoretical and Historical Influences in School Psychology	Multicultural Interventions	
Psychoeducational Assessment I	Basic Statistics	
Learning and Affective Aspects of Behavior in School Psychology and Education		
Year 2		
Semester 1	*Semester 2*	*Summer*
School Psychology Practicum/Practicum II	School Psychology Practicum	Early Childhood Systems and Assessment
School-Based Interventions:	School-Based Interventions: Groups,	Methods of Survey Research

Children, Youth, and Families	Classrooms, and Systems	
Applications of Legal and Ethical Practice in School Psychology	Academic and Behavioral Interventions	Advanced Assessment Practicum *(may be fall or spring of 2nd year)*
Consultation and Data-based Decision-making	Psychoeducational Assessment of Culturally and Linguistically Students	
Year 3		
Semester 1	*Semester 2*	*Summer*
Clinical Externship	Clinical Externship	Clinical Supervision & Administration of Psych Services
Case Conceptualization and Diagnosis	Methods of Qualitative Inquiry	
Intermediate Statistics	Biological & Neuropsychological Bases	
Adv. Seminar in School Psychology	Social Psychology for School Psychologists	
Year 4		
Semester 1	*Semester 2*	*Summer*
Internship	Internship	Internship *(depends on internship site)*
Capstone Project	Capstone Project	

*Note: Summer Classes are typically offered during the day.

*Note: SPSY 6917 can be taken any semester once prerequisites have been met and should be taken during the 2nd year (summer-spring).

Required Master's Degree in School Psychology en route to PsyD

All students who do not already have a graduate degree in school psychology will obtain a Master of Arts (M.A.) degree in School Psychology while pursuing the PsyD. Requirements for the M.A. include completion of at least 60 credits hours in the PsyD program and a passing score on the comprehensive exam. There are no costs or other requirements to completing the M.A.

This M.A. can be a benefit to some internship and externship sites in particular. Please reach out to your advisor with any questions about the M.A. in School Psychology requirement.

Early in the semester in which students will complete at least 60 credits and take the comprehensive exam, students must apply for graduation (degree conferral) with the M.A. via their UCDAccess student portal no later than Census Date (available on the Academic Calendar), which is typically around the first of September. Please note students will only be allowed to participate in the commencement ceremony when they complete the PsyD.

Bilingual School Psychologist Concentration

The optional Bilingual (Spanish-English) School Psychologist concentration area provides school psychology students with the knowledge and skills to effectively serve culturally and linguistically minoritized bilingual learners in the school setting. Furthermore, the concentration area consists of language proficiency assessments to ensure that school psychologists are adequately proficient in the Spanish language to provide psychoeducational services. Although the demographics in the United States are becoming increasingly diverse, there is a well-documented shortage of bilingual school personnel that can effectively evaluate and work with bilingual learners.

School psychologists need to be aware of the various cultural, language, and systemic factors that uniquely influence performance in the school-setting and be prepared to work with this growing population. At the completion of the concentration area, students will be able to:

- Evaluate and identify flexible, appropriate psychoeducational evaluation strategies to identify strengths and areas of need within culturally and linguistically minoritized populations
- Collaborate with school professionals and families on best practice when assessing and intervening with culturally and linguistically minoritized students
- Have knowledge in appropriate psychotherapeutic, psychoeducational, and academic interventions appropriate for culturally and linguistically minoritized populations and be able to evaluate current methods for appropriateness and effectiveness
- Have adequate language abilities to conduct meetings, write psychoeducational report summaries in Spanish, and conduct academic and psychological assessment and intervention effectively in Spanish.

This is a 9-hour program consisting of the following courses:

Psychoeducational Assessment of Culturally and Linguistically Diverse Students - SPSY 6410
> Covers psychological assessment, language acquisition, educational models for bilingual students, and school staff and parental consultation/collaboration.

School-Based Interventions for Culturally and Linguistically Diverse Students - SPSY 5900
> Covers psychoeducational, psychotherapeutic, and academic interventions in the school setting with an emphasis on providing these services to diverse students. Racial/ethnic development, acculturation, racism, oppression and other factors influencing the educational and mental health services of culturally and linguistically minoritized students will be covered.

Practicum with Culturally and Linguistically Diverse Students - SPSY 6915
This course is a practicum course that requires a student spend at least 250 hours of supervised experience with culturally and linguistically minoritized students. There are supervision topics and questions that are discussed with your supervisor over the course of the semester. You will be required to complete bilingual (Spanish and English) psychoeducational evaluations and services under the supervision of a bilingual school psychologist and submit a form to Dr. Harris that is signed by your supervisor stating you have conducted all or some of these hours. This course can be taken either during your second year or your third year of the program. Please note that this course does not replace other practicum courses you must take.

Please note that the first two SPSY courses (6410 & 5900) are requirements for all PsyD students and are offered each year. These are to be taken during the second year of the PsyD program.

Additional requirements include:
- **Artifacts:** Students will be required to complete various artifacts demonstrating bilingual competencies in SPSY 6410, SPSY 5900, and SPSY 6915. Some of these artifacts will be beyond what is expected of other students in the course who are not enrolled in this concentration program. Information about these artifacts will be provided to you with the syllabus for the class at the beginning of the semester.

- **Language Proficiency Evaluation:** Students are required to complete and pass a language proficiency evaluation given Spanish. The evaluation covers oral, listening, reading, comprehension, and writing skills specially surrounding activities you will be doing as a bilingual school psychologist. Students are required to take the language proficiency evaluation before December 1st of their third year in the program; however,

students are encouraged to take this evaluation earlier in the program if possible. Students are allowed to retake this evaluation up to two times. Please contact Dr. Harris when you are ready to take this evaluation.

- **Final Artifact**: students are to submit a final artifact that demonstrates competencies as a bilingual school psychologist. This may be an assessment or intervention. You will need to include a summary of this artifact and discuss how you provided this service in a bilingual fashion and how your artifact demonstrates competencies as a bilingual school psychologist.

Additional Information:
- If you know you want to pursue the bilingual concentration, please submit a letter of intent (sent out by Dr. Harris) by May 1st of your first year in the program. This gives the professors enough time to find you a practicum placement with a bilingual school psychologist.
- SPSY 6915 is taken as an independent study course. Dr. Harris is the professor for this course.
- You may take SPSY 6915 during the third year of the program in an effort to help students for financial aid reasons or for other extenuating circumstances. Please discuss your situation with Dr. Harris.
- We cannot guarantee that students will receive externship placements where they will use their bilingual abilities. It is easier to find practicum and internship placements where this can occur. We will do our best to find an externship where you can use your bilingual skills if this is important for you.
- It is recommended that only students entering the PsyD program with intermediate to advanced abilities in Spanish pursue the bilingual program. It is unrealistic to expect that a student will achieve advanced Spanish language proficiency solely during their time in the PsyD program.

Optional Graduate Credential in Neurosequential Model in Education

The optional Neurosequential Model in Education™ (NME) credential provides school psychologists and other school personnel with knowledge of basic concepts of neurosequential development and the skills to apply this knowledge in trauma-informed educational contexts. This Credential Program uses everyday classroom challenges with real children to introduce emerging concepts related to brain functioning, brain development and traumatology in everyday educational settings.

Developed by Dr. Bruce Perry, the Neurosequential Model is an evidence-based framework useful for individual clinical problem solving and program outcomes evaluation and modification. The model draws on core concepts from many disciplines including the neurosciences, anthropology, developmental psychology and sociology, The NME brings this neurodevelopmental and trauma-informed approach to the classroom. The NME is not a specific "program" or "intervention." It includes a "capacity-building" process that provides an introduction to important concepts related to how we learn by focusing on how the brain works, develops, changes, and is impacted by developmental adversity including trauma. This is what makes this program unique.

The University of Colorado Denver's NME credential will equip school psychologists and other school personnel with research-based and neurodevelopmentally- and trauma-informed

knowledge and strategies to foster a positive school climate, meet children's developmental needs, and enhance student learning, safety, and well-being. Such an approach can also be used as an alternative to exclusionary disciplinary practices.

This the only one of two universities in the U.S. that offers both gradate credit as well as a certificate in NME issued through the Neurosequential Network. Students interested in pursuing this optional credential, should contact the Director of the Credential, Dr. Franci Crepeau-Hobson.

At the completion of the concentration area, students will be able to:
- Explain basic brain structure and organization and the stress response system.
- Explain how NME concepts can be applied in the classroom.

This is a 6-hour program consisting of the following courses:

Introduction to the Neurosequential Model in Education- SPSY 5100
Introduction to the core concepts of the Neurosequential Model^{TM} (NM) that impact learning. Core concepts include basics of brain organization, brain development, understanding state-dependent learning, the stress response systems, and the impact of trauma and neglect on children.

Application of Neurosequential Model in Education- SPSY 5200
Focuses on helping school psychologist and other school personnel better understand and support challenging children by offering practical strategies and classroom practices related to structuring classroom schedules, activities and interactions that can help all children (not just children impacted by trauma and adversity) learn in an optimal way.

Grading Policies and Grade Appeals

Within the School of Education & Human Development (SEHD), the grading system includes the following letter grades and grades for incomplete work.

A = Superior/Excellent: 4 credit points per credit hour
A- = 3.7 credit points per credit hour
B+ = 3.3 credit points per credit hour
B = Good/Better than Average: 3 credit points per credit hour
B- = 2.7 credit points per credit hour
C+ = 2.3 credit points per credit hour
C = Average: 2.0 credit points per credit hour.
C- = According to School of Education policy a grade of C- or below cannot be applied toward requirements of a graduate program
D+, D, D- = Grades of D may be assigned but do not count for credit
F = Failing

W = Withdrawal from course after Census Date
I = Incomplete. If a grade of I is not resolved within 1 calendar year, the grade automatically becomes an F

An Incomplete ("I" grade) is approved only when students, for reasons beyond their control, have been unable to complete course requirements. A substantial amount of work must have been satisfactorily completed before approval for such a grade is given. The instructor who assigns an "I" sets the conditions under which the course work can be completed and the time limit for its completion. The student is expected to complete the requirements within the established deadline and not retake the entire course. At the end of one year, "I" grades for courses that are not completed or repeated are changed to an "F". The Application for Incomplete Grade is available at https://education.ucdenver.edu/academic-services/student-resources/graduate.

Grade point averages are calculated by multiplying the credit hours for the course by the points for the letter grade, totaling all the credit points and dividing the number of semester hours included. Pass grades and no-credit courses are not included in your GPA. Graduate students must maintain a 3.0 GPA to remain in good standing. Students whose GPA falls below a 3.0 are subject to academic probation or suspension. In addition, school psychology students must obtain a grade of B- or better in all required school psychology courses or the course must be repeated. A grade below a B- in any course will result in the course not counting towards the PsyD degree and the student may have to take additional coursework to make up for it.

Students wishing to appeal a grade should follow the SEHD student appeals procedure, summarized in **Appendix C**. Students wishing to make other appeals, including appealing dismissal from the program should follow university procedures, summarized in **Appendix R** of this handbook.

SPSY Late Work Policy

Assignments turned in late will not be accepted unless there are extenuating circumstances that have been discussed in advance with a professor (exceptions may include death of family member or serious illness). Note: late work may result in a lower grade.

When Instruction in a Program Course is Unsatisfactory

After assessing the situation over three sessions of class, students should meet as a group to define the problem, come to a consensus, and appoint 2-3 people to represent the class when approaching the professor with the problem. They should then call to set up a time to meet with the professor at their convenience, preferably not immediately before class. All students must agree that the quality of the course is being compromised by the materials provided or the presentation of the curriculum. Issues must fall under the role and responsibility of the professor (i.e. not an issue with the bookstore) and must be resolvable.

The selected representatives should use good problem resolution skills when meeting with the professor, including being soft on the person—not on the problem, understanding the other person's perspective, understanding the emotions—theirs and yours, using active listening, focusing on the point of interest rather than positions, and coming up with options for mutual gain.

If meeting with the professor does not create a reasonable solution to the problem, the representatives should take the problem to the Student Advisory Council and the School Psychology Program Director. If the conflict still continues without resolution, the next level will involve assistance from the SEHD Associate Dean of Teaching.

Personal/Professional Dispositions

In addition to completing educational qualifications and practitioner competencies required for licensure in School Psychology, the adequacy of students' personal and professional characteristics will also be evaluated as part of the **Annual Student Progress Review** (see below) using the Personal/Professional Dispositions Rating Form (See **Appendix D**). This evaluation examines a student's adaptability, communication skills, conscientiousness, cooperation, independence, productivity, professional ethics, ability to deal with conflict, and sensitivity to diversity. These rating forms will be distributed to faculty at the end of each semester (with instructions to complete on only those students with whom they have concerns). Students will complete their own self-rating as part of the Annual Student Progress Review. In addition, program faculty will review students throughout the year using this form as necessary. This rating form is built into the practicum evaluation so all students will be evaluated again at the point of their practicum. If there are concerns, students will receive feedback and meet with their advisor to develop a support plan around these concerns.

Annual Student Progress Review

During each spring semester, School Psychology students will be asked to participate in an annual review of their progress in the program. This review will require students to complete a personal progress evaluation (See **Appendix D**) After receiving each student's evaluation, School Psychology program faculty will review the student's self-evaluation and will rate the overall progress of the student in the program. Student progress will be evaluated based on faculty feedback of class performance, progress towards graduation, involvement in professional development opportunities, and examination of personal characteristics and feedback from all course instructors. After the faculty review of the data, students will be sent a summary form of their annual review (See **Appendix D**).

Student Review and Retention Policy

Successful completion of a program of study in School Psychology is based on the demonstration of effectiveness in academic, professional and personal areas as they relate to a student's professional objectives. The faculty of the School Psychology program has a professional responsibility to evaluate these aspects of students in the training program.

If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professional unbecoming at any time during the course of training (including coursework, practica, externship, and internships) the following actions may be taken:

1. Remediation: The student will be placed on a remediation plan that will be developed by the student and the advisor with the approval of other necessary School Psychology faculty.
2. Voluntary Resignation: Recommend the student resign from the program.

3. Dismissal from the Program: If a student has failed to attain the behavioral goals specified in his or her remediation plan, and there is no expectation that the student can reasonably attain them in the near future, a recommendation of dismissal from the program will be made.
4. Immediate Dismissal: If a student's unacceptable professional and personal behaviors are deemed severe enough by the program faculty, an immediate dismissal recommend will be made without opportunity for a remediation plan.

TEE Licensure and Student Employment in School Psychology

Students engaging in and receiving remuneration for school psychological services before being certified/licensed, and/or cleared for internship, will be considered by faculty as engaging in unethical behavior. Any student wishing to pursue employment as a school psychologist must petition the faculty before accepting employment. Under no circumstances will students who have not completed SPSY 6911 School Psychology Practicum be allowed to accept employment as a School Psychologist and/or obtain a Temporary Educator Eligibility Authorization (TEE) for such employment.

Licensure as a School Psychologist

The PsyD in School Psychology program at CU Denver prepares students for licensure as school psychologists through the Colorado Department of Education (CDE). To obtain this license, graduates must meet the requirements outlined by the CDE (https://www.cde.state.co.us/cdeprof/checklist-initialspecialserviceprovider; http://www.dora.state.co.us/). This includes earning a graduate degree in school psychology, completing practicum and internship, and passing the national school psychology exam.

Licensure as a Psychologist

The PsyD in School Psychology program at CU Denver prepares students for licensure as psychologists through the Colorado Department of Regulatory Agencies (DORA) State Board of Psychologist Examiners. To obtain this license, graduates must meet the requirements outlined by DORA (http://www.dora.state.co.us/). Once the doctoral degree in school psychology has been earned, graduates can apply to DORA to become a licensed psychologist. This process requires additional hours of post-doctorate supervised practice and a passing score on the Examination for the Profession Practice of Psychology (EPPP). Additionally, the candidate must pass a state jurisprudence exam.

National Certification in School Psychology (NCSP)

National Certification in School Psychology (NCSP) is administered by the National School Psychology Certification Board (NSPCB), a division of the National Association of School Psychology. Requirements include completion of a NASP approved program in School Psychology or its equivalent, completion of a 1500 hour internship in School Psychology, and a passing score on the specialty area test in School Psychology administered by *Praxis*®.

Although the NCSP is not a requirement for Colorado licensure in School Psychology, the NCSP may prove advantageous both for students stay in Colorado and those who eventually want to

work as School Psychologists in other states. In Colorado, school psychologists with the NCSP are eligible for a stipend through the Colorado Department of Education. Moreover, national certification requirements have established a national standard for professional preparation in School Psychology, and holding the NCSP identifies the student as a person who met that standard. School districts recruiting from out of state are better able to judge a student's training when they have satisfied these national criteria. Thirty-three states automatically grant state licensure to nationally licensed School Psychologists, and other states modeled their licensure requirements after those of the national licensure. As such, the NCSP often makes getting the school psychologist credential in other states much easier.

Maintaining a credentials file

Students are advised to maintain a personal credentials file documenting their professional training including:

☑	Course syllabi for all graduate courses
☑	Course waiver/transfer documentation for any waived requirement and transfer requests
☑	Written plan, hours log, and final evaluation for all internship/practicum/externship placements
☑	Comprehensive exam and case study evaluation forms

SEHD policy requires that all student files be purged five years after a student graduates. Without personal records, students could find it difficult to document their professional training to any State Department of Education, licensing board, or professional credentialing agency. At a minimum, students should keep copies of syllabi and practicum, externship and internship logs.

Leave of Absence

Students who need to leave a the PsyD program in School Psychology for a period of time should determine in consultation with their Program Director whether a petition for leave of absence is required for up to one (1) year. Approved leaves of absence do not automatically extend the time limits for earning a degree or certificate, but they may be cited as supporting documentation to request an extension if needed. Requests for leaves of absence that exceed one (1) year will not be approved unless the Program Director provides the Dean with a compelling justification why such action should be approved. Students who are absent for longer than one (1) year will be considered to have withdrawn from the Program and will be required to reapply for admission. Students who discontinue coursework for more than a year without arranging for a leave of absence will need to reapply to the program, in competition with all other new applicants. The Request for Leave of Absence can be found at https://graduateschool.ucdenver.edu/forms-resources/resources.

Chapter 4: Supervised Experiences

Requirements for licensure in School Psychology include 2400 hours of supervised experience, including 7 graduate semester hours of supervised practicum (500+ hours), 6 graduate semester hours of externship (500 clock hours), and an 8 graduate semester hour internship (1500 clock hours). The practicum in School Psychology is intended to be the first opportunity for students to practice the use of school psychological skills in an applied setting under the supervision of a licensed, practicing School Psychologist and the university practicum supervisor. The Advanced Practicum in Psychological Assessment is supervised by a licensed psychologist and provides students with the opportunity to complete at least one comprehensive psychological evaluation of a Counseling Center client. Externship involves supervised practice in providing comprehensive psychological services to children, youth and families in clinical settings and is supervised by practicing mental health providers, licensed psychologists or school psychologists. The internship in School Psychology is intended to be an opportunity for students to progressively assume the professional role of a School Psychologist with supervision. Interns spend $\geq$1500 clock hours practicing as a School Psychologist under the supervision of a licensed psychologist. The practica, externship, and internship provide opportunities for students to integrate discrete skills acquired through academic coursework to address real problems in actual settings.

General Guidelines for Supervised Experiences

Responsibilities of the Student. Students who enter into supervised experiences as part of their university training program are practicing under the licensure and authority of their Site and University Supervisors. It is imperative that the student's work never threaten the integrity of the supervisors' credentials. To ensure that this is the case, students are expected to meet the following responsibilities:

1. Students will maintain a standard of professional behavior that includes being prepared, punctual, accurate, appropriately maintaining client records and materials, maintaining a professional appearance while in the field setting, respecting the legal and ethical confidentiality of clients and colleagues, and utilizing appropriate sensitivity and concern with colleagues.

2. Students will assume primary responsibility for developing and monitoring the practicum or internship written plan governing their supervised experience. All practicum and internship plans should be approved by the site and university supervisors and submitted within 2 weeks after the start of the placement.

3. Students will meet with Site and University Supervisors as required.

4. Students will attend supervisory meetings with the University Supervisor as scheduled during the term for supervision and to review the placement experience.

5. Students will maintain an accurate log of all hours spent in placement-related activities, and will review this log with the on-site supervisor at appropriate times, and will submit this log to the university supervisor monthly. (See **Appendix E**)

6. Students will incorporate representative work products, after first blacking out identifying information to preserve client confidentiality for case studies.

7. Students will sign all reports with a title that clearly represents their training status, such as "Practicum Student in School Psychology", School Psychology Extern", or "School Psychology Intern." Reports of practicum students should always be co-signed by the supervising Psychologist/School Psychologist; in some cases, districts or agencies may also require interns reports be co-signed.

8. Students will follow the schedule of the school district/agency in which they complete their placement unless an alternative schedule is specified in their written plan.

9. Students will participate actively in professional supervision, keeping their supervisors informed of all activities they engage in, including requesting additional supervision as required, participating in self-evaluation activities, and participating actively in group discussions that are held during regularly scheduled practicum or internship class meetings.

10. According to the University attorney, the extent of liability coverage for public employees in Colorado is $150,000 per incident or $400,000 for multiple incidents. Students are **required** to get their own malpractice insurance when enrolled in field experience classes (practicum, externship, and internship). This can be obtained at a fairly low cost through the National Association of School Psychologists or the American Psychological Association.

11.

Responsibilities of the Site Supervisor. Practicing school psychologists. licensed mental health professionals, or psychologists who assume the role of supervisor for a student-in-training are committing to three different roles: (1) that of the student's mentor, providing personal support and professional guidance as the student adapts to the professional demands of School Psychology; (2) that of the student's critic, carefully evaluating the adequacy of the student's skills and his or her suitability for the professional role of school psychologist and (3) that of the student's instructor, providing direct instruction in skills that cannot be acquired outside of the applied setting or recommending additional instruction through the university program when that is appropriate. Satisfying these sometimes contradictory roles requires considerable reflection and careful decision making. Specific responsibilities of the Supervisor include:

❶ Site Supervisors will review, critique, and contribute to the student's written practicum or internship plan for the placement experience so that it realistically reflects the opportunities available to the student in the placement site.

❷ Site Supervisors will direct the implementation of the placement plan through case assignment, incorporating the student into ongoing site activities, and monitoring student participation in the supervisor's own activities.

❸ Site Supervisors will supervise the student's daily activities by preparing the student for unfamiliar situations, guiding the student through new activities, and reviewing and discussing completed activities with the student.

❹ Site Supervisors will provide at least two hours of individual, face-to-face supervision per week except when a student works less than 10 hours per week, in which case, the supervisor should provide at least 1 hour of face-to-face supervision.

❺ Site Supervisors will immediately inform the University Supervisor of any student behavior that interferes with the student's effective professional practice in the placement site.

❻ Site Supervisors will evaluate the student's demonstrated skills through review, discussion, direct observation, feedback from other school personnel, and review the student's work products including written reports, case notes, and related documents. As part of this evaluation, the Site Supervisor will complete a mid-placement and final written evaluation of the student's performance in the placement site.

❼ Site Supervisors will review the student's log of hours, require modifications as needed, and attesting to the accuracy of the final log.

❽ Site Supervisors will ensure that the student's practice is consistent with current legal-ethical guidelines of the profession including the NASP Principles for Professional Ethics and Ethical Conduct and Professional Practices (NASP), and the Ethical Principles of Psychologists and Code of Conduct (APA).

Responsibilities of the University Supervisor. The ultimate responsibility for the student's training rests with the University Supervisor. The University Supervisor is responsible for the following:

① The University Supervisor will recruit placement sites and certify that these meet the program standards, as specified elsewhere in this manual.

② The University Supervisor will guide the assignment of students to placement sites and coordinate the student's application to Site Supervisors for establishing placements.

③ The University Supervisor will evaluate the adequacy of the practicum or internship plan for supervised experience as written by the student with consultation from the Site Supervisor as needed to assist with planning and evaluation.

④ The University Supervisor will visit the site supervisors as needed during the placement, making at least 2 evaluative visits per year (start of the experience and an end-of-year site visit / evaluation).

⑤ The University Supervisor will supplement the Site Supervision by directing class meetings of students.

⑥ The University Supervisor will review progress made by the student and is responsible for assigning the student's final grade for the placement.

⑦ The University Supervisor will ensure that all of the student's supervised placements are coordinated so that they represent a diversity of experiences, with opportunities to address a broad spectrum of professional problems, with ethnically diverse children, and with diverse age ranges.

Log of contact hours. Students are expected to maintain a detailed electronic log of all the hours spent in the supervised experience. For each recorded date, the log should specify the

number of hours spent in the supervised placement, the activities engaged in, and the nature and extent of any supervision received. Students may choose to use the **Time2Track hours-tracking tool** or other time tracking tool to track field experience hours; however there is often a fee associated with these tools. Students can also use the form provided in **Appendix E**. The Site Supervisor will review the final log to attest to its accuracy. The placement is not considered complete until the reviewed log has been submitted to the University Supervisor.

A limited number of off-site activities may be included in the student's log of hours in the placement. These include:

❶ Up to 10% of the total recorded hours may be spent in preparation for activities at the placement site, including scoring and interpreting test protocols, preparing materials or plans for individual or group interventions, writing reports or case notes, reading related to placement activities, and other preparatory activities deemed appropriate by the Site Supervisor.

❷ Up to 8 hours per day may be recorded for attending the Colorado Society of School Psychologists fall convention, the convention of the National Association of School Psychologists, the APA Annual Convention, or similar conventions as approved by the University Supervisor.

❸ Actual clock hours may be recorded for the time spent in practicum, externship, or internship class meetings held with the University Supervisor. The student may not use these contact hours as supervision hours.

Practicum in School Psychology

Definition of Practicum. The practicum in School Psychology is a 6 graduate semester hour experience intended to prepare students for the diverse roles and responsibilities they will be asked to perform during the clinical externship and internship in School Psychology. A minimum of 500 clock hours of practicum must be completed over the course of the academic year. This averages to about 2-3 days a week at the practicum site. Students must first complete prerequisite courses. The practicum provides students with their first opportunity to apply discrete school psychological skills in a public school setting under the supervision of a practicing school psychologist and the university practicum supervisor.

Prerequisite Courses for the Practicum. School Psychology students must earn a grade of B- or better in the following prerequisite courses prior to enrolling in the practicum:

- SPSY 6100: Professional and Legal Issues in School Psychology
- SPSY 6150: Psychoeducational Assessment I
- SPSY 6160:   Psychoeducational Assessment II
- SPSY 5900: Multicultural Interventions

If a student has had these courses at another institution and the credits were approved for transfer or waiver, the prerequisite courses are considered to be met.

Applying for the School Psychology Practicum (Practicum II)

Practicum application "season" typically happens in the late winter or early spring once districts have completed internship placements. At that time the university practicum supervisor reaches out to districts to determine whether they plan to take practicum students and the application process they plan on using. This information is then compiled and disseminated to students who are applying to practicum. Students are typically advised to apply to approximately two districts, based on their training goals, professional needs, geography, etc. Both the university practicum supervisor and faculty advisors are available to support students in determining where to apply. Once students know where they will be applying, they need to follow the district's process (which the university coordinator will relay as mentioned above) to apply. Most districts ask students to submit a letter of interest and a CV. Some districts may ask students to complete an informal interview before making decisions. Both the university supervisor and faculty advisors are available to support students in preparing and reviewing materials. Students are advised to consult with either their faculty advisor and/or the university supervisor before accepting or turning down offers. Once a student has accepted a placement the district will ask them to complete the district HR process. Students also need to inform the university supervisor about their placement, their supervisor's name, and their supervisor's contact information. Students should ensure that they know how to reach their supervisor and have a start plan before supervisors and students are out of contact for summer break. Students are expected to start practicum when the school district staff begin their year, which is often before the university is back in session.

Requirements for practicum settings

School Psychology practicum sites must provide appropriate school psychology experience and adequate supervision from a credentialed and experienced school psychologist. To provide appropriate school psychology experience, a site must be in a school setting. The primary role of the School Psychology student in all settings should be the provision of preventative and remedial mental health services to pre-school or school-aged children and youth. Practicum settings should provide services to a diverse group of students including students with and without disabilities, and from families of differing ethnic, cultural, and economic backgrounds.

Regular supervision must be available from a credentialed School Psychologist. The Site Supervisor should have been employed by the agency for a minimum of two years, and where an agency serves multiple sites, should have been serving the placement site for at least a year. Scheduling should permit the supervisor to provide two hours of face-to-face supervision per week or one hour of weekly face-to-face supervision for students spending less than 10 hours weekly at the placement site. The Site Supervisor should have the flexibility to schedule this supervision at a convenient time. If the site supervisor is not licensed as a psychologist, the university supervisor will be available to provide additional weekly supervision.

Required Activities for Practicum

Practicum students are required to demonstrate that they have successfully practiced school psychological skills in an applied setting prior to beginning the internship. Specific objectives have been developed by the program faculty for the fulfillment of the School Psychology practicum. These objectives will be individually revised to meet the needs of each university and field supervisor and the student. Specifically, students will be expected to demonstrate that they have met the following practicum objectives:

1. **Observe the organization and administration of school settings. This may include activities such as:**
   a) Attend faculty and/or other building staff meetings, as appropriate and/or necessary. You may do this regularly or when you are presenting an in-service to the faculty, etc.
   b) Become familiar with the record keeping procedures in your school(s) and how to facilitate the transfer of records between schools and/or districts.
   c) Attend a district board meeting and/or Parent-Teacher Association meeting.
   d) Attend special services/student services team meetings as often as is appropriate and/or necessary.
   e) Attend pre-referral/child-study/RtI/care and concern meetings as appropriate and/or necessary.
   f) **Participate in IEP meetings** (student should move from attending to facilitating by the end of practicum). **This activity is required.**

2. **Conduct and report the results of comprehensive psychoeducational evaluations of cognitive abilities and social emotional functioning for at least one PreK-12 student.** All practicum students **are required** to administer, score, and write up the results of at least one cognitive, social-emotional, and adaptive assessment.

   Practicum students are required to complete at least one evaluation with a child from a culturally diverse background as well. This activity is required as part of SPSY 6410. Ideally, clients should represent a wide range of linguistic and cultural backgrounds and should present with a range from mild/moderate to severe cognitive and emotional/behavioral needs. Activities described above will most likely (though certainly not always) occur in an integrated, holistic manner in which the needs of the whole child and their immersion in problem-situations are considered.

3. **Conduct an assessment and intervention focused on social-emotional/behavioral functioning AND an assessment and intervention focused on academic functioning. This activity is required. These activities may take place in collaboration/consultation with another professional. You should include the following activities:**

   a) Observe child behavior, teacher practices and the classroom/ecological context.
   b) Identify target behaviors and/or other areas that require intervention
   c) Collect data appropriate to the referral questions and other concerns which may emerge
   d) Develop an intervention plan appropriate to the referral questions and other concerns which may have emerged
   e) Implement the plan, monitor progress, document your observations, adjust intervention plan as appropriate, and provide appropriate feedback and consultation
   f) Evaluate intervention outcomes

4. **Provide individual counseling to a student regarding a personal, social or emotional problem. Experience with a counseling case is required for SPSY 6350, but you should also gain additional experience with counseling, including the following activities:**
   a) Maintain regular session notes on all contact with the student(s)
   b) Establish case objectives
   c) Monitor progress towards those objectives
   d) Review the progress of the counseling case with a supervisor after each session.

5. **Provide systematic consultation to a teacher, administrator or parent regarding a student's personal, social, academic, or emotional needs. This is required as part of SPSY 6450 and should include the following activities:**

   a) Maintain regular session notes on all contact with consultees
   b) Establish objectives appropriate to the referral questions and other concerns that may emerge
   c) Monitor progress towards those objectives
   d) Review the progress of the counseling case with a supervisor after each session.

6. **Serve as a co-facilitator or facilitator of a small group intervention for children or adolescents. This is required as part of SPSY 6400, although more group facilitation is encouraged, including the following activities:**

   a) Participate in planning the group
   b) Participate in securing approval for the group
   c) Conduct library research on the topic as needed
   d) Plan topics and evaluation procedures
   e) Implement the group plan and evaluate student progress and/or success of the intervention

   Your independent group facilitation may appropriately occur when you and your site supervisor(s) concur that your skills have developed to a degree sufficient to facilitate your own small group experience.

7. **Provide a classroom based affective education intervention for children or adolescents including the following activities:**

   a) participate in planning the group
   b) participate in securing approval for the group
   c) conduct library research on the topic as needed
   d) plan topics and evaluation procedure
   e) implement group plan and evaluation

8. **Participate in a professional development experience, such as the annual conference of the Colorado Society of School Psychologists or other professional conference(s) (relevant to school mental health practices). No more than 10% of your hours may come from conferences or professional development experiences.**

9. **Attendance of (monthly) practicum meetings. Students may miss one meeting a semester.**

   Please remember, you are expected to construct a role for yourself that meets the needs of your particular practicum site and is consistent with your previous experiences and your contemporary interests and concerns. The objectives written above are meant to guide you in the process of tailoring a meaningful, well-balanced practicum experience. Beyond such requirements and suggestions, it is your responsibility (with support from university and district supervisors) to construct a role which is unique, and tailored to your professional needs and interests.

Behavioral Competencies for Practicum

In addition to required assignments and activities, described above, there are a number of competencies that students are expected to have by the end of practicum year. These are objectives that students and supervisors should have in mind throughout the year and be working towards.

By the end of practicum, you should be able to:

- Assessment
    - Independently administer a range of assessment tools (a minimum of one independently administered cognitive assessment, one social emotional, one behavioral, and one adaptive measure.)
    - Score all assessments with very few errors
    - Write a school-based special education evaluation report with minimal input from supervisor
    - Share assessment findings during an IEP meeting
- Data
    - Collect a range of types of student data relevant to all areas of functioning, via both formal measures (e.g., cognitive assessment, curriculum based measures, standardized social-emotional tools), as well as informal measures (e.g., interviews, observations, etc.).
    - Monitor student progress (pertaining to intervention effectiveness and IEP goals) using data
    - Graph and describe data to families and school professionals
- Intervention
    - Design an intervention plan to address a common student need (e.g., social skills, anxiety)
    - Gather and consider information from multiple sources to conceptualize a student's challenges
    - Modify intervention strategies based on progress monitoring data
- Consultation
    - Provide support to a school professional and/or primary caregiver using consultative approaches for a high frequency student problem (e.g., behavior, attention, engagement)
- Special Education
    - Recognize eligibility criteria for different special education categories and differentiate between them
    - Identify all parts of an IEP document and what information is included
    - Have experience writing, or helping write, an IEP document (e.g., present levels, IEP goals)
- Individual and Cultural Diversity
    - Through individual reflection and supervision activities, identify individual biases and stereotypes and how these may impact the provision of school psychology services
    - Research and explore the needs of the school populations and the community services that may support these needs (e.g., unhoused population, food insecurity, policing). This can be done through such activities as supervision, internet searches, attending community meetings, reviewing parent satisfaction surveys, and contacting community partners)
- General
    - Know how to access student record information and be familiar with what is typically found in a student record
    - Demonstrate developing understanding of professional growth and self-reflection through practicum goals, planning, supervision, seeking support when appropriate, and self-reflection.
    - Recognize legal and ethical considerations for service provision and seek information or support commensurate with the situation

The Written Practicum Plan

A written plan for the practicum must be approved early in the student's practicum experience. Your practicum plan is an opportunity for you and your on-site supervisor to discuss your individual goals and determine what experiences you would like to have during the year, both those that are required and additional areas of interest and growth. While writing this plan is primarily the student's responsibility, the final plan must be reviewed and approved by both the School-Based Supervisor and the University Supervisor

The practicum plan should describe the following details of the practicum experience:

✍ The number of practicum hours to be completed and the students anticipated schedule.
✍ The name and credentials of the district supervisor(s).
✍ The number of hours of individual and group supervision that will be provided.
✍ The goals the student aims to complete at the practicum site.
✍ Specific activities the student plans to complete to work towards their goals and required competencies
✍ Signatures of student, District Supervisor, and University supervisor

Additional Responsibilities

1. Throughout the duration of your practicum it is critical that you identify yourself as a "Practicum Student in School Psychology" when engaged in professional activities. Use this title on all official reports and correspondences.

2. All written reports must be reviewed and co-signed by your on-site supervisor. These may be reviewed periodically with the district and university supervisor(s).

Practicum Supervision

Practicum students in School Psychology will have completed formal course instruction in the skills to be performed at the practicum site but will not have significant applied experience. As a result, they will need close supervision when working in their practicum site. Early practicum experiences would appropriately consist of observations and working alongside the experienced supervisor; by the end of the practicum, students should be able to perform many school psychological services independently while subsequently reporting to the supervisor. In most cases, it is inappropriate for students to provide direct services while an appropriate supervisor is not in the District. The goal of practicum supervision, then, is to move the student from observation of the supervisor to guided practice in the presence of a supervisor to independent practice with backup from a supervisor immediately available.

Evaluation of Student Performance on Practicum

Grades for a student's School Psychology Practicum are assigned by the University Supervisor. They are based upon three criteria: the evaluation provided by the Site Supervisor, evaluation by the University Supervisor of any written products of the practicum, and the extent to which the student met formal requirements for the practicum including planning and evaluation exercises and participation in individual and group supervision.

The Site Supervisor's written evaluation of a student's applied school psychological skills is required before a practicum grade will be submitted. Site Supervisors will generally evaluate students using a standard evaluation questionnaire, supplemented with any additional comments that may be written in the margins. (See **Appendix F** for a copy of the

Practicum Evaluation Form.) If minor deviations from this procedure are requested by the District Supervisor these should be incorporated into the practicum plan. Passing grades (B- or better) will be given by the University Practicum Supervisor when the work products and District Supervisor's evaluations document that the student is demonstrating adequate progress in acquiring skills needed to practice independently in the School Psychology Clinical Externship and Internship. Grades below a B- will be given when student evaluations document that the student's skills are not sufficient for independent practice in the Clinical Externship or Internship.

Written products of the practicum will be submitted to the University Supervisor. These may include written psychological reports, case notes, intervention plans, consultation notes, or other written documents. In every case, students should black out all identifying information before submitting these materials. Criteria for evaluating these materials will be established by the University Supervisor and will be described to students during the practicum class meetings.

Clinical Externship

Definition and requirements. Externship allows for further development and refinement of previously learned skills and development of more specialized skills occurs at an advanced level. This placement is completed in a clinical setting such as a hospital, clinic, day treatment center, or center-based program during the student's third year, and entails a commitment of approximately 2 full days/week for two semesters, accumulating approximately 500 clock hours. This is completed under on-site individual supervision along with on-campus individual and group supervision. Students continue to engage in daily reflective practice. Evaluation of students at this level is based on site supervisor evaluations (using a competency-based rating scale designed specifically for that experience), supervision participation, and completion of all assignments. These formal evaluations are completed twice each year (once per semester).

Prerequisite courses for externship.
All students must have completed SPSY 6911 School Psychology Practicum and related requirements.

Applying for the clinical externship.
Arranging for appropriate externship varies from site to site. Most have formal application procedures and some require interviews. Letters of recommendation may be required. Students should meet with their advisor the fall before Externship to explore placement options. Once a Clinical Externship is accepted, the student must complete and submit an Externship Proposal Form to the University Externship Supervisor (See **Appendix G**).

Requirements for externship sites. Clinical externship sites must provide appropriate psychological experiences and adequate supervision from a credentialed and experienced licensed mental health professional, psychologist or school psychologist. To provide appropriate experience, a site must clinical in nature. For example, a hospital, clinic, day treatment center or school-based center program. The primary role of the School Psychology student should be the provision of preventative and remedial mental health services to pre-school or school-aged children and youth. Ideally, these settings should provide services to a diverse group of students including students with and without disabilities, and from families of differing ethnic, cultural, and economic backgrounds.

Regular supervision must be available from a licensed mental health professional, Psychologist or School Psychologist. Ideally, the Site Supervisor will have been employed by the agency for a minimum of one year. Scheduling should permit the supervisor to provide two hours of face-to-face supervision per week or one hour of weekly face-to-face supervision for students spending less than 10 hours weekly at the placement site. The Site Supervisor should have the flexibility to schedule this supervision at a convenient time. If the Site Supervisor is not a licensed psychologist, the University Supervisor will be available for weekly supervision as needed.

Externship supervision. School Psychology Externs will have completed formal course instruction in the skills to be performed at the externship site but may not have significant applied experience specific to the requirements of the externship site. As a result, they will need close supervision when working in their externship site. Early experiences would appropriately consist of observations and working alongside the experienced supervisor; by the end of the externship, they

should be able to perform many psychological services independently while subsequently reporting to the supervisor. In some cases, it is inappropriate for students to provide direct services while an appropriate supervisor is not onsite. The goal of externship supervision, then, is to move the student from observation of the supervisor to guided practice in the presence of a supervisor to independent practice with backup from a supervisor immediately available.

Evaluation Student Performance on Externship. Grades for a student's School Psychology Externship are assigned by the University Supervisor. They are based upon two criteria: the evaluation provided by the Site Supervisor and the extent to which the student met formal requirements for the externship exercises and participation in individual and group supervision.

The Site Supervisor's written evaluation of a student's applied school psychological skills is required before an externship grade will be submitted. Site Supervisors will evaluate students using either an evaluation questionnaire designed specifically for the particular externship site and experiences or the form provided in **Appendix H.**

Doctoral Internship in School Psychology

Definition of the internship. The required 1500 clock hour internship in the School Psychology PsyD Program is a culminating experience in the program's course of study that is completed for academic credit. The internship is intended to provide training and professional competency development that aligns with the School Psychology specialty as outlined by the APA Commission on Accreditation. All internship sites must include a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology. Via the 1500 clock-hour internship, the integration of professional competencies is practiced, and students are prepared to function as independent school psychologists. Unlike the practicum and clinical externship, where students practiced specified skills under supervision, the intern should assume the full and established role of school psychologist in the placement site with appropriate supervision. Additionally, the internship is administered primarily by the internship setting although internship supervision remains the joint responsibility of the university and the internship setting.

Consistent with requirement by the National Association of School Psychologists (NASP) and the Colorado Department of Education (CDE), the CU Denver PsyD program requires that at least 600 hours of the 1500 clock hour internship be completed in the school setting. A ''school setting'' is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades pre-K–12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state credentialed school psychologist and provides a full range of school psychology services (NASP, 2020).

Prerequisites for the internship. Interns in school psychology have typically completed all or nearly all formal course instruction in the School Psychology program. The one exception is the credit hours for Capstone (SPSY 8980). With approval of the student's University Supervisor and advisor, students may be permitted to enroll in one course per term (providing that the course is not a core School Psychology course) simultaneous with the internship. Students will be expected to clear all grades of Incomplete on their academic record prior to enrolling in the internship. Interns in School Psychology must have successfully completed their School Psychology practicum and externship wherein they practiced the most essential school psychological skills independently, passed comprehensive exams, been admitted to Candidacy by the Graduate School, and completed their Capstone proposal. Students should confirm with their faculty advisor that they have meet all prerequisites for internship.

Requirements for internship settings. All internship sites, including those in the school setting, must be a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns. The internship setting should be one in which psychological services are provided to children and adolescents. At least 600 hours of the internship must be completed in a school (school-based Externship hours may be used for this purpose although must be approved by the program for this purpose), but approval may be requested for completion of the remaining 900 hours in a clinic, hospital, or other appropriate setting. All approved settings must provide opportunities for the intern to: engage in a full range of professional activities as defined below; serve a diverse range of clients

including those with and without disabilities from families of varying ethnic, cultural, and economic backgrounds; and receive appropriate supervision from a credentialed psychologist employed by the agency.

Potential internship placements.

Option 1: **Students are *STRONGLY ENCOURAGED* to do this option.** The student applies to and is accepted for an internship accredited by the American Psychological Association and/or the Association of Psychology Postdoctoral and Internship Centers. Because the number of APA-accredited or APPIC approved internships in the greater Denver area are extremely limited and don't always accept doctoral students in school psychology, this option usually requires relocation for one year. Deadlines for applications are in the fall (November). Placements are usually announced by the last Monday in February for approximately a July 1 start date. Please consult with the Doctoral Internship Coordinator in preparing an application. If the APPIC site does not include a school-based rotation, the student will need to complete the required 600 school-based hours at another site (e.g., local school district) that meets all requirements as outlined above and in the Internship Agreement (**Appendix K**).

Option 2: The student applies for and is admitted to an internship in a school and/or non-school setting in the Colorado. This option is recommended for students who want to supplement their training and experience as a psychologist in school settings with training and experience as a psychologist in non-school settings. The School Psychology program must approve the internship site and plan. Option 2 internships must meet the guidelines of the Council of Directors of School Psychology Programs (CDSPP) for program approval. The internship should consist of an organized sequence of activities that meet current DORA regulations for licensure as a psychologist in the state of Colorado. Licensed psychologists must provide the internship supervision. An Internship Agreement must be completed and signed by the Field Supervisor, the intern, and the University Internship Supervisor (**Appendix K**)

Applying for the internship. During the student's practicum and externship, students will revise their curriculum vita, receive information about potential internship sites and learn about the procedures they will be required to complete in securing a placement. APPIC internships tend to have relatively early deadlines, some as early as November 1. Students interested in Association of Psychology Postdoctoral and Internship Centers (APPIC) internships are encouraged to explore various internship options and procedures on the APPIC site (http://www.appic.org/). The CU Denver School Psychology program is an APPIC Doctoral Program Associate and our students have access to all APPIC resources (use DPA #498).

Most school districts in Colorado have application deadlines in late January or early February for internships beginning the following fall. Information regarding application requirements and procedures for school-based internships will be emailed out to the student listserv by the Program Director as this information becomes available.

In order to be cleared for enrollment in a school psychology internship, PsyD students are to have completed all coursework and passed their comprehensive exams. In rare cases, students may be allowed to take **one course per semester** concurrent with their internship. **These may not be core SPSY courses.**

Internship Acceptance Policy. Students who participate in the APPIC match are reminded that the match is binding – in other words, once matched, the intern is expected to complete their internship at that site. Students who interview for non-APPIC internships are not to accept an internship offer until approval is given by the Program Director or Director of Clinical Training. **Verbal acceptance of an internship is considered binding** by program faculty and breaking such an agreement will be considered by the faculty to be unethical and unprofessional. In extenuating circumstances students can petition the faculty for permission to change internship sites. Once an internship is accepted, the student must complete and submit an Internship Plan to the University Internship Coordinator (See **Appendix J**).

Applying for the Internship License/Authorization. Students who obtain an approved school-based internship in Colorado must apply for an Intern Authorization or TEE from CDE prior to beginning internship. You are allowed to practice for one year under an Intern license and are eligible to receive pay with this license. This license formalizes your position as an intern both with CDE and with your district. Forms are available from CDE or your university supervisor. Students who complete internship out of state will need to comply with relevant state licensure statutes.

Requirements for internship settings. The internship setting should be one in which psychological services are provided to children and adolescents. At least 600 hours of the internship must be completed in a school (school-based Externship hours may be used for this purpose as long as all requirements are met as outlined in the internship agreement), but approval may be requested for completion of the remaining 900 hours in a clinic, hospital, or other appropriate setting. All approved settings must provide opportunities for the intern to: engage in a full range of professional activities as defined below; serve a diverse range of clients including those with and without disabilities; from families of varying ethnic, cultural, and economic backgrounds; and receive appropriate supervision from a credentialed psychologist employed by the agency. All internship sites must meet requirements outlined in the Internship Agreement (**Appendix K**).

> **Credit for prior internships**: For those students who come into the program with a graduate degree in School Psychology, the 600 clock-hour school-based internship requirement may be waived. Such waivers will only be approved if the internship was preceded by appropriate graduate coursework and practica and included a range of activities consistent with both program goals and NASP standards. In addition, documentation of internship and associated supervision must be provided (this can be in the form of the NCSP or licensure as a school psychologist by the Colorado Dept. of Education), as well as evidence that the student has continued to utilize the resulting knowledge and skills on a continuous basis since the time of the internship.

> **Internship activities.** During the internship experience, students must demonstrate the Profession-Wide Competencies as described in the APA Standards of Accreditation to begin effective practice as psychologists. Additionally, consistent with requirements of NASP, interns must also demonstrate effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers. This impact is demonstrated via the required Professional Practice Case Study completed by the student during internship (see information below).

> As such, your internship site must provide a variety of opportunities such that you are able to develop the beginning level competencies expected of a School Psychologist and as outlined in the School Psychology Internship Evaluation Form (see **Appendix M**). In brief, a student's plan of internship activities should meet the following standards:

a)	Provide for training in a range of psychological service activities. Specifically, the intern should spend at least 10% and no more than 50% in each of these activities: assessment, direct psychological intervention, and consultation.
b)	Provide for training in services to children and youth of various ages, cultural backgrounds, and various presenting problems. Services to children and youth with disabilities should incorporate children having various handicapping conditions.
c)	Involve the intern in all major professional functions provided by psychologists employed at that site.
d)	Incorporate scheduled and unscheduled opportunities to interact with other professionals in at the site.
e)	Assign at least 25% of the intern's time to direct client contact.
f)	Provide the intern with opportunities to engage in regularly scheduled training activities with other interns and professionals, including didactic seminars, inservice programs, grand rounds, attendance at professional conventions, and meetings with other professionals.

g) Assign at least two hours per week to scheduled individual supervision with a licensed psychologists and at least two other hours of supervision per week (individual or group) with a mental health professional appropriately credentialled for the site.

Written Internship Plan. Interns at non-APPIC sites must develop a written plan for the internship to be approved within the first two weeks of the internship placement. In their plan, students are expected to describe a role that fits both the program requirements and the particular internship site. While writing this plan is primarily the student's responsibility, the final plan must be reviewed and approved by both the Site Supervisor and the University Supervisor. The Internship Plan template included in **Appendix L** should be used to develop the internship plan.

Internship Supervision. The internship is a culminating training experience that occurs only after successful completion of all core coursework and of required supervised practica and externship. Internships are designed to be sequential, cumulative, and graduated in complexity. As such, there will be increased expectations for the interns' performance in the core competencies as their knowledge, experience, and expertise grow and develop. As the year progresses, interns will be assigned more difficult and complex tasks based upon their level of competency. Initially working under close supervision of experienced and skilled staff members, students will be expected to work with increasing independence as they develop individual competencies.

Internship supervision in the school setting is typically provided by a doctoral level school psychologist who holds a license in School Psychology from the Colorado Department of Education, is licensed as a psychologist by the state board as required by the Colorado State Board of Psychologist Examiners, has at least 3 years of experience as a school psychologist, and employed at the site for at least one year. Students completing internship in other states must be supervised by appropriately credentialed school psychologists and psychologists. If the student is completing a portion of the internship in a non-school setting, the site supervisor must be a Licensed Psychologist. If supervision will be provided by more than one school psychologist/psychologist, one person should be identified as the primary supervisor who will be responsible for the overall integrity and quality of the internship experience and who will certify that immediate access to a supervisor is always available. This person should be a licensed psychologist.

Interns should receive at least 2 hours of individual supervision (face-to-face or telesupervision) from a licensed psychologist each week of the internship. In addition, the intern should be provided with at least 2 hours of additional supervision (group or individual) by appropriately credentialed mental health professionals, as well as regularly scheduled learning activities (e.g., case conferences, seminars, grand rounds) per week.

University Supervision. School Psychology Intern will also have a University Supervisor who will consult with the Site Supervisor and intern at least three times over the course of the academic year. Typically, site visits will take place at the beginning, middle and end of the internship year and phone and/or email contact will occur in-between. Additionally, interns at non-APPIC sites will meet monthly with the instructor of the School Psychology Internship seminar course. These seminars may be be in person or virtual.

Evaluation of the internship. Grades for the internship are assigned by the University Supervisor and are based upon the Site Supervisor's evaluation of the student's performance indicating that the student is ready for independent practice, as well completion of course requirements (submission of logs, completion of the Professional Practice Case study. For non-APPIC sites, the Site Supervisor will evaluate students using the evaluation form found in **Appendix M**, supplemented with written comments. Internship is graded with a letter grade.

Professional Practice Competency Case Study

The School Psychology Program requires candidates to complete and submit a problem-solving case studies that align with the Nationally Certified School Psychologist (NCSP) requirements. The Case Study is a comprehensive treatment project that (a) use the problem-solving model, (b) involve thorough assessment processes, (c) implement evidence-based

interventions, and (d) evaluate outcomes via multiple sources including objective measures of treatment effectiveness, data on treatment integrity, and feedback from participants (e.g., teacher, parents, student). The Professional Practice Case Study reflects the School Psychology Program's professional values, particularly the emphases on data-based decision making and educational/psychological treatment outcomes.

The case study is a requirement of Internship. The case study must focus on a child or youth who exhibits social-emotional challenges. The requirements for the Professional Practice Case Study are designed to mirror the NCSP case study requirement and is evaluated using the NCSP scoring rubric (see **Appendix N**). The Case Study must be submitted via LiveText no later than March 1 of internship year of the program. The case study should be no more than 10-15 pages long including charts and graphs. Students who pursue their internships in hospital or other non-school settings should complete their case study during their 600 hours of school-based internship.

Case Study Guidelines

See application guide at: http://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp

a. As you choose your Case Study, remember that this is an interventions/problem solving case study. Case studies that focus on a traditional psychoeducational assessment for eligibility will not meet requirements.

b. To aid in reviewing your case study, it is helpful if you divide your paper into the four key areas listed below. Labeling these sections also is helpful.

c. As you address each of the required areas, be sure to include discussion about the subparts listed for several of the areas.

d. Be sure to proof read and spell check your case study.

e. Be sure that any graphs tables or figures are labeled.

Section 1: Provide a brief description of the DEIDENTIFIED student, the context, and the presenting issue. In this description, define the problem clearly and present data on how the observed performance differs from the norm as well as from the expected level of performance (if different than the norm). Include a baseline graph of your observations. You will also want to include a description of who you are working with on this issue and your process for working together. Although this is not a specific section that you will write up, you will be evaluated on the degree to which your plans reflect legal, ethical, and best practices. Additionally, you will receive a rating on the degree to which your plans reflect a professional product (e.g., spelling, grammar, and organization).

Section 2: In this section, you will want to describe your hypothesis for why the student is performing in the manner described and incorporate all points of data that lead you and your team to this conclusion. In your hypothesis, be sure to include a consideration of diversity issues (e.g., ability, culture, SES) that might be playing a role in the identified concern.

Section 3: This section provides a description of the selected interventions, including a thorough description of why they were selected. That is, how did the data lead you toward the selection of these interventions and how do these interventions relate to your expected outcomes? You will also want to address whether these interventions are evidence-based. That is, is there research available to suggest that these approaches are effective in remediating the presenting issue? Other aspects to consider in your presentation of the selected intervention is the process you used to decide on these interventions and how you were sensitive to individual differences, resources, etc. in your selection and implementation of these interventions. Finally, you'll want to be sure to address the logistics of implementing your plan as well as your process for measuring whether the plan was implemented as intended.

Section 4: This section reflects your evaluation of your plan. It is expected that you will present graphs that compare the performance of the student before implementing your plan as well as after implementation. You will also need to include a single-case statistic (for example, PND or PEM) to measure your intervention's results. In your evaluation, you will want to address whether your plan was effective, what leads you to this conclusion, and what you and your collaborative team will do based on the data. In your presentation, discuss how the plan will be generalized to other settings and how you shared the outcomes of your intervention.

The rubric in **Appendix N** will be used to evaluate your case study. It can also serve as an additional guide as you are developing it. The case study should be no more than 10-15 pages including charts and graphs. There are 26 elements for the case study (total possible points thus is 26) and you should score at least 21 pts or better (at least 80% or better) for each case study in order to pass this assignment and demonstrate that your intervention efforts and plan had a positive effect on student learning and behavior.

Other Policies

Completing Supervised Experiences in Current Worksites. Students occasionally ask to fulfill part or all of their practicum, externship, or internship requirement by working for a school district or mental health agency in which they are already employed. Such arrangements are discouraged because objective supervision and appropriate learning experiences are frequently compromised when a former employee is cast into the role of intern with the joint goals of both learning and service delivery. Students wishing to complete a practicum, externship, or internship in a setting in which they are or have been employed must demonstrate to the satisfaction of the School Psychology faculty that they will be functioning in the role of a trainee.

In order to establish that an experience at an employing agency is essentially one of training, students will need to meet the following criteria:

1.	Use a title on all official reports and correspondence that identifies the students as a practicum student, extern, or intern in School Psychology for the duration of the supervised work experience.
2.	Receive a minimum of two hours per week of supervision from a supervising School Psychologist//Psychologist/Licensed mental health professional.
3.	Have as a supervisor a school psychologist/psychologist (or licensed mental health professional when appropriate) who meets the experience and credentialing requirements of the university program.
4.	Spend a minimum of two hours per week in scheduled training activities including seminars, inservice programs, observation of other units, attendance at professional conventions, and meeting with other professionals.
5.	If the student wants to complete both the practicum, externship, or internship in the setting as their employment, the student needs to clearly define and differentiate practicum, externship, or internship activities. This is typically accomplished by changing schools, work assignments, or supervisors. (see note below)

Moreover, the practicum, externship or internship must satisfy all other training requirements of the program including those listed under "Practicum Objectives", "Externship Requirements", and "Internship Activities." Finally, students will not typically be permitted to complete the practicum, clinical externship, and the internship except as described above. Despite the conditions of the internship, the faculty of the School Psychology program is under no requirement to approve internship placement in a student's employing agency, and may choose to disallow these on grounds other than those listed above.

Schools Where Family Members are Employed. Students completing supervised placements in School Psychology will not be allowed to complete their practicum or internship experiences in schools where family members or relatives are employed. This type of placement may not allow for a neutral learning environment for the student and places the on-site

supervisor in a potential dual role. If the student is inadvertently placed in a school where a family member is employed, it is the student's responsibility to notify the university supervisor at once.

Absences and Withdrawals. The completion of supervised placements in Colorado school districts falls under Colorado Administrative Rules governing student teaching. Once they have committed to a supervised placement, they are considered to be a member of the staff of the placement site and are subject to the same administrative rules and professional expectations that would be imposed upon an employee.

Students who are unable to be at their site on a day when they are scheduled to be in their placement must notify their Site Supervisor as soon as possible, and prior to their first scheduled meeting or activity. Absences cannot count towards the student's clock hour requirements; in most cases, students will need to schedule additional days in the district to meet their practicum or internship requirement.

Absences are considered justified in cases of family emergencies, religious holiday, or serious illness. Absences other than for these reasons must be approved in advance by the student's Site Supervisor and the University Supervisor. In most cases, however, students will be expected to follow the schedule of hours set forth in their written plan for the placement. Students who have excessive unapproved absences from their placement site will be withdrawn from the placement. The decision to terminate a placement due to excessive or unexcused absences is the responsibility of the University Supervisor. This decision is made in close collaboration with the student's university program advisor and the Site Supervisor.

Technically, students have the right to drop a course early in a given term, and the course will not appear on the student's permanent record. However, because of the special nature of supervised placements, and the commitment they represent to the placement site, students must notify the University Supervisor before withdrawing from a placement. At that point, a joint meeting of the student, the Site Supervisor, and the University Supervisor will be convened and an end to the placement will be negotiated. Students are expected to observe all professional and ethical standards in terminating their placement responsibilities, and any such responsibilities will be specifically described during this meeting. Students who withdraw from placement without negotiating a withdrawal from their placements responsibilities in this manner will be considered to be unjustifiably absent from the placement and will fall under the above rules governing unapproved absences.

Unsuccessful Experiences. Students who are unsuccessful during their first practicum, clinical externship, or internship placement will be given a grade that reflects that lack of success. They may request a second placement assignment and that request may be approved or denied. Decisions to grant second placement assignments will be based upon the student's personal, written statement describing the first placement and the student's understanding of why it was unsuccessful; and on a discussion by the student and supervisors of the specific factors that contributed to the student's lack of success. In the event that a second placement is necessary, students will be responsible for registering for the 2nd internship and paying all fees and tuition due.

A student's request for a second placement assignment will be reviewed by the University Supervisor, the Site Supervisor, and the student's faculty advisor. This group may deny the student's request, approve the student's request with a modified plan for remediation, or approve the student's request as written. Students will not be placed in second supervised placements without intervention to assure that the same concerns are not present in subsequent assignments. Students who are unsuccessful in two placements will not be permitted to enroll in a third placement, except in highly unusual circumstances; rather, they will be asked to withdraw from the PsyD program in School Psychology.

Legal Status of Students in Colorado Placements. Students' practice during supervised placements is covered for liability under the Colorado Governmental Immunity Act. Colorado law states, as part of the "Cooperative Teacher Education Act of 1973" (as amended in 1975):

1. Any student teacher / field experience trainee, during the time that each student is assigned to a field experience within a public school, shall be deemed to be a public employee of the school district within the meaning of the "Colorado Governmental Immunity Act." The duties and responsibilities of the student teacher shall be determined by mutual

agreement between the school district and the authorized representative of the college.

2. The student teacher / field experience trainee, during their field experience, shall be deemed an employee of the school district pursuant to the provisions of sections 81-2-2 and 81-2-2, C.R.S., 1963, for the purpose of workmen's compensation and liability insurance as provided for other district employees." The student teacher is responsible for their own acts unless the University or public school personnel are materially negligent in defining and supervising the student teacher's school activities.

Chapter 5: Comprehensive Examination

The *Praxis*® School Psychologist Exam, an assessment case study, a direct intervention case study, and an ethical case study meet the university's comprehensive examination requirement for the PsyD degree. Consequently, university policies relating to the graduate comprehensive examination apply to these program components. Comprehensive exams must be completed and submitted via LiveText by September 1ˢᵗ of the student's third year in the program. If your materials are judged to be 'not passing', you will be allowed to resubmit revised materials for review. However, the university policies only permit comprehensive examinations to be attempted twice.

Praxis® School Psychologist Exam

The *Praxis*® School Psychologist Exam is administered by the Educational Testing Service. Students must take the exam during the summer or early fall of their third year must achieve a passing score. Students may retake the exam one time if a passing score is not obtained initially. Students are encouraged to access the *Praxis*® [School Psychologist Exam Prep Session](#) through NASP's Online Learning Center to prepare for the exam. This archived webinar provides valuable information about the blueprint of the *Praxis*® School Psychologist Exam, test-taking strategies, and reviews of 18 practice questions from the ETS Study Guide. Presented by representatives of NASP and ETS, this session will also provide information about how to navigate the *Praxis*™ website (including registration) and access available *Praxis*® test prep resources. The *Praxis*® School Psychologist Exam, code 5402, is administered through the Praxis Series of Educational Testing Service. Please email your score report to the Program Director as soon as you receive it.

Comprehensive Exam Case Studies

Students prepare three Case Studies for this requirement that is reflective of their training and practice. The Case Studies include:

(1) An assessment case that focuses primarily on an individual assessment, such as early identification of learning and/ or behavior problems; assessment of social, cognitive, or emotional development; evaluation of cognitive strategies for learning school subjects; and development and implementation of proposals for assessing learning outcomes.

(2) A direct intervention case (individual counseling , not a group or academic intervention) which focuses on direct intervention with an individual (e.g., developmental, psychodynamic, cognitive-behavioral, or other intervention used to facilitate social, cognitive, or emotional development).

(3) A law and ethics case should be selected, in consultation with your advisor and second-year practicum instructor, which is of interest and relevance to the research and practice of school psychology. Students will need to present a strong rationale for the importance of the ethical dilemma within current school psychology scholarship. Students must analyze the dilemma with reference to both NASP and APA codes of ethics as well as relevant law. Conclusions must be based on an integrated analysis of the law and ethics using an ethical-decision making model. Finally, students must discuss implications for research and practice that are revealed by your analysis. Sources and theorists are cited and referenced in APA style.

Case Study Guidelines

(4) Students must submit the written Comprehensive Exam Case Studies via LiveText by September 1st of the third year (externship year) of the program.

(5) Each Comprehensive Exam Case Study should be no more than ten double-spaced pages and align with APA formatting. Students may attach a written report as an appendix. The cover page, references, and appendices do not count towards the total number of pages. See **Appendix I** for the Comprehensive Exam Evaluation Rubrics.

(6) The written assessment and intervention case studies should include the following components:

    a. The presenting problem

    b. The theoretical or clinical rationale for the professional activities performed

    c. Relevant case history

    d. A brief review/understanding of the research supporting the professional activities undertaken

    e. The assessment and/or intervention procedures used

    f. The ethical, legal and professional issues involved in the professional activity

    g. References.

(7) All three case studies should reflect:

    a. A depth and breadth of knowledge from the full range of foundations of psychology (affective, biological, cognitive, developmental, socio-cultural);

    b. Strategies for effectively diagnosing/identifying learning and emotional needs and facilitating growth;

    c. The ability to engage in multidimensional case conceptualization based on the major foundations of behavior

Chapter 6: Capstone Project

The Capstone Project is a culminating component of the academic program. This requirement entails production of a scholarly project that illustrates the student's ability to independently conduct research, understanding of relevant topics in school psychology, the scope of contemporary practice, and the various roles of the professional school psychologist. The student selects a topic of school psychology practice that has emerged as a particular area of interest. Doctoral capstone project work promotes the integration, expansion and consolidation of previously established research and/or investigation competencies.

The Capstone Project will be completed in the 3rd or 4th year of the PsyD program. The topic of the capstone project will be selected by the student in conjunction with the student's faculty advisor, and the student's externship or internship site if appropriate. The faculty advisor will meet periodically with the student to mentor the project.

The Capstone Project Topic Information Form must be completed by the student in the spring semester of the 3rd year of the PsyD program (Due March 30, see **Appendix O**). If the student chooses to do an applied research project at an externship or internship site, there must be agreement among the site supervisor, the student, and University faculty members regarding the focus of the project, methods to gather information, and techniques to explain project findings. In addition, the student may be required to complete Human Subjects Approval at the University and/or district levels.

By the end of the spring semester of the 3rd year of the PsyD program, the student must produce a written document concerning the project (see outline below). After the written product is presented to the faculty advisor, the core faculty members must agree that the project demonstrates competency with respect completing an applied or general research project. Ideally the project will examine a problem of practice and offer location-specific, evidence-based implications for the field site.

Capstone Project Committee

The Capstone Project committee includes at least 3 individuals: the faculty advisor who serves as primary advisor, another core SPSY faculty member, and another core SPSY faculty member, OR a professional from the field with expertise related to the focus problem, OR a full- or part-time SEHD faculty member. All members of capstone project committees must hold graduate faculty status. Students will submit the final capstone project to LiveText for review and evaluation. Students will also upload a completed Thesis Approval Form in LiveText.

The doctoral committee will evaluate the capstone via the Capstone Evaluation Form (See **Appendix P**).
Once the student has received a passing evaluation of their capstone, the committee will sign the Thesis Approval form and the primary faculty advisor will submit it to document successful completion. An electronic copy of the capstone project must be submitted for formatting review (stephanie.puello@ucdenver.edu) by the date listed on the deadline calendar for the initial format review.

The student is also required to disseminate the project and its findings. Appropriate forums for presentation include: the annual SPSY Research Symposium, faculty meeting, school board meeting, mental health staff meeting at the field site where the project was completed; professional conference (e.g., CSSP, NASP, APA). Capstone research must also be disseminated via publication in ProQuest, a professional journal, and/or newsletter*.

Capstone Project Schedule

- Fall or Spring of Externship:
    - Topic selection and approval by faculty adviser and submission of Capstone Project Topic Information Form
    - Proposal (first three chapters: introduction, literature review, methods). Due date: May 15

- Fall or Spring of internship year:
    - Final doctoral project (final version of above, plus results and discussion)
    - Submission of project to the ProQuest for digital publication
    - Colloquium (public presentation of project and/or submission for publication*)
    - Presentation of project at the SPSY Research Symposium during internship year

Suggested Capstone Project Formats

(Please see Style and Policy Manual for Theses and Dissertations for specific requirements and additional information): https://graduateschool.ucdenver.edu/forms-resources/resources). All capstone projects should follow the APA Publication Manual, 7th Ed.

Applied Research Project/Program Evaluation

1. **Chapter 1: Introduction/Background of the Problem**

   a. Background of the problem at the location: describe location and nature of the problem

2. **Chapter 2: Review of relevant literature**
   a. Methods/Techniques Used to Examine the Problem
   b. Explain the steps and techniques used to examine the problem

3. **Chapter 3: Methods/Results/Findings**
   a. Findings are presented through the narrative, tables, and figures

4. **Chapter 4: Discussion and Implications**
   a. Discuss the findings of the project in greater detail
   b. Implications for the field site
   c. Discuss similarities or dissimilarities with the professional literature
   d. Discuss any limitations when interpreting the site-specific findings
   e. Provide site-specific, evidence-based recommendations as appropriate

5. **References**

Capstone Research Project Outline

1. **Chapter 1: Introduction**
   a. Statement of the Problem
   b. Significance of the Problem (and historical background)
   c. Purpose
   d. Research Questions

2. **Chapter 2: Literature Review** (and analysis of previous research)

3. **Chapter 3: Method**
   a. Description of Research Design and Procedures Used
   b. Sources of Data
   c. Sampling Procedures
   d. Methods and Instruments of Data Gathering

4. **Chapter 4: Results**
   a. text with appropriate tables and figures

5. **Chapter 5: Summary and Conclusions**

6. **References**

*NOTE: All students are required to publish their capstone in Proquest Dissertations & Theses at University of Colorado Denver database, as well as disseminate their findings via a presentation. Students are encouraged to submit their capstone project for publication in other outlets as well.

Students should refer to the Graduate School's document entitled "[Format Guidelines for Theses and Dissertations](#)" when writing their Capstone.

Chapter 7: Appendices

Appendix A: Student Responsibility Contract

SCHOOL PSYCHOLOGY PROGRAM
STUDENT RESPONSIBILITY CONTRACT

I, _____ (student name), verify that I have read Student Handbook from the School Psychology program at the University of Colorado Denver. I understand the official policies, procedures, and requirements as stated in the handbook and agree to fulfill the requirements as stated and to abide by the policies set forth. I also understand that I am responsible for reviewing and following the policies, procedures and requirements detailed in this handbook and that any questions I may have about the contents of this handbook I will address with my academic advisor.

I further agree that the Faculty of the School Psychology program at the University of Colorado Denver has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics. If, in the opinion of the faculty, any or all of these are in question, I agree to participate in creating and following a remediation/support plan as designed by myself and my advisor. If these efforts are not successful and there continue to be concerns, I agree to abide by the faculty's decision as to whether or not I will continue in the program.

_____
Signature of Student

_____
Date

Please give this completed form to your faculty advisor. Your advisor will sign the form and keep an electronic copy.

_____
Faculty Advisor

_____
Date

Appendix B: Course Waiver Form

Procedures To Transfer a Course
CU Denver
School of Education & Human Development

Documentation and Conditions:

1.   An education course, completed within the past five (5) years, with the same or similar title to a required course, may be accepted by the student's advisor without the completion of a waiver form. The advisor will generally question the student regarding the course content and may request further documentation. The student must have at least a "B" grade in the course.

2.   Students must complete a <u>Course Waiver Form</u> for courses that are 5-10 years old. This waiver must be approved by a regular faculty member who teaches the course and the student's advisor. In addition to the course syllabus, the student may be asked to discuss the course and demonstrate mastery for the course content.

3.   Courses which are older than 10 years will not generally be waived. Students who feel they have strong supporting evidence should submit a waiver request for consideration.

4.   Waived courses do NOT count towards the PsyD degree and as such, students must take a substitute course to make up for the credit hours of the waived course.

Procedures:

1.   Complete a <u>Course Waiver Form</u> and attach required documentation, including an official grade slip or transcript indicating the grade received in the course.

2.   Meet with your faculty advisor and request permission to waive the course. Bring your waiver request form and support materials.

3.   Your advisor will give the waiver request to the regular faculty member who typically teaches the course you are requesting be waived and ask that he or she review your request. Additional documentation or evidence of mastery may be requested by the faculty member who first reviews your request.

4.   Following the typical course instructors decision your advisor will review the waiver request and inform you of the decision.

Course Substitution(s) and/or Waiver(s) Information

Course waivers refer to degree requirements that are waived based on previous classes that students have taken which meet the requirement, including courses transferred from another institution. *A waived course does not mean a reduction in credit hours required, unless credits are transferrable to your CU Denver degree program. To apply for a transfer of credits in addition to a course waiver, you must submit a separate Request for Transfer of Credit form available from Advising Services and should consult with faculty regarding approval of transfer credits.*

Course substitutions refer to replacing a CU Denver course that is required for a degree with another CU Denver course or a course taken at another CU campus (Anschutz, Boulder, or Colorado Springs), generally because of a situation beyond the student's control.

All course waivers and/or substitutions must be approved by faculty. It is recommended that students request course waivers and/or substitutions and wait for approval BEFORE registering for an equivalent course. Courses approved for waiver and/or substitution must be passed with the minimum grade requirements of the students' academic program.

To Student: To request a course waiver and/or substitution, you must submit a Course Substitution and/or Waiver Form for each CU Denver course you wish to waive and/or substitute and provide all necessary documentation (syllabus, course description, transcript, etc.) to your faculty advisor for review. Your faculty advisor may require additional documentation. Faculty can approve or deny your request. Once the form is signed by your faculty advisor, the form must be submitted to Academic Services to be retained in your student file. If you have questions about course waiver and/or substitution approval or denial, please contact your faculty advisor directly.

To Faculty Advisor: When a student requests a course waiver and/or substitution, you should use the documentation (syllabus, course description, transcript, etc.) they provide to approve or deny the request. You may require the student to provide additional documentation to aid your decision. Use the Course Substitution and/or Waiver Form to document your approval or denial and return it to the student.

If you have any questions about the process for requesting a course waiver and/or substitution, please contact your academic advisor or Academic Services at academicservices@ucdenver.edu.

Course Substitution(s) and/or Waiver(s) Information

Name_____ Student ID #_____

Program_____ Degree_____

USE THIS SECTION TO REQUEST A COURSE WAIVER

CU Denver Course to Waive:

_____

Course #   Course Title   Credit Hours

Replacement Course (If no credit has been transferred):

_____

Course #   Course Title   Credit Hours

USE THIS SECTION TO REQUEST A COURSE SUBSTITUTION

CU Denver Required Course:

_____

Course #   Course Title   Credit Hours

CU Denver Substitution Course:

_____

Course #   Course Title   Credit Hours

I understand that if the above course is accepted as a waiver and/or substitution that it must be/have been completed with the minimum grade requirements of my program. I also understand that completing this form does NOT constitute a transfer of credit.

Student Signature_____Date_____

****

The request to waive and/or substitute the above course is:

☐ Approved   ☐ Denied - Reason for denial is: _____

_____

_____

Faculty Advisor's Signature _____Date _____

Last Updated 04/18/2019

Appendix C: Student Academic Appeals Procedure

STUDENT COMMITTEE APPEALS PROCESS

Purposes

One purpose of the Student Committee (SC) is to review students' academic appeals regarding academic matters such as grade appeal, academic dishonesty, or honor code issues. The committee assumes an impartial and unbiased stance toward all participants in the academic appeal process, and focuses on adherence to university policy and basic standards of fairness and professionalism. Appeals are heard by this committee at the written request of an SEHD student. Appeals may originate from students in any degree or licensure program in the SEHD to which the student has been admitted. The SC's decision will be communicated to the student, faculty involved in the decision under appeal, the Associate Dean who oversees the program, and the Dean. The SC's decision will be considered final unless the student chooses to appeal directly to the Dean according to the procedures outlined below.

Committee Composition

The committee is composed of faculty members from multiple SEHD programs and one SEHD staff representative. Typically, faculty members serve for two years, with the possibility of continuing to serve longer. Each year a committee chair is elected from the members of the SC. The chair directs regular SC meetings and, in conjunction with the Director of Academic Services and/or their designee, advises students and faculty on SC policies and procedures and schedules the committee for appeal hearings.

Student Academic Appeals

- The School Psychology PsyD program is under the rules of graduate education, so please contact stephanie.puello@ucdenver.edu regarding appeals related to dismissal from the degree program and those related to comprehensive examinations or activities and qualifying examinations or activities

The SEHD SC hears SPSY student appeals that relate to:
- grade appeals and problems related to course grades;
- appeals academic honor code issues.

The SC might refer non-academic appeals to other avenues of appeal, including, but not limited to:
- sexual harassment or discrimination of any kind - CU Denver Civil Rights Officer;
- financial concerns - Bursar's Office or Financial Aid;
- student conduct - Student Code of Conduct;
- licensure - Colorado Department of Education;
- other, or more general concerns - CU Denver Ombuds Office.

When appeals are reviewed by the committee, only materials directly relevant to the appeal will be considered. The student and the faculty member or members involved in the appeal should keep documentation of and materials related to the appeal for a period of five years from the beginning of the semester in which the issue(s) relevant to the appeal began. An official file of all materials will be kept by the SEHD (see "Retention of Academic Appeals Materials" below).

Faculty Participants in Student Academic Appeals

Faculty participants in the academic appeal process are those faculty members who have been part of the decision making process under appeal, witness(es) to student/faculty discussions, administrators and other CU Denver officials as required for purposes of clarity, safety and procedural propriety. Other examples of participants include a course instructor or instructors, program area faculty, internship supervisors, and program teams.

Student Participants in the Student Academic Appeals Process

Student participants in the academic appeals process are the student who has filed an appeal for the SC to review and another person to accompany the grievant to *Appeal Level 3*(if applicable). The other person may be a friend, colleague, classmate or faculty member, but not a member of the SEHD staff.

Academic Appeal Procedures

Appeal Level One--Initial Decision

1. The first step in an appeal is for the student to meet with the faculty member or members who made the decision the student wishes to contest. Issues pertaining to the student's grade or performance, evaluation criteria for decision making or differences of opinion that exist should be discussed in an attempt to work through the disagreement. This first step of meeting with faculty member(s) should take place as soon as possible after the precipitating decision and in no case later than 30 days after the end of the term in which this decision took place. All such initial meetings should be attended by at least one additional (neutral) CU Denver faculty member or administrator who will serve as observer and note-taker.

Appeal Level Two--Student Committee Review

2. If the issue remains unresolved after the student/faculty member meeting, the student may appeal to the SC through a written request submitted to the chair of the SEHD SC within 30 days after the meeting with faculty member(s) outlined in Appeal Level 1 above. Academic Services may offer advice to the student regarding how to compose and file the appeal. The written appeal must be in the form of a letter submitted by the student to the SC Chair describing the complaint in detail. The letter should answer these questions:

   a. **What is the term/year you are appealing?** Note: Appeals should be submitted within one semester following the occurrence of the academic issue being appealed. See number 4 below.

   b. **What, exactly, is being appealed?** Clearly provide the course number and title for a grade appeal or honor code appeal.

   c. **What are your specific objections to the decision under appeal?** Refer to specifics on the course syllabus or to specific program or SEHD policies and procedures, handbooks, forms and signed documents.

   d. **What is the rationale for your objections?** Provide a succinct narrative which clearly indicates why you believe the decision under appeal was not appropriate. Refer to the available materials (e.g. syllabi, policies and procedures documents) as appropriate in

providing your rationale. Focus specifically on your individual appeal and refrain from referring to other students or faculty.

   e. **What changes do you request and what are your specific reasons to support your request?** Indicate clearly what you believe would be a fair resolution to the issue under appeal.

3. As noted above, the letter of appeal should be submitted within 30 days following the meeting with the faculty member or members outlined in the first level of the appeal process. The SC chair will review the appeal letter and request further information if necessary, and, if he/she deems the appeal to be within the purview of the committee, will forward the letter to SC committee members and the Associate Dean responsible for the program to which the student was admitted. If the letter is submitted between the end of the spring and the beginning of the fall semester, the letter will be reviewed at the first SC meeting in the fall semester. Academic appeals will be reviewed and responded to during the months of September through November and February until the first week in May.

4. The faculty member or members named in the student's appeal will be notified of the student's appeal and provided with a copy of the student's appeal letter. The faculty member or members will respond to the appeal in a written statement to the SC within 14 days of their receipt of the notification of appeal. Exceptions to this 14-day limit may be allowed in special circumstances if the SC deems appropriate. Additionally, all parties involved in the appeal may receive copies of all submitted documentation pertaining to this case on a need-to-know basis as determined by the SC chair.

5. The student's written appeal request (containing all required information) and faculty response will be reviewed by the SC at their next regularly scheduled meeting. The SC chair may ask for additional materials as needed.

6. If students or faculty member/members fail to provide requested information in writing, the SC will proceed based on the available evidence.

7. The SC will reach a decision based on the documentation. The SC's decision will be communicated in writing to the student, faculty member/members, and Dean within 14 days of the SC decision. If deemed appropriate by the SC, a formal appeal hearing may be scheduled for the next regular meeting time of the SC. A majority vote of the SC is necessary in order to schedule a formal appeal hearing

Appeal Level Three--Student Committee Formal Hearing

8. At the appeal hearing, the student and the faculty member/members both have the opportunity to make a 20-minute (maximum) oral presentation.

9. During the appeal hearing, SC members may request further information or ask questions.

10. The student and faculty member/members may bring one advocate to the appeal hearing. This individual may listen, take notes and advise the student but may not present to the committee. Advocates may be faculty, classmates, students or friends, but may not be staff members of SEHD. In addition, the SC may also request the presence of any administrators and/or other university officials as required for purposes of clarity, safety and procedural propriety.

11. The SC will review all information and render a timely decision. In most cases, and depending on their scheduled meetings, the SC will reach a decision within 40 days after the appeal hearing. Neither the student nor the faculty member or members involved in the appeal may be present, or consulted by, the SC during these deliberations.

12. The student and faculty member or members will be notified by letter within 45 days of the concluding decision of the SC. A copy of this decision will be forwarded to the Dean of the SEHD.

Appeal Level Four--Dean, School of Education & Human Development

The student or faculty member's next level of appeal is the Dean of the SEHD. Appeals materials provided to the SC will be shared with the Dean. The Dean may also request additional information as needed. This appeal to the Dean must occur within 30 days of the SC decision.

Student Committee composition for formal appeal hearings

- A SEHD Associate Dean serves as the non-voting committee convener during the formal appeal hearing.

- A majority of voting members or their appointed substitutes must be present for the formal appeal hearing.

- The student, the faculty member/members and the SC may each have one non-voting representative at the appeal hearing. This representative may listen and advise but not participate in the presentations to the committee. The representative may not be a staff member of SEHD. In addition, the SC may request the presence of any administrators and/or other university officials as required for purposes of clarity, safety and procedural propriety.

- Both the involved faculty member/members and the student may be present during the entire appeal hearing.

- If a SC member has extensive knowledge of the case or the student (e.g. is a member of the decision team which is being appealed or is the student's advisor) he or she will be asked to recues him or herself from the appeal hearing.

- Appeal hearings may be video or audio taped only if all parties at the hearing agree to this procedure. Requests for video or audio taping must be made in writing, addressed to the SC committee chair and received at least one week before a hearing is scheduled. The chair will contact participants for a yes or no vote and alert all participants of the outcome of the vote prior to the meeting.

Retention of Academic Appeal Materials

SEHD responsibilities
All materials related to an academic appeal, including written statements from students and faculty, written decisions by the SC and requests for materials from the Dean of the SEHD and the CU Denver Graduate School will be housed in a secure confidential file in the Academic Services Office. This official file will be maintained under the name of the student originating the appeal. The official file will be retained for at least five years.

Student responsibilities

The student is responsible for keeping copies of all written materials submitted to both the faculty member and members and those submitted to the SC. It would be appropriate for the student to keep records of times, dates, content of conversations and suggested solutions discussed during the process of trying to resolve the problem.

Faculty responsibilities

The faculty member or members should keep copies of all written materials related to student appeal. This would include student letters, responses, and course or program documents related to the appeal. It is also recommended that faculty members keep records of times, dates, content of conversations and suggested solutions discussed during the process of trying to resolve the problem with a student.

Appendix D: Annual Student Progress Review & Forms

University of Colorado
Denver

SCHOOL PSYCHOLOGY PROGRAM

Annual Student Progress Review

Student Self-Report

Submit your completed review in LiveText by: **February 28**.

Please also attach an updated (electronic) vita for your program file.

Name: _____   Date: _____

Current Year in the Program: _____

Student Number: _____   Current Cumulative GPA: _____

CSSP username: _____   Membership current? ___Y ___N

NASP student membership #_____   Membership current? ___Y ___N

Other current professional memberships: _____

Self-ratings on Required Competencies
Please rate yourself on each of the following required competencies using the scale below. Please include an example that illustrates your level of competency (e.g., I have only had one class in this area; **or**
I got grades of B or lower on some assignments in this area; **or** have completed practicum and advanced assessment and received grades of A)

1) No exposure yet
2) Exposure only
3) Novice – beginning understanding
4) Advanced beginner – have a good grasp of some concepts /able to demonstrate proficiency in some aspects of this competency, but not all
5) Competent (*typical rating for interns*) – have a good grasp of all relevant concepts /able to demonstrate proficiency in all aspects of this competency

For example:

Intervention Competency: Students must demonstrate competence in understanding and implementing evidence-based interventions consistent with the scope of Health Service Psychology.

Self Rating: 2) Exposure only
Example supporting rating: I have learned about evidence-based interventions in one or more classes but have not yet had the opportunity to implement an evidence-based intervention.

Self Rating: 3) Novice-beginning understanding
Example supporting rating: I have learned about evidence-based interventions in two or more classes, and I have implemented an intervention, but needed significant guidance/supervision in doing so.

Self Rating: 4) Advanced Beginner
Example supporting rating: I have learned about evidence-based interventions in two or more classes and I have implemented evidence-based interventions multiple times with some level of independence.

Self Rating: 5) Competent
Example supporting rating: I have implemented multiple evidence-based interventions with minimal guidance/supervision.

Ethical and Legal Standards Competency: Students must be knowledgeable of and act in accordance with relevant professional standards, and legal and ethical guidelines.
Self Rating: _____
Example supporting rating:

_____

Individual and Cultural Diversity Competency: Students must demonstrate knowledge, awareness, sensitivity, and skills when working with minoritized individuals and communities.
Self Rating: _____
Example supporting rating:

_____

Professional Values, Attitudes, and Behaviors Competency: Students must behave in ways that reflect the values and attitudes of health service psychology, including integrity, professional identity, accountability, lifelong learning, and concern for the welfare of others.
Self Rating: _____
Example supporting rating:

_____

Communication and Interpersonal Skills Competency: Student must maintain effective professional relationships, including demonstrating effective oral and written communication skills.
Self Rating: _____
Example supporting rating:

_____

Assessment Competency: Students must demonstrate understanding of and competence in conducting evidence-based assessments consistent with the scope of Health Service Psychology.
Self Rating: _____
Example supporting rating:

_____

Intervention Competency: Students must demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology.
Self Rating: _____
Example supporting rating:

_____

Supervision Competency: Students must demonstrate knowledge of supervision models and practices.
Self Rating: _____
Example supporting rating:

_____

Consultation and Interprofessional/interdisciplinary Skills Competency: Students must demonstrate knowledge of consultation models and practices, and respect for the roles and perspectives of other professions.
Self Rating: _____
Example supporting rating:

_____

Research Competency I: Students must demonstrate knowledge, skills, and competence sufficient to contribute to and disseminate research that is appropriate for the scope and expectations of the practice context.
Self Rating: _____
Example supporting rating:

_____

Research Competency II: Students must critically evaluate and use existing knowledge within the practice of health service psychology.
Self Rating: _____
Example supporting rating:

_____

Program Specific Competency:
Demonstrates knowledge of general education, special education, educational and related services, including how the system works as a whole.
Self Rating: _____
Example supporting rating:

_____

Personal/Professional Development (maximum 2 typed pages total):

1. Describe three significant areas of personal/professional growth during this academic year. *Second and third year students should tie these to the goals you had for yourself last year.*

2. From the feedback you have received from instructors, supervisors, and/or your faculty advisor, what aspect(s) of your training program have been the most challenging for you?

    2b. How have you used the feedback you've received?

3. Please describe any feedback you have obtained related to your writing abilities.

    3b. How have you used this feedback? Describe any plans to utilize this feedback in the future.

4. Please describe any feedback you have received from instructors, supervisors, and/or your faculty advisor regarding your ability to meet deadlines, follow through with coursework or field-placement expectations, and/or communicating with them?

    4b. How have you been managing academics, life, etc. (include what you do to foster well being).

5. Describe three personal/professional goals you have for the upcoming year.

School Psychology Program
University of Colorado Denver

PERSONAL/PROFESSIONAL DISPOSITIONS REVIEW FORM

NAME OF STUDENT _____DATE _____

APA and NASP standards require that criteria be met in three professional competency areas to obtain licensure in School Psychology: personal characteristics, educational qualifications, and practitioner competencies. The following rating form has been designed to assess personal and professional characteristics of our students. Faculty who have had a School Psychology student in at least one academic course will assist in completing this form by circling the number that best reflects the student's status (**5 indicates excellence, 3 adequate, and 1 concerns**). This information will only be shared with supervising faculty and only on an as needed basis.

Adaptable/Flexible/Regulated

5	3	1

Verbal Communication Skills

5	3	1

Professional & Responsive Email Communication

5	3	1

Quality of Work

5	3	1

Openness to Feedback

5	3	1

Sensitivity to Diversity

5	3	1

Peer Relationships

5	3	1

Ability to Deal with Conflict

5	3	1

Attendance to Professional Ethics

5	3	1

Punctuality/Class Attendance

5	3	1

Meets deadlines/ demonstrates follow through

5	3	1

Interactions with Instructor

5	3	1

Mastery of Content/Development of Skills

5	3	1

Stress Management

5	3	1

Responsibility/Accountability

5	3	1

CU DENVER SCHOOL PSYCHOLOGY PROGRAM
Faculty Summary Evaluation of Student's Progress
Annual Student Review

Student Name: _____   Academic Year: _____   Faculty Advisor:_____

	1 Unsatisfactory/ Major Concerns*	2 Satisfactory	3 Exemplary	N/A
Ratings on personal & professional characteristics review form(s)				
Academic Performance/GPA				
Resolution of Incomplete grades				
Interpersonal and professional behaviors				
Performance on Practicum/Externship				
Contributions to the Field				
Progress in Program				
Current CSSP and NASP memberships				
Annual Review Self-Report Form				

*warrants the development of a professional/remediation plan

Appendix E: Practicum, Externship, & Internship Field Experience Log

Practicum/Internship Hours Documentation Site: _____   Semester/Year: _____

Student Name: _____   Supervisor's name: _____

Practicum/Internship Hours	School Year Total Hours	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of
1. Direct Intervention Experience																				
A. Individual Counseling/Therapy																				
2. Adolescents (13-17)	0.0																			
3. School-Age (6-12)	0.0																			
4. Pre-School Age (3-5)	0.0																			
5. Infants/Toddlers (0-2)	0.0																			
B. Group Counseling/Therapy																				
1. Adolescents (13-17)	0.0																			
2. Children (12 and under)	0.0																			
D. Other Intervention Related Activities																				
1. Treatment Planning	0.0																			
2. Writing Progress Notes	0.0																			
3. Affective Education	0.0																			
TOTAL DIRECT INTERVENTION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. Indirect Intervention (Consulation)																				
1. School/Teacher	0.0																			
2. Parent	0.0																			
3. Community-Based	0.0																			
4. Other	0.0																			
TOTAL INDIRECT INTERVENTION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3. Psychological Assessment																				
1. Screening actitivities	0.0																			
2. Functional Behavior Assessment	0.0																			
3. Test administration and scoring	0.0																			
4. Report Writing	0.0																			
5. Assessment Feedback Session	0.0																			
6. Observations	0.0																			
TOTAL INTERVENTION/ASSESSMENT 1(a	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4. Research and Program Evaluation																				
1. Outcome Assessment/Program Evaluation	0.0																			
2. Research-Related activities	0.0																			
TOTAL RESEARCH/PROGRAM EVAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5. Systems-Related Activities																				
1. Staff/Faculty Meetings	0.0																			
2. School Board Meetings	0.0																			
3. Other Meetings	0.0																			
4. Policy-Related Activities	0.0																			
5. Other	0.0																			
TOTAL SYSTEMS ACTIVITIES	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6. Professional Development Activities																				
1. Inservices	0.0																			
2. Conferences	0.0																			
3. Other	0.0																			
TOTAL PROFESSIONAL DEVEL.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3. Supervision Received																				
A. One-on-One	0.0																			
B. Group Supervision	0.0																			
TOTAL SUPERVISION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PRACTICUM HOURS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Appendix F: Practicum Evaluation Form

UNIVERSITY OF COLORADO DENVER
School Psychology Program
Practicum Performance Evaluation

Student Name: _____

Supervisor Name: _____

Supervisor Phone: _____ **Supervisor E-mail:** _____

Placement Site: _____ ❒ **Practicum**   ❒ **Internship**

Date of Midterm Evaluation: _____   **Date of Final Evaluation:** _____

Directions: This performance evaluation is designed to promote ongoing constructive evaluation of critical professional competencies and to provide formative feedback to facilitate the development of our students' mastery of critical professional skills and competencies. This evaluation form is broken into two parts. In Part I, please circle the rating number associated with your trainee's current behavior. If you want to elaborate on a specific area, please feel free to write comments at the end of each section. There are no sharply defined lines between these ratings and assigned grades since professional development and growth is a continuous process. Thus, students at any specific level may have ratings both above and below average on critical performance skills. In Part II, please add your open-ended comments to each evaluation item and provide specific behavioral examples to support your comments.

Which of the following activities have you performed as a supervisor (or has your supervisor provided)?

❒ Direct observation **(REQUIRED)**

❒ Listening or viewing session tapes

❒ Review of assessments and written case reports

❒ Case discussion

❒ Other (please specify)

Which of the following activities has the student performed (or have you performed)?

❒ Assessment (Formal/Informal)   ❒ Family Collaboration/ Intervention

❒ Observation in Natural Environments   ❒ In-service or Other Presentations

❒ Counseling (Individual/Group)   ❒ Research/Program Evaluation

❒ Academic Intervention (Individual/Class) ❒ Teaming & Consultation

❒ Behavioral Intervention/Prevention   ❒ Interagency Case Management

❒ Crisis Intervention/Prevention   ❒ Administrative Activities

❒ System-wide Intervention/Prevention   ❒ Other: (describe below)

Field Placement Performance Evaluation – Part I

Part I Directions: Please use the following four-point rating scale to evaluate your Practicum/Internship student's skill development. Circle or highlight the rating for each item. For those areas where you have had no opportunity to observe or the skill is not applicable to the setting, check the NO column.

NOTE: WHITE rating area is for your MID-TERM evaluation
GREY rating area is for your FINAL evaluation
STUDENT IS RESPONSIBILE FOR RETAINING THIS FORM

<u>0 - Inadequate</u>. Student fails to exhibit the competency adequately given their level of training. Student is unresponsive to supervision or requires inordinate amounts of supervision.

<u>1 - Emerging</u>. Student exhibits the competency at an emerging level that is characteristic of novices in early stages of training. Student demonstrates growing knowledge and skills in response to typical levels of supervision.

<u>2 - Developing</u>. Student exhibits the competency at a developing level that aligns with expectations for advanced practicum training. Student demonstrates increasing effectiveness in response to typical levels of supervision.

<u>3 - Internship Ready</u>. Student exhibits the competency at a level that is on par with expectations for predoctoral internship readiness. Student is consistently effective and responsive to typical levels of supervision.

<u>4 - Exemplary</u>. Student exhibits the competency at an exemplary level that exceeds expectations for predoctoral internship readiness and is more characteristic of interns or independent practitioners. Student practices effectively with minimal supervision.

NO - No Opportunity to observe student in this area or Not Applicable to this site placement

NOTE: The final expected level of achievement for a practicum student is a rating of 3 or higher on all items.

Competency 1: FOUNDATION IN BASIC TENETS OF PSYCHOLOGY (affective, biological, cognitive, & social bases of behavior, human development)	Inadequate			Exemplary		NO
1. Is knowledgeable of typical human development and understands the impact of biology on child behavior.	0	1	2	3	4	
	0	1	2	3	4	
2. Is knowledgeable of known biological correlates of common childhood problems.	0	1	2	3	4	
	0	1	2	3	4	
3. Effectively selects assessment instruments, interprets results, and makes recommendations given known or suspected medical/psychiatric conditions.	0	1	2	3	4	
	0	1	2	3	4	
4. Demonstrates an understanding of typical vs. atypical development (cognitive, emotional and social) to guide one's intervention approach (plans and implements developmentally appropriate interventions).	0	1	2	3	4	
	0	1	2	3	4	
5. Has a working knowledge of the theories and relevant research underlying the affective, biological, cognitive, and social bases of behavior, and utilizes this information to inform their practice and develop appropriate interventions.	0	1	2	3	4	
	0	1	2	3	4	
6. Demonstrates an understanding of the social psychological variables influencing the development and maintenance of behavior in school-age children and adolescents.	0	1	2	3	4	
	0	1	2	3	4	
Competency 2: ASSESSMENT (data-based decision-making)	Inadequate			Exemplary		NO
7. Clearly identifies issues, problems, and concerns to be addressed by assessment.	0	1	2	3	4	
	0	1	2	3	4	
8. Considers entire ecology (e.g., family, peers, school, community) when assessing students/clients.	0	1	2	3	4	
	0	1	2	3	4	
9. Utilizes a systematic approach to data gathering in order to inform clinical/professional decision-making.	0	1	2	3	4	
	0	1	2	3	4	
10. Collects and utilizes data for decision making through a variety of assessment methods (tests, interviews, observation, rating scales, etc…).	0	1	2	3	4	
	0	1	2	3	4	

	0	1	2	3	4	
11. Accurately selects, administers, scores, and interprets psychological /psychoeducational tests.	0	1	2	3	4	
	0	1	2	3	4	
12. Demonstrates the ability to interpret and integrate data from different sources for a variety of purposes. (e.g. manifestation meetings, school attendance issues, efficacy of interventions).	0	1	2	3	4	
	0	1	2	3	4	
13. Appropriately applies and interprets formal and informal, observational, behavioral, curriculum-based, environmental, and other forms of assessment to assess a range of domains (e.g., cognitive, behavior, social-emotional, academic, etc.).	0	1	2	3	4	
	0	1	2	3	4	
14. Accurately interprets assessment data within the context of home, community and school environments and personal student characteristics.	0	1	2	3	4	
	0	1	2	3	4	
15. Writes psychological reports in a clear, accurate, and concise manner	0	1	2	3	4	
	0	1	2	3	4	
16. Integrates own assessment data with that of others to generate and support reasonable hypotheses.	0	1	2	3	4	
	0	1	2	3	4	
17. Directly relates assessment summaries to the designated reason for referral.	0	1	2	3	4	
	0	1	2	3	4	
18. Utilizes assessment results to develop appropriate academic, behavioral, and social emotional intervention recommendations.	0	1	2	3	4	
	0	1	2	3	4	
19. Clearly communicates assessment results to diverse audiences (e.g. other professionals, parents, clients).	0	1	2	3	4	
	0	1	2	3	4	
20. Demonstrates the ability to use ongoing assessments/progress monitoring to modify interventions as appropriate.	0	1	2	3	4	
	0	1	2	3	4	
21. Uses data to assess treatment integrity.	0	1	2	3	4	
	0	1	2	3	4	
22. Facilitates team and staff decision-making regarding accountability and outcomes.	0	1	2	3	4	
	0	1	2	3	4	
Other (please specify):	0	1	2	3	4	
	0	1	2	3	4	

Competency 3: COLLABORATIVE AND CONSULTATIVE INTERVENTIONS	**Inadequate**				**Exemplary**	**NO**
23. Employs effective consultation approaches with teachers, administrators, and school or community agency personnel.	0	1	2	3	4	
	0	1	2	3	4	
24. Employs effective consultation approaches with parents and other family members.	0	1	2	3	4	
	0	1	2	3	4	
25. Demonstrates the ability to establish and maintain rapport with consultees (e.g. school personnel, parents).	0	1	2	3	4	
	0	1	2	3	4	
26. Maintains objectivity and a problem-solving focus during consultation.	0	1	2	3	4	
	0	1	2	3	4	
27. Skillfully employs effective consultation and collaboration skills across a variety of settings and situations.	0	1	2	3	4	
	0	1	2	3	4	
28. Recognizes that school psychologists provide a continuum of consultations services and applies the level of consultation appropriate for individual, classroom and school-wide change.	0	1	2	3	4	
	0	1	2	3	4	
29. Evaluates the effectiveness of consultation.	0	1	2	3	4	
	0	1	2	3	4	
30. Collaborates effectively with others in planning and decision-making processes at the individual, group and systems level.	0	1	2	3	4	
	0	1	2	3	4	
Other (please specify):	0	1	2	3	4	
	0	1	2	3	4	

Competency 4: INTERVENTIONS, MENTAL HEALTH SERVICES, & INSTRUCTIONAL SUPPORTS	**Inadequate**				**Exemplary**	**NO**
31. In collaboration with others, designs and implements effective academic interventions that assist students in becoming self-regulated learners (e.g. study skills, self-monitoring, organization, time management, etc.).	0	1	2	3	4	
	0	1	2	3	4	

#		0	1	2	3	4	
32.	Recognizes the connection between academic skills/performance and social-emotional factors.	0	1	2	3	4	
		0	1	2	3	4	
33.	Designs instruction and interventions that reflect understanding of school systems.	0	1	2	3	4	
		0	1	2	3	4	
34.	Demonstrates skill in identifying individuals or groups who may benefit from targeted interventions, instructional supports, and school psychological services, using screening, progress monitoring, and other tools.	0	1	2	3	4	
		0	1	2	3	4	
35.	Demonstrates the ability to plan and implement interventions at different levels, (e.g. individual, group, classroom, and systems level).	0	1	2	3	4	
		0	1	2	3	4	
36.	Uses a variety of intervention approaches that are empirically supported and directly address objectives.	0	1	2	3	4	
		0	1	2	3	4	
37.	Identifies clear and realistic treatment goals/objectives when providing intervention services.	0	1	2	3	4	
		0	1	2	3	4	
38.	In collaboration with others, develops and uses, ecological and behavioral approaches for positive behavioral supports (e.g. classroom accommodations, FBAs, etc.).	0	1	2	3	4	
		0	1	2	3	4	
39.	In collaboration with others, formulates useful, routines-based instructional and intervention accommodations.	0	1	2	3	4	
		0	1	2	3	4	
40.	Models desired behaviors, skills, and intervention or instructional strategies.	0	1	2	3	4	
		0	1	2	3	4	
41.	Recognizes when the student needs more intensive intervention within the system.	0	1	2	3	4	
		0	1	2	3	4	
42.	Assesses and monitors treatment integrity, intervention progress and outcomes, and makes appropriate modifications when needed.	0	1	2	3	4	
		0	1	2	3	4	
43.	Recognizes a student's/family's need for outside or alternative referral.	0	1	2	3	4	
		0	1	2	3	4	
44.	Provides crisis intervention as needed.	0	1	2	3	4	
		0	1	2	3	4	
	Other (please specify):	0	1	2	3	4	
		0	1	2	3	4	

Competency 5: APPLICATION OF RESEARCH TO PROFESSIONAL PRACTICE	Inadequate				Exemplary	NO
45. Demonstrates the ability to critically evaluate evidence-based behavioral and social-emotional intervention research and effectively utilize these data to guide treatment.	0	1	2	3	4	
	0	1	2	3	4	
46. Assists schools and agencies in the evaluation of current prevention, intervention, and crisis intervention policies and practices.	0	1	2	3	4	
	0	1	2	3	4	
	0	1	2	3	4	
Other (please specify):	0	1	2	3	4	
	0	1	2	3	4	

Competency 6: CULTURALLY RESPONSIVE, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE	Inadequate				Exemplary	NO
47. Recognizes and understands the factors that contribute to individual differences, including ability, culture, SES, sexual orientation, and language.	0	1	2	3	4	
	0	1	2	3	4	
48. Demonstrates skill in culturally responsive practice across the range of professional school psychological practices (e.g. consultation, assessment, and intervention).	0	1	2	3	4	
	0	1	2	3	4	
49. Considers and incorporates dimensions of diversity as reference points in designing, implementing, and evaluating school psychological services and programs.	0	1	2	3	4	
	0	1	2	3	4	
50. Demonstrates effective interpersonal and communication skills when interacting with individuals from diverse backgrounds.	0	1	2	3	4	
	0	1	2	3	4	
51. Is aware of potential bias (including cultural and linguistic) when selecting tools for data collections/assessment and interventions.	0	1	2	3	4	
	0	1	2	3	4	
52. Utilizes translations and interpretation services appropriately.	0	1	2	3	4	
	0	1	2	3	4	

#		Below Standard				Outstanding	NO
53.	Designs instruction and interventions that reflect understanding of diverse family systems, culture, routines and backgrounds.	0	1	2	3	4	
		0	1	2	3	4	
54.	Communicates with and about families in a positive way that honors personal and cultural beliefs and acknowledges family strengths, resources, and assets.	0	1	2	3	4	
		0	1	2	3	4	
55.	Demonstrates knowledge of general education, special education, and other educational and related services and how the system works as a whole.	0	1	2	3	4	
		0	1	2	3	4	
56.	Adheres to district policies, Federal and state guidelines regarding due process, informed consent, privacy rights and confidentiality.	0	1	2	3	4	
		0	1	2	3	4	
57.	Maintains, distributes and stores records in compliance with district policies and legal requirements.	0	1	2	3	4	
		0	1	2	3	4	
58.	Makes decisions based upon ethical guidelines, legal standards and professional principles.	0	1	2	3	4	
		0	1	2	3	4	

Professional Practice and Work Characteristics		Below Standard				Outstanding	NO
59.	Skillfully communicates and presents information at various meetings.	0	1	2	3	4	
		0	1	2	3	4	
60.	Demonstrates strong interpersonal and communication skills; includes the ability to listen, adapt, clarify ambiguity, remain patient in difficult situations.	0	1	2	3	4	
		0	1	2	3	4	
61.	Develops cooperative and productive working relationships with school personnel, students, and families.	0	1	2	3	4	
		0	1	2	3	4	
62.	Is assertive in problem-solving when needed/appropriate.	0	1	2	3	4	
		0	1	2	3	4	
63.	Adapts to difficult and changing situations.	0	1	2	3	4	
		0	1	2	3	4	
64.	Displays initiative, motivation, and resourcefulness.	0	1	2	3	4	
		0	1	2	3	4	
65.	Is dependable, punctual, and prepared.	0	1	2	3	4	
		0	1	2	3	4	
66.	Employs effective organizational strategies (time management, scheduling, prioritizing, case management).	0	1	2	3	4	
		0	1	2	3	4	
67.	Has a clear sense of own limitations, biases and professional expertise and seeks consultation when necessary.	0	1	2	3	4	
		0	1	2	3	4	
68.	Is open to and accepts constructive feedback and works to incorporate it into practice.	0	1	2	3	4	
		0	1	2	3	4	
69.	Follows through on assigned tasks and requests.	0	1	2	3	4	
		0	1	2	3	4	
70.	Shows good judgment and common sense.	0	1	2	3	4	
		0	1	2	3	4	
71.	Works to protect self against burnout.	0	1	2	3	4	
		0	1	2	3	4	
72.	Presents professionally in terms of appearance and demeanor.	0	1	2	3	4	
		0	1	2	3	4	
73.	Is competent with required technology.	0	1	2	3	4	
		0	1	2	3	4	
74.	Demonstrates awareness of resources and adaptive/ assistive technology.	0	1	2	3	4	
		0	1	2	3	4	
75.	Accesses and utilizes information resources and technology to enhance services.	0	1	2	3	4	
		0	1	2	3	4	
76.	Is committed to continual learning and ongoing professional development.	0	1	2	3	4	
		0	1	2	3	4	
77.	Participates in supervision at appropriate levels.	0	1	2	3	4	
		0	1	2	3	4	
	Other (please specify):	0	1	2	3	4	
		0	1	2	3	4	

Field Placement Performance Evaluation – Part II

Part II Directions*:* Please elaborate on each item and provide specific behavioral examples.

1. **Major accomplishments/achievements in the areas of assessment, consultation, intervention, and personal/professional development.**

Midterm:

Final:

2. Areas of demonstrated strength.

Midterm:

Final:

3. Areas needing improvement or enhancement.

Midterm:

Final:

4. Specific steps, actions, and/or experiences that will be taken to further address areas in need of improvement or enhancement.

Midterm:

Final:

Mid-term Evaluation Signatures		Final Evaluation Signatures	
Field Supervisor	Date	Field Supervisor	Date
School Psychology Student	Date	School Psychology Student	Date
University Supervisor	Date	University Supervisor	Date

Appendix G: Clinical Externship Proposal Form

CU Denver Clinical Externship
Proposal Form

School Psychology Program
SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
UNIVERISTY OF COLORADO DENVER

STUDENT NAME:

    ADDRESS:

    TELEPHONE:
    EMAIL:

SITE:

    ADDRESS:

SUPERVISOR NAME:

    DEGREE/LICENSURE:

    PHONE:
    EMAIL:

Externship Term:
    STARTING DATE:
    ENDING DATE:

APPROVED BY:

_____

UNIVERSITY EXTERNSHIP SUPERVISOR

Appendix H: Externship Evaluation Form

UNIVERSITY OF COLOADO DENVER
School Psychology Program
Clinical Externship Evaluation Form

Student Name:_____ Date:_____
Externship Site:_____
Supervisor Name & Credentials:_____

Directions: Evaluation should be based on current level of progress and competence in the externship. **Each**
Externship evaluation must be based in part on direct observation of the candidate and their developing skills
(either live or by video recording). Such observation must occur at least once per semester and need not
encompass all competency areas at any given time.
Directions: Circle the number that best describes the student's competence as given in the description below.
Please rate each category independently.
The minimum level of achievement (MLA) expected at the end of internship is a rating of "3" on all elements.
  -1- Extern is in need of further training and/or requires additional growth, maturation, and change in order to be
  effective in the various skill areas; extern should not be allowed to function independently.
  -2- Competence is below average but, with further supervision and experience, is expected to develop
  satisfactorily; independent functioning is no recommended and close supervision is required.
  -3- Competence is at least at the minimal level necessary for functioning with moderate supervision required
  -4- Competence is above average; extern can function independently with periodic supervision.
  -5- Competence is well developed and extern can function independently with little or no supervision required.
  -N- Insufficient data to rate at this time/Not Applicable to site

PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS

MIDTERM		FINAL
N 1 2 3 4 5	1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	N 1 2 3 4 5
N 1 2 3 4 5	2. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness	N 1 2 3 4 5
N 1 2 3 4 5	3. Actively seeks and demonstrates openness and responsiveness to feedback and supervision	N 1 2 3 4 5
N 1 2 3 4 5	4. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	N 1 2 3 4 5

CULTURAL AND INDIVIDUAL DIVERSITY

MIDTERM		FINAL
N 1 2 3 4 5	5. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	N 1 2 3 4 5
N 1 2 3 4 5	6. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service	N 1 2 3 4 5
N 1 2 3 4 5	7. Integrates knowledge of individual and cultural differences in the conduct of professional roles	N 1 2 3 4 5

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N 1 2 3 4 5	8. Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during externship	N 1 2 3 4 5

COMMUNICATION, INTERPERSONAL, INTERPROFESSIONAL & SKILLS

MIDTERM		FINAL
N 1 2 3 4 5	9. Demonstrates knowledge and respect for the roles and perspectives of other professions	N 1 2 3 4 5
N 1 2 3 4 5	10. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	N 1 2 3 4 5
N 1 2 3 4 5	11. Communicates effectively (direct, clear appropriately) with clients, supervisors and peers	N 1 2 3 4 5
N 1 2 3 4 5	12. Works effectively with significant others (family members, relevant professionals, etc.) to meet client needs	N 1 2 3 4 5
N 1 2 3 4 5	13. Clearly presents and disseminates information to diverse audiences including clients, parents/families, and other professionals	N 1 2 3 4 5
N 1 2 3 4 5	14. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts	N 1 2 3 4 5

USE OF SUPERVISION

MIDTERM		FINAL
N 1 2 3 4 5	15. Supervisory Involvement – actively sought supervision, discussed concerns and ideas,	N 1 2 3 4 5
N 1 2 3 4 5	16. Openness to feedback – non defensive, accepts responsibility within one's ability level	N 1 2 3 4 5
N 1 2 3 4 5	17. Demonstrated ability to integrate feedback and used suggestions to improve practice	N 1 2 3 4 5
N 1 2 3 4 5	**18. Shows evidence of continued self-evaluation**	N 1 2 3 4 5

ETHICAL AND LEGAL STANDARDS

MIDTERM		FINAL
N 1 2 3 4 5	19. Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct	N 1 2 3 4 5
N 1 2 3 4 5	20. Follows through with tasks and responsibilities in a prompt, well-organized manner	N 1 2 3 4 5
N 1 2 3 4 5	21. Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists	N 1 2 3 4 5
N 1 2 3 4 5	22. Demonstrates understanding of and conformed to ethical principles and legal requirements in professional work and practice	N 1 2 3 4 5

MIDTERM		FINAL
N 1 2 3 4 5	23. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them	N 1 2 3 4 5
N 1 2 3 4 5	24. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them	N 1 2 3 4 5
N 1 2 3 4 5	25. Conducts self in an ethical manner in all professional activities	N 1 2 3 4 5

ASSESSMENT SKILLS

MIDTERM		FINAL
N 1 2 3 4 5	26. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	N 1 2 3 4 5
N 1 2 3 4 5	27. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)	N 1 2 3 4 5
N 1 2 3 4 5	28. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process)	N 1 2 3 4 5
N 1 2 3 4 5	29. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics	N 1 2 3 4 5
N 1 2 3 4 5	30. Uses assessment methods that collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment	N 1 2 3 4 5
N 1 2 3 4 5	31. Clearly identifies the nature of the referral problem and the purpose of the assessment	N 1 2 3 4 5
N 1 2 3 4 5	32. Considers cultural and linguistic diversity and other relevant diversity characteristics of the service recipient when choosing assessment tools and strategies	N 1 2 3 4 5
N 1 2 3 4 5	33. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	N 1 2 3 4 5
N 1 2 3 4 5	34. Demonstrates diagnostic skills (i.e., knowledge of the DSM; use of multiple sources of data to inform diagnosis, etc.)	N 1 2 3 4 5
N 1 2 3 4 5	35. Writes assessment reports that are clear, comprehensive, and accurate	N 1 2 3 4 5
N 1 2 3 4 5	36. Develops appropriate recommendations based on assessment results that are designed to build on client strengths and meet their needs	N 1 2 3 4 5
N 1 2 3 4 5	37. Communicates findings in an accurate and effective manner sensitive to a range of audiences	N 1 2 3 4 5

DIRECT INTERVENTIONS

MIDTERM	BASIC THERAPEUTIC SKILLS	FINAL
N 1 2 3 4 5	38. Initiating Sessions	N 1 2 3 4 5
N 1 2 3 4 5	39. Non-verbal attending (voice, body posture, proximity, content congruent)	N 1 2 3 4 5
N 1 2 3 4 5	40. Conveying accurate empathy and warmth	N 1 2 3 4 5

N 1 2 3 4 5	41. Paraphrasing	N 1 2 3 4 5
N 1 2 3 4 5	42. Reflecting feelings	N 1 2 3 4 5
N 1 2 3 4 5	43. Clarification	N 1 2 3 4 5
N 1 2 3 4 5	44. Use of probes/questions	N 1 2 3 4 5
N 1 2 3 4 5	45. Summarizing	N 1 2 3 4 5
N 1 2 3 4 5	46. Appropriate self-disclosure	N 1 2 3 4 5
N 1 2 3 4 5	47. Immediacy	N 1 2 3 4 5
N 1 2 3 4 5	48. Confrontation	N 1 2 3 4 5
N 1 2 3 4 5	49. Interpretation	N 1 2 3 4 5
N 1 2 3 4 5	50. Information gathering	N 1 2 3 4 5
N 1 2 3 4 5	51. Concreteness	N 1 2 3 4 5
N 1 2 3 4 5	52. Ending sessions smoothly	N 1 2 3 4 5
N 1 2 3 4 5	53. Termination	N 1 2 3 4 5
MIDTERM	**INTERVENTION COMPETENCIES & SKILLS**	**FINAL**
N 1 2 3 4 5	54. Establishes and maintains effective relationships with the recipients of psychological services	N 1 2 3 4 5
N 1 2 3 4 5	55. Develops evidence-based intervention plans specific to service delivery goals	N 1 2 3 4 5
N 1 2 3 4 5	56. Demonstrates basic knowledge about the value of evidence-based practice	N 1 2 3 4 5
N 1 2 3 4 5	57. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	N 1 2 3 4 5
N 1 2 3 4 5	58. Recognized and handled crisis situations skillfully	N 1 2 3 4 5
N 1 2 3 4 5	59. Individual counseling skills	N 1 2 3 4 5
N 1 2 3 4 5	60. Group counseling skills	N 1 2 3 4 5
	CASE CONCEPTUALIZATION SKILLS	
N 1 2 3 4 5	61. Can conceptualize clients concerns within a coherent and empirically supported theoretical/treatment model	N 1 2 3 4 5
N 1 2 3 4 5	62. Uses clinical understanding of the client's concerns for treatment planning	N 1 2 3 4 5
	EVALUATION OF INTERVENTIONS	
N 1 2 3 4 5	63. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	N 1 2 3 4 5
N 1 2 3 4 5	64. Evaluates client progress towards treatment goals at the end of treatment	N 1 2 3 4 5

Comments:

_____

SIGNATURES: This evaluation will be kept in the student extern's file. These signatures attest that the signers have reviewed this evaluation and externship supervisor attests that the trainee has completed all of the responsibilities for this externship and that the evaluation was based at least in part on direct observation.

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Appendix I: Comprehensive Exam Case Study Scoring Rubrics

Comprehensive Exam: Assessment Case Study Rubric

Student Name:_____ **Date:**_____

	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Reason For Referral	The client's area(s) of need is clearly defined. The initial reason for referral is operationalized through collaborative efforts [e.g., with referral source(s)]	The client's area(s) of need is clearly defined -There is some evidence that initial referral is collaboratively defined	The client's area of need is not clearly defined.

	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Assessment Planning	Assessments were purposeful and directly addressed specific questions about client; Selection of assessment tools included examinee factors (e.g., age, cultural, language considerations) Multiple sources of data were considered (e.g., standardized measures, interviews, work samples, progress monitoring data, etc.) that would allow the examiner to address all aspects of the referral concern	Assessments were purposeful and directly addressed specific questions about client; Several sources of data were considered There is some indication that consideration was given to relevant examinee factors	There is limited or no evidence that appropriate instruments and procedures were used

	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete 0 pts**
History/ Background Information	All relevant biographical information is clearly stated and accurate. Biographical information/history is comprehensive and includes development, family, education, social support, medical, and anything else that seems pertinent to that client's life history	Some biographical information is included, however lacks breadth and depth. There is some diversity in the areas of the client's life that are discussed.	Some biographical information is included, but information that is pertinent to the client's life is missing.

	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete 0**
Conceptualization – Developmental Aspects of Behavior	Details all relevant developmental aspects of behavior such as transitions, growth, developmental stage; Interprets the client's functioning from a developmental frame of reference	Consideration is given to some relevant developmental aspects of behavior	Considerable difficulty identifying relevant developmental aspects of behavior And/Or There is minimal information regarding relevant developmental aspects of behavior

	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Conceptualization – Affective Aspects of Behavior	Details relevant affective aspects of behavior such as affect, mood, and emotions	Consideration is given to some relevant affective aspects of behavior	Considerable difficulty identifying relevant affective aspects of behavior. And/Or There is minimal information regarding relevant affective aspects of behavior

	Distinguished: 2	Proficient: 1	Unsatisfactory/ Incomplete: 0
Conceptualization – Biological Aspects of Behavior	Details identifies relevant multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior, as well as current health status, medications, and substance use/abuse.	Consideration is given to some relevant biological aspects of behavior	Considerable difficulty identifying relevant biological aspects of behavior. And/Or There is minimal information regarding relevant biological aspects of behavior
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Conceptualization – Social Aspects of Behavior	Details relevant social-cultural aspects of behaviors such as group processes, attributions, discrimination, and attitudes, as well as linguistic and cultural diversity	Consideration is given to some relevant social-cultural aspects of behavior	Considerable difficulty identifying relevant social aspects of behavior. And/Or There is minimal information regarding relevant social aspects of behavior
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Conceptualization – Cognitive Aspects of Behavior	Details relevant cognitive aspects of behavior such as learning, cognitive ability, memory, cognitive processes, and executive functioning.	Consideration is given to some relevant cognitive aspects of behavior	Considerable difficulty identifying relevant cognitive aspects of behavior. And/Or There is minimal information regarding relevant cognitive aspects of behavior
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Conceptualization – integration of data	Assessment and understanding of client in terms of current status, presenting problems, and strengths are organized meaningfully in terms of multidimensional functioning. Conceptualization demonstrates the ability to integrate hard and soft data related to various aspects of behavior.	Current status and presenting problems consider multidimensional functioning Data from various sources are integrated into a coherent picture of the client.	There is no evidence of data integration
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Conceptualization – integration of aspects of behavior	-Conceptualization integrates relevant information from multiple aspects of behavior (biological, cognitive, affective, developmental, social and cultural); Offers a functional understanding of and insights into the client beyond behavioral descriptions	Conceptualization integrates relevant information from at least two aspects of behavior (biological, cognitive, affective, developmental, social and cultural); Provides some insight into the client beyond behavioral descriptions	Conceptualization does not include integration of aspects of behavior
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Strengths/ Needs	Accurately identifies both the strengths and needs of client including relevant cultural, developmental, and environmental factors.	Identification of strengths and needs of client may neglect a few relevant cultural, developmental and environmental factors.	Minimal or no identification of strengths/needs of client; includes few relevant cultural, developmental, and environmental factors.
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Treatment/ Educational Planning & Recommendation	Recommendations and interventions resulting from the assessment are clearly linked to the issues/concerns identified by the referral question and assessment	Recommendations and interventions resulting from the assessment are clearly linked to the issues/concerns identified by the referral question and assessment results.	Recommendations and interventions resulting from the assessment are not clearly linked to the issues/concerns identified by the referral

	Distinguished: 2	Proficient: 1	Unsatisfactory/ Incomplete: 0
	results. Recommendations adequately and appropriately address all areas of concern identified		question and assessment results.
Legal Considerations	-	**Proficient: 1** All aspects of the assessment complied with applicable legal requirements	**Unsatisfactory/ Incomplete: 0** Assessment does not comply with all applicable legal requirements
Ethical Considerations	-	**Proficient: 1** All aspects of the assessment complied with applicable ethical and professional guidelines	**Unsatisfactory/ Incomplete: 0** Assessment did not comply with applicable ethical and professional guidelines
Quality of Written Product	**Distinguished: 2** The written case study is essentially free of grammatical and typographical errors, Written case study clearly demonstrates the ability to communicate using appropriate professional writing (e.g., APA Style)	**Proficient: 1** The written case study has a few grammatical and/or typographical errors; Writing is generally consistent with professional standards (e.g., APA Style)	**Unsatisfactory/ Incomplete: 0** The written case study has multiple grammatical and typographical errors; Written product lacks a professional voice Numerous violations of APA Style
Overall Evaluation of Assessment Case Study	**Distinguished:** Pass – Majority of rubric elements rated as distinguished.	**Proficient:** Pass – All elements rated as distinguished or proficient.	**Unsatisfactory/ Incomplete** No Pass – One or more rubric elements rated as unsatisfactory or incomplete.

School of Education & Human Development
UNIVERSITY OF COLORADO **DENVER**

Comprehensive Exam: Intervention Case Study Rubric

Student:_____ Date:_____

	Distinguished: 2	Proficient: 1	Unsatisfactory/ Incomplete: 0
Reason for Referral/Problem Identification	- The client's behavior is clearly identified and the impact on current functioning is clearly described - The client's need(s) is clearly defined within the context of collaborative relationships	- The student behavior is clearly identified - There is some evidence that the client's need(s) is collaboratively defined	-The client's need(s) is not clearly identified.
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Problem Analysis – Hypothesis Generation	- Multiple hypotheses regarding client challenges/ behavior are generated - Hypotheses consider all aspects of behavior (biological, cognitive, affective, developmental, social/cultural)	-Some hypotheses are generated regarding client challenges/ behavior -Hypotheses consider several aspects of behavior (biological, cognitive, affective, developmental, social/ cultural)	- Hypotheses are not generated or lack depth/breadth
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Problem Analysis – Data Collection	- Multiple sources of data are used to inform the problem analysis; - Assessment data is used to support or rule out hypotheses	-More than one source of data was considered; -Appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self-report	- There is limited or no evidence that data was collected/considered in problem analysis
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Conceptualization – Major Bases of Behavior	- Conceptualization includes consideration of all major bases of behavior (developmental, affective, biological, social, cultural, and cognitive)	- Conceptualization includes consideration of some major bases of behavior (developmental, affective, biological, social, cultural, and cognitive)	-Minimal information about or conceptualization lacks consideration of major bases of behavior (developmental, affective, biological, social, cultural, and cognitive)
	Distinguished: 2	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
Conceptualization – integration of data and aspects of behavior	- Understanding of client in terms of current status, presenting problems, and strengths are organized meaningfully in terms of multidimensional functioning. -Conceptualization includes integration of major bases of behavior	- Basic understanding of client conceptualization is demonstrated but integration lacks depth and breadth	-Conceptualization does not include an integration of major bases of behavior
Treatment Planning – Data		**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**

	Distinguished: 2	Proficient: 1	Unsatisfactory/ Incomplete: 0
Based Decision-making		-Intervention(s) selection is based on data from problem analysis and hypothesis testing - Treatment goals are connected to the data -- Treatment goals are stated in observable and measurable terms;	- Intervention(s) selection is not based on data from problem analysis and hypothesis testing -Goals are not stated in observable and measurable terms
		Proficient: 1	Unsatisfactory/ Incomplete: 0
Treatment Planning – Empirical Support		Intervention(s) is technically sound and demonstrates knowledge of relevant evidence based interventions and programs.	Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)
		Proficient: 1	Unsatisfactory/ Incomplete: 0
Treatment Planning – Other Considerations		-Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues; - Consideration of logistics (e.g., setting, time, resources, personnel) is included in the intervention plan	-Intervention(s) does not appear to consider individual differences, resources, classroom practices, and other system issues; - There appears to be no consideration of logistics (e.g., setting, time, resources, personnel) in the intervention plan
	Distinguished: 2	Proficient: 1	Unsatisfactory/ Incomplete: 0
Intervention Evaluation – Progress Monitoring	- Progress monitoring data are charted and include student performance trend lines, and/or goal lines	- Intervention is monitored and data are provided to ensure that it is implemented as designed	- No progress monitoring data provided
		Proficient: 1	Unsatisfactory/ Incomplete: 0
Intervention Evaluation – Outcome Data		-Outcome data related to progress towards treatment goals are presented	-No outcome data are presented
	Distinguished: 2	Proficient: 1	Unsatisfactory/ Incomplete: 0 pts
Intervention Follow-up	- Modifications for future interventions are considered based upon collaborative examination of effectiveness data - Strategies for follow-up are developed and implemented	- Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	- Suggestions for follow-up are not developed
Legal Considerations		Proficient: 1	Unsatisfactory/ Incomplete: 0

|			
		- All aspects of the assessment complied with applicable legal requirements	- Assessment does not comply with all applicable legal requirements
Ethical Considerations		**Proficient: 1**	**Unsatisfactory/ Incomplete 0**
		- All aspects of the assessment complied with applicable ethical and professional guidelines	- Assessment did not comply with applicable ethical and professional guidelines
Quality of Written Product	**Distinguished: 2**	**Proficient: 1**	**Unsatisfactory/ Incomplete: 0**
	-The written case study is essentially free of grammatical and typographical errors, - Written case study clearly demonstrates the ability to communicate using appropriate professional writing	- The written case study has a few grammatical and/or typographical errors; - Writing is generally consistent with professional standards	- The written case study has multiple grammatical and typographical error; - Written product lacks a professional voice
Overall Evaluation of Intervention Case Study	Pass – Majority of rubric elements rated as distinguished.	Pass – All elements rated as distinguished or proficient.	No Pass – One or more rubric elements rated as unsatisfactory or incomplete.

Appendix J: Legal/Ethical Case Study Evaluation

Form

Comprehensive Exam: Law and Ethics
Case Study Rubric
Minimum Level of Achievement: Score of Proficient/Good on all elements

	Excellent	Proficient/Good	Unsatisfactory
Dilemma & Rationale	An ethical dilemma in school psychology was effectively presented (included all pertinent details, facts and information) with a strong rationale	Clear ethical dilemma was presented with adequate rationale.	Case was not a clear ethical dilemma
APA ethical standards	All relevant APA ethical standards were reviewed within the context of this dilemma	Most relevant APA ethical standards were reviewed within the context of this dilemma	A substantial number of APA ethical standards were not reviewed within the context of this dilemma
NASP ethical standards	All relevant NASP ethical standards were reviewed within the context of this dilemma	Most relevant NASP ethical standards were reviewed within the context of this dilemma	A substantial number of NASP ethical standards were not reviewed within the context of this dilemma
Decision Making Model	An ethical decision- making model was clearly described and applied	An ethical decision- making model was applied	It was not clear that an ethical decision- making model was applied
Laws/Legal Considerations	All relevant laws were referenced and applied	Most relevant laws were referenced and applied	A substantial number of relevant laws were not referenced and applied
Conclusions	Conclusions were based on an integrated analysis of law and ethics; includes a describes of how decision maximizes the benefit and minimizes the risk for everyone involved	Conclusions were based on consideration of relevant laws and ethical standards	No clear connection between conclusions and law and ethics was presented
Implications	Implications for both research and practice are discussed	Implications for practice are discussed	Implications not adequately addressed
Quality of Written Product	The written case study is essentially free of grammatical and typographical errors; Written case study clearly demonstrates the ability to communicate using appropriate professional writing (e.g., APA Style)	The written case study is essentially free of grammatical and typographical errors, Writing is generally consistent with professional standards (e.g., APA Style)	The written case study has multiple grammatical and typographical errors; and/or Written product lacks a professional voice; Numerous violations of APA Style
Overall Rating	Pass with Distinction: The majority of elements rated as Excellent	Pass: All elements rated as Good or Excellent	No Pass: One or more elements rated as Unsatisfactory

Appendix K: Internship Agreement
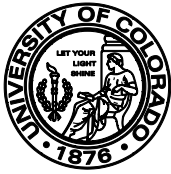
University of Colorado Denver

School of Education & Human Development
Downtown Denver Campus

Campus Box 106, P.O. Box 173364
Denver, Colorado 80217-3364
Phone: (303) 315-6315, Fax: (303) 315-6349

DOCTORAL SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

As the primary supervisor of _____ (name of the UNIVERSITY
OF COLORADO DENVER doctoral intern),
I _____ (name of primary supervisor),
agree to provide a doctoral psychology internship training experience for the intern at the following internship site:

NAME OF SITE: _____

ADDRESS OF SITE: _____

_____

PRIMARY SUPERVISOR PHONE: _____

PRIMARY SUPERVISOR EMAIL ADDRESS: _____

The term of this contract shall be from _____ **(mo/day/yr) to**

_____**(mo/day/yr) unless terminated by either party with reasonable and**

advance notice to the other.

The purpose of this internship experience is to socialize the intern with respect to professional psychology, and develop intern knowledge, skills, and dispositions in order to practice independently as a psychologist. Internships are designed to be sequential, cumulative, and graduated in complexity. As such, there will be increased expectations for the interns' performance in the core competencies as their knowledge, experience, and expertise grow and develop. This internship experience is also intended to further develop intern knowledge and skills associated with the School Psychology Program competencies of Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values, Attitudes, and Behaviors; Communication and Interpersonal Skills; Assessment; Intervention; Consultation and Interprofessional/Interdisciplinary Skills; Supervision; and Research (as applied to practice). By meeting the guidelines below, this internship also meets the "Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology" according to the National Register of Health Service Providers in Psychology. If the Site is not able to provide the Intern with the training experience agreed to below, the Site will notify the University Internship Supervisor.

The Internship Site and Supervisor Agrees:
1. The internship is an organized program of training that is sequential, cumulative, and graduated in complexity and is characterized by greater breadth and depth than the practicum experience designed to meet the needs of the Intern, and providing an extension of education and supervised training from the university program.

2. The internship agency employs a clearly designated doctoral-level psychologist, who:
(a) is currently licensed by the state regulatory board of psychologist examiners to practice at the independent level;
(b) has at least three years of experience as a psychologist and has been employed with the agency/district for at least one year prior to assuming supervisory responsibilities for an intern is required; and

(c) serves as primary supervisor and is responsible for the integrity and quality of the internship program.

3. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychologist examiners. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. For example, a district with only one licensed psychologist on staff may partner with another district or community agency that has licensed psychologists for this purpose. Such consortium agreements must ensure supervision of the intern by two or more school psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.

4. The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, counseling, applied research designed to meet the psychological, educational, and health needs of the clients, prevention and development of system supports and increasing capacity with culturally and linguistically diverse populations. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other that for which she or he was appointed.

5. The internship includes a minimum of 1,500 hours in activities described above.

6. The internship includes at least 600 hours in a school setting, as required by NASP and the Colorado Department of Education. This requirement is waived for Interns who are credentialed school psychologists or who have previously completed 600 supervised internship hours in a school-based site under the supervision of a doctoral level school psychologist.

7. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours.

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

9. In addition to the individual supervision, the intern spends at least two additional hours per week in scheduled group or individual supervision, conducted by an appropriate credentialed school psychologist or other mental health professional.

10. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of the agency who carry clinical responsibility for the cases being supervised.

11. The internship agency provides a dated written statement, brochure, or website that describes the goals and content of the doctoral internship program, states clear expectations for the quality of Interns' work, training, and supervision, and is made available in advance to prospective interns.

12. The internship agency provides a written statement outlining the agency expectations regarding the quantity and quality of the Intern's work and that includes information regarding salary, benefits, reimbursable travel, holidays, and other relevant data.

Internship compensation/stipend: $_____

Benefits: _____

Reimbursable travel: _____

Holidays: _____

Other relevant data: _____

13. Interns receive a formal, written evaluation minimally at the end of each university semester using the form provided by the University of Colorado Denver School Psychology Program.

14. Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent psychologists. Therefore, intern performance is discussed among the training partners: the internship site and the university.

15. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated, the University of Colorado Denver Program Director will be notified by the site supervisor.

16. Full-time internships are completed in no less than 10 months and part-time internships extend to no more than 24 months.

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

18. The intern engages in research activity, such as the evaluation of services delivered and the effectiveness of the intern's own training.

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

20. The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns/trainees such as professional development/inservice training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services.

21. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Programs utilizing any form of telesupervision should have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.

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

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

24. To inform the University of changes in internship Site policies, procedures and staffing that might affect the internship experience.

25. That the supervisor and intern will follow all legal and ethical codes of the profession as outlined by APA and NASP.

26. Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities, and access to administrative assistance, telephone services, office equipment and copying machines.

The University Agrees To:

1. Be actively involved in coordinating supervisory experiences during the internship. The university will maintain contact with the intern and the Site to ensure that duties and responsibilities are being met. As such, the University and its designated representative will be involved in any problems that arise between the intern and the internship Site. The University shall be notified immediately when a problem occurs, and the University shall work in conjunction with the internship agency in any subsequent decisions that affect the intern.

2. The University will also maintain a General Liability insurance policy that will include Professional Liability of the Intern.

3. University supervisors will act as a liaison between the Site and the University and will provide at least three field-based contacts during the internship experience.

The Intern Agrees To:
1. Act in accordance with the professional ethical codes of APA and NASP. Additionally, the intern is expected to comply with all policies and procedures of the internship Site and is expected to maintain confidentiality of all records and client information.

2. Obtain professional liability insurance prior to starting internship.

3. Develop an internship plan to be approved by the University internship supervisor. It is expected the plan will be consistent with program aims and guidelines as contained in the Program Handbook and with the internship training standards of outlined in this agreement.

4. Prepare a log of professional experiences that is reviewed by the Site supervisor on a weekly basis, and is submitted electronically for review by the University supervisor on a monthly basis.

5. Complete one behavioral case studies that align with NCSP requirements.

6. Initiate contact with the Site or university supervisors as required or needed.

7. Participate in the University-based internship seminar on a monthly basis.

APPROVAL:
Signatures:

Intern	Date

Field/Site Supervisor	Date

University Supervisor (or Designee)	Date

Appendix L: Internship Plan Template

UNIVERSITY OF COLORADO DENVER
School Psychology Program
Doctoral Internship Plan

All interns placed in non-accredited internship sites must develop an internship plan in cooperation with their internship supervisor at the start of the internship experience. The intern, site supervisor, and university supervisor must all approve this plan. Interns who are not completing an internship in a traditional school setting must identify internship goals and activities that address the program aims and competencies as it applies to the internship setting. Internship plans must be submitted for approval within the first two weeks of the start of internship.

Intern Name: _____**Date Form Completed:**_____

CU Denver Doctoral Internship Coordinator: _____**License #:** _____

Email: _____ **Phone #:** _____

INTERNSHIP INFORMATION

Primary Internship Site Name & Address:

_____

_____

Secondary Internship Site Name & Address:

_____

_____

Please adjust your internship plan according to whether you have one or two sites.

SUPERVISION

Primary Site Supervisor: _____ License #: _____

Secondary Site Supervisor: _____License #: _____

Additional Site Supervisor:_____ License #: _____

Additional Site Supervisor:_____ License #: _____

For the following section, verify that each requirement will be met. Note: These must all be checked in order for the internship opportunity to meet requirements of approved sites.

For every 40 hours of Internship Experience:

____ At least 2 hours of individual supervision by a licensed psychologist (face-to-face or tele-supervision)

____ At least 2 hours of Other Types of Supervision (e.g., individual or group supervision)

____ Regularly scheduled learning activities such as didactic seminars, inservices, grand rounds, etc.

____ At least 25% of the internship experience is direct client contact

____ At least 50% of supervision is provided by licensed psychologist(s) with at least 3 years post-licensure experience.

____ Direct observation of the intern as a means of evaluating performance and guiding supervision at least once per evaluation period

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Topics to be covered in supervision include:

____Discussion of services provided by the student;

____Selection of service or intervention plans for and review of cases or work units of the student;

____Discussion of and instruction in the use of progress monitoring and outcome data to inform decision-making

____Discussion of and instruction in theoretical concepts underlying the work;

____Discussion of and instruction in relevant psychological foundations underlying the work;

____Discussion of the management of professional practice and other administrative or business issues;

____Evaluation of the supervisory process by the student and the supervisor;

____Discussion of coordination of services among the professionals involved in the particular cases or work units;

____Discussion of relevant state laws and rules;

____Discussion of ethical principles including principles applicable to the work;

____Review of standards for providers of school psychological services; and

____Discussion of reading materials relevant to cases, ethical issues and the supervisory process.

<u>Schedule of Doctoral Internship</u>

Year(s) of Internship Placement: _____

Internship Schedule Site #1 (Days & Hours): _____

Start Date: _____**Anticipated End Date:** _____

Minimum Number of Hours to be On-Site per Week: _____

Paid? YES NO (circle) If paid, amount:_____

Internship Schedule Site #2 (Days & Hours): _____

Start Date: _____**Anticipated End Date:** _____

Minimum Number of Hours to be On-Site per Week: _____

Paid?   YES   NO (circle)   If paid, amount: _____

GOALS OF TRAINING (Attach additional sheet(s):

• You need to highlight the organized sequence of your internship program.

• Discuss how the internship is going to gradually *increase* and *build* upon your foundational knowledge and skill set over the course of the training year.

• Please outline all the duties you will be expected to do throughout the internship training, clearly indicating the nature of the activities and any related training. The table below may be helpful in this regard.

• It is recommended that you use the CU Denver Internship Evaluation Form to inform the writing of your goals. It might also be helpful to review brochures from internship sites of interest to you. Information from school-based sites can be particularly helpful. The APPIC website is a good resource (https://www.appic.org/). Once you find a site, look for their program brochure and use that as a model. The information below should also be considered.

The following are considered integral to the practice of school psychology. They are the skills the intern is learning to coordinate, manage and improve as they become independent. There should be opportunity to participate in ALL of the areas, with at least 10% and no more than 50% of the intern time in either

Assessment, Intervention, or Consultation. Services to children and youth should include various ages, cultural backgrounds and presenting problems/disabilities.

Assessment (formal/informal)	Family collaboration/intervention
Observation in natural environments	Inservice or other presentations
Counseling (individual/group)	Research/program evaluation
Academic intervention/Instructional consultation	Mental health consultation
Behavior analysis and intervention	Interagency case management
Crisis intervention/prevention	Educational/treatment planning
System-level prevention/intervention	Other:

The intern's competencies in each of the following areas will be assessed:
- Foundation in basic tenets of psychology (affective biological, cognitive, & social bases of behavior, human development)
- Assessment & data-based decision making
- Collaborative and consultative interventions
- Direct interventions, mental health services, and instructional supports
- Application of research to professional practices
- Culturally responsive, legal, ethical and professional practice
- Communication and interpersonal skills
- Professional values, attitudes, and behaviors

All parties have read and understand the agreement outlined in this student's doctoral internship plan.

The signatures below indicate that each party has agrees with the proposed internship plan.
Then you need to sign and have all supervisors sign the last page of your internship plan:

Intern Signature _____Date_____

Primary Site Supervisor Signature _____Date_____

Secondary Site Supervisor Signature _____Date_____

Additional Site Supervisor: _____Date_____

Additional Site Supervisor: _____Date_____

CU Denver Internship Coordinator Signature _____ Date_____

Appendix M: Internship Evaluation Form

UNIVERSITY OF COLORADO DENVER
School Psychology Program
Intern Performance Evaluation

Student Name: _____

Primary Supervisor Name: _____

Supervisor Phone: _____ Supervisor Email: _____

Placement Site: _____

Secondary Supervisor Name: _____

Supervisor Phone: _____ Supervisor Email: _____

Additional Placement Site (if applicable): _____

Date of Midterm Evaluation: _____ Date of Final Evaluation: _____

Directions: This performance evaluation is designed to promote ongoing constructive evaluation of critical professional competencies and to provide formative feedback to facilitate the development of our students' mastery of critical professional skills and competencies. This evaluation form is broken into two parts. In Part I, please circle the rating number associated with your trainee's current behavior. If you want to elaborate on a specific area, please feel free to write comments at the end of each section. There are no sharply defined lines between these ratings and assigned grades since professional development and growth is a continuous process. Thus, students at any specific level may have ratings both above and below average on critical performance skills. In Part II, please add your open-ended comments to each evaluation item and provide specific behavioral examples to support your comments.

Methods used in evaluating competency (check all that apply):

_____ Direct Observation (***required)***   ____Review of Audio/Video   ____Case Presentation

_____ Documentation Review   ____Supervision _____Comments from other staff/faculty

Part I Directions: Please use the following four-point rating scale to evaluate the Internship student's skill development. Circle or highlight the rating for each item. For those areas where you have had no opportunity to observe or the skill is not applicable to the setting, circle NO (option for Mid-term Evaluation Only).

> ## NOTE: WHITE rating area is for your MID-TERM evaluation
> ## GREY rating area is for your FINAL evaluation
> ## STUDENT IS RESPONSIBILE FOR RETAINING THIS FORM

4 – Proficient/Expert: Demonstrates exceptional skills in this area; similar to a seasoned practitioner
3 - Competent: Demonstrates independence in this area; ready for independent practice.
2 – Advanced Beginner: Beginning to demonstrate independence in task completion with supervision.
1 - Novice: Needs substantial improvement in this area; requires close supervision in this area
NO - No Opportunity to observe student in this area **(option for mid-term only)**

As indicated above, "3" is anchored as "Competent", i.e., the level expected at the end of internship and that of beginning professional psychologists, so students are expected to be ranked at a 3 or 4 in all areas by the end of internship. At mid-term, the MLA is a 2.
NOTE: This form is designed to provide interns with comprehensive, formal feedback on strengths and areas for growth. A score less than 2 at *midterm* will trigger the development of remediation Plan.
A score of less than 3 on an individual learning element or broad competency on the *final* evaluation will initiate the program's Due Process procedures. Interns must receive a rating of 3 or higher on all learning elements and broad competencies to demonstrate that they are prepared for entry level independent practice and licensure, and to successfully complete internship.

APA Profession Wide Competencies

Competency Area: Intervention	Rating (circle)
Establishes and maintains effective relationships with the recipients of psychological services	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Develops evidence-based intervention plans specific to service delivery goals	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Demonstrates the ability to apply the relevant research literature to clinical decision making	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation	1 2 3 4 NO N/A 1 2 3 4 NO N/A
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1 2 3 4 NO N/A 1 2 3 4
Comments:	

Competency Area: Assessment	
Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Communicates findings in an accurate and effective manner sensitive to a range of audiences	1 2 3 4 NO N/A 1 2 3 4 NO N/A
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1 2 3 4 NO N/A 1 2 3 4
Comments:	

Competency Area: Ethical and Legal Standards	
Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct	1 2 3 4 NO N/A 1 2 3 4 NO N/A
Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists	1 2 3 4 NO N/A 1 2 3 4 NO N/A

	Rating (circle)					
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Conducts self in an ethical manner in all professional activities	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A

Comments:

Competency Area: Cultural and Individual Diversity	**Rating (circle)**					
Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Integrates knowledge of individual and cultural differences in the conduct of professional roles	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A

Comments:

Competency Area: Professional Values, Attitudes, and Behaviors	**Rating (circle)**					
Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Actively seeks and demonstrates openness and responsiveness to feedback and supervision	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A

Comments:

Competency Area: Consultation and Interprofessional / Interdisciplinary Skills	**Rating (circle)**					
Demonstrates knowledge and respect for the roles and perspectives of other professions	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Applies knowledge about consultation in direct or simulated (e.g. role played) consultation	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Comments:						

Competency Area: Communication and Interpersonal Skills						
Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Demonstrates effective interpersonal skills and the ability to manage difficult communication well	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A

Comments:

Supervision

Apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees	1	2	3	4	NO	N/A
		1	2	3	4	

Comments:

Research

Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level	1	2	3	4	NO	N/A
		1	2	3	4	

Comments:

Program Specific Competencies

Demonstrates knowledge of general education, special education, educational and related services, including how the system works as a whole	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Demonstrates skill in identifying individuals or groups, ages birth to twenty-one, who may benefit from targeted interventions, instructional supports, and psychological services, using screening, progress monitoring, and other tools.	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Demonstrates the ability to plan and implement interventions at different level (e.g. individual, group, classroom, and systems level), including positive behavioral supports (e.g. classroom accommodations, FBAs, etc.).	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A
Demonstrates an understanding of school-based crisis intervention strategies (e.g., suicide risk assessment, threat assessment, crisis response, etc.) and provides crisis intervention as needed.	1	2	3	4	NO	N/A
	1	2	3	4	NO	N/A

Intern Performance Evaluation – Part II

Part II Directions*:* Please elaborate on each item and provide specific behavioral examples.

2. **Major accomplishments/achievements in the areas of assessment, consultation, intervention, and personal/professional development.**

Midterm:

Final:

2. Areas of demonstrated strength.

Midterm:

Final:

3. Areas needing improvement or enhancement.

Midterm:

Final:

4. Specific steps, actions, and/or experiences that will be taken to further address areas in need of improvement or enhancement.

Midterm:

Final:

I acknowledge that my supervisor has reviewed this evaluation with me.

_____

Intern Signature   Date

_____

Supervisor's Signature   Date

Appendix N: Professional Practice Case Study Evaluation Form

Professional Practice Case Study Rubric

Scoring Criteria		
Standard	**Effective (1 point)**	**Needs Development (0 points)**
Client Demographics 1.1	Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	Demographic information does not include sufficient information.
Consideration of Client Unique Characteristics 1.2	Assessment, intervention, and/or consultation practices consider unique individual characteristics.	Needs Development - Assessment, intervention, and/or consultation practices do not consider unique individual characteristics
Collaboration 1.3	Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.
Problem Solving Process 1.4	Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	The steps of the problem-solving process are not followed.
Professional Writing 1.5	Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
Protection of Client Privacy 1.6	Personal identifying information of the case study subject is redacted from the report.	Personal identifying information is not redacted from the report.
Problem Identification, 2.1	Information is gathered from multiple sources (e.g., Record review, Interview, Observation, and Testing [RIOT]).	Data are not gathered from multiple sources.
Problem Identification, 2.2	The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	The problem is not operationally defined. (e.g., it is reported as a categorical/ descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
Problem Identification, 2.3	Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).	Expected performance is not based on an appropriate source for comparison or is not included OR The difference between actual and expected levels of performance is not explicitly stated
Problem Identification, 2.4	The difference between actual and expected levels of performance is explicitly stated or described using baseline data.	Baseline data not provided and/or no difference between actual and expected levels of performance is stated.
Problem Analysis, 3.1	The problem behavior is hypothesized as a skill or performance deficit AND	There is no hypothesis regarding skill or performance deficit. OR

	Data are used to test the hypothesis.	Data are not used to test the hypothesis
Problem Analysis, 3.2	Using existing data, multiple, testable hypotheses to identify the cause of the problem are described.	Multiple hypotheses are not developed OR Hypotheses are untestable
Problem Analysis, 3.3	Each hypothesis is stated in observable/measureable terms.	Hypotheses are not stated in observable/measurable terms
Problem Analysis, 3.4	Hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis.	Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis
Problem Analysis, 3.5	A conclusive statement that formally describes the cause of the problem and leads to a logical intervention (e.g., evidence-based, linked to the data, etc.) is included.	A conclusive statement formally describing the cause of the problem is not included OR Does not lead to a logical intervention.
Intervention, 4.1	A single evidence-based intervention is implemented and linked to preceding sections with at least one citation included.	Intervention is not evidence-based (no research citations(s). OR Is not linked to preceding sections OR Multiple interventions are implemented simultaneously.
Intervention, 4.2	Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified.	Acceptability of the intervention by one or more stakeholders is not verified
Intervention, 4.3	The intervention is replicable: Intervention components are clearly described (i.e., independent variable) AND Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	The intervention is not replicable: Intervention components are not described (i.e., independent variable) OR Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
Intervention, 4.4	Skill or performance goals are: Described using the same metric as the dependent variables AND Achievable based on research or other data.	Skill or performance goals are: Described using a different metric as the dependent variables OR Not achievable or not linked to research or other data.
Intervention, 4.5	Progress is monitored and graphed for data based decision making (formative evaluation).	Progress is not monitored. OR Progress data are not graphed.
Intervention, 4.6	Treatment integrity/fidelity data are: Collected and reported AND Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: Collected or reported OR Used to describe intervention efficacy
Evaluation, 5.1	A single graph is depicted for the target behavior and includes the following elements: Baseline data AND Goal/Target indicator or aim line AND Treatment/progress monitoring data with	A single target behavior is presented on multiple graphs or relevant graphs are not included. The following components are not included in the graph: Baseline data OR Goal/Target indicator or aim line

	a trend line.	OR Treatment/progress monitoring data with a trend line.
Evaluation, 5.2	Adequate intervention data (i.e., typically 7 data points over six weeks) are collected to demonstrate level and/or trend under intervention conditions.	Insufficient data are collected to meaningfully interpret the results of the intervention
Evaluation, 5.3	Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective.	Visual or statistical analyses were not used OR The Intervention was ineffective
Evaluation, 5.4	Strategies for generalizing outcomes to other settings are described.	Strategies for generalizing outcomes to other settings are not described.
Evaluation, 5.5	Strategies for follow-up are developed.	Strategies for follow-up are not developed.
Overall Evaluation	Case study meets the minimum level of achievement (MLA) required to demonstrate competency (80% or 21/26 points)	.Case study does not meet MLA of at least 80% of above elements

Comments:
_____
_____
_____

Total points _____/26

(Students must achieve a minimum of 21 (at least 80%) indicating overall proficiency. If you do not meet this level of proficiency, your case will be returned to you and you will need to make revisions until it is acceptable. If elements are missing that cannot be added (e.g., no baseline data collected), you will need to complete a new case.

Appendix O: Capstone Project Topic Information

Form

School of Education & Human Development
UNIVERSITY OF COLORADO **DENVER**

Capstone Project Topic Information Form

Student's Name: _____

Capstone Project Topic: _____

Capstone Project Summary:

Research Questions:

Plans for Dissemination of findings (both a presentation and publication are required): -
_____

The following faculty member will act as the lead supervisor of the Capstone Project listed above:

Faculty Member's Name: _____

Signature: _____

Date: _____

I acknowledge that IRB procedures may be required for this Capstone Project and, if necessary, I take responsibility for their complete and accurate implementation.

Capstone Project Student: _____

Signature: _____

Date: _____

Program Director's Initials: _____

Appendix P: Capstone Evaluation Form

School of Education & Human Development
UNIVERSITY OF COLORADO **DENVER**

Doctor of Psychology in School Psychology
Capstone Evaluation Form

Student's Name: _____

Title of Capstone: _____

Committee Chair: _____

Committee Members: _____

_____

_____

The following rubric is to be used for evaluation of the quality of School Psychology PsyD Capstones. Each chapter of the capstone, to be meet the minimum level of achievement, must achieve, or be rated at Performance Level 3 or 4. Failure to meet these standards requires rewrites until the standards are met.

Chapter 1/ Introduction: Articulation and originality of a question of interest/ Problem statement	☐ 4-Advanced	☐ 3-Proficient	☐ 2-Developing	☐ 1-Beginner
	The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/field is demonstrated. • Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research regarding the topic. • A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented.	The problem statement is presented and articulated in a clear and unique way. • The importance of the research is presented and relationships between concepts and/or variables under study are examined. • A new perspective on previous research is presented.	The problem statement is presented and begins to describe the topic of study. • Shows limited distinctiveness in the area of study. • The importance of the research is minimally presented	The problem statement lacks articulation and does not describe the issue under study. • The problem statement mimics previous work and lacks uniqueness

Chapter 2/ Literature Review	☐ 4-Advanced	☐ 3-Proficient	☐ 2-Developing	☐ 1-Beginner
	Literature review presents in an accurate and comprehensive manner the status of current research literature on the topic under study. • Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/profession. • Identifies gaps where further research is needed. • Establishes a theoretical framework for investigating those gaps and questions	Literature review presents status of current research literature on the topic under study. • Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/profession. • Begins to establish a theoretical framework for the current research questions and gaps in literature.	Limited discussion of status and gaps in current research literature on the topic. • Limited establishment of theoretical framework for current research. • Topic, question, or hypothesis is simply stated.	Does not discuss status or gaps in current research literature. • Literature review does not establish a theoretical framework.
Chapter 3/ Methodology	☐ 4-Advanced	☐ 3-Proficient	☐ 2-Developing	☐ 1-Beginner
	An understanding of the methodology's suitability to the dissertation as contribution to knowledge is demonstrated. • Presents and assesses the suitability of the methodology to the topic	Presents a methodology suitable and systematic for the topic.	Limited discussion of suitability of methodology for collection of data.	Does not discuss a methodology for collection of data or developing a product.
Chapter 4/ Results	☐ 4-Advanced	☐ 3-Proficient	☐ 2-Developing	☐ 1-Beginner
	Results of the data collection are presented in an objective manner. • Results of the data analyses use techniques that describe the data and reveal meaningful relationships that exist in the data. • The results are interpreted, which allows for a speculation on	Results are presented in an objective manner. • Results of the data analyses are described limitedly to reveal meaningful relationships that exist in the data.	Results are simply stated in an objective manner.	Does not present results of the data analyses.

	new/hidden relationships.		

Chapter 5/ Discussion & Implications	☐ 4-Advanced	☐ 3-Proficient	☐ 2-Developing	☐ 1-Beginner
	Complete discussion of analysis of results from many different perspectives in a scholarly and objective manner. • Conclusions clearly follow from results, are accurately described in detail in terms of data analysis, and show methodological and conceptual rigor. • Fully accounts for the study's clinical, professional, and academic implications. Understand the place of the study in history and meanings associated with research on topic. Is capable of using the current study as a platform for discussion of the topic globally and historically. • Fully describes possible limitations to research methodology, alternatives for operational definitions of constructs, and possible researcher influences. Connects these limitations clearly to outcomes and results. Designs changes to study that would account for the above-mentioned limitations	Results are analyzed in an objective manner, employing several different perspectives on the same data. • Conclusions follow from results and are explained in terms of the analysis of the data, which shows methodological and conceptual rigor. • Addresses at least two of the following areas: Clinical, professional, or academic implications. • Can describe the significance of the study within the contextual history of research on the topic. • Discusses possible limitations in research methodology. Connects these limitations to results and possible implications of results. • Makes only a limited attempt to describe changes which would strengthen the study	Conclusions follow from the results and are explained in terms of the analysis of the data. • Addresses only one of the following areas: Clinical, professional, or academic implications. • Shows limited awareness of the study's applicability to the topic. • Shows a lack of awareness of at least one major area of limitation in the research methodology and/or findings. • Cannot or does not recognize how the current study may be improved.	An analysis of the results is not present. • Conclusions do not clearly follow from the results. • Does not discuss either the clinical, professional, or academic implications. Shows no awareness of place of current study in the body of knowledge on the topic. • Does not discuss either the limitations of research methodology, findings, or implications of these limitations with regard to the study's efficacy and value.

References & Appendices		☐ 3-Proficient	☐ 2-Developing	☐ 1-Beginner
		Uses in-text	Missing some in-text	Multiple problems

		3-Proficient	2-Developing	1-Beginner
		citations; all references cited on reference page; strong research sources; appendices include all instruments and protocols (if necessary).	citations; some references omitted on reference page; mediocre research sources (e.g. websites instead of published articles); appendices lack instruments, protocols or permission letters	with citations and references and/or multiple missing appendix items.
Academic Writing		☐ 3-Proficient	☐ 2-Developing	☐ 1-Beginner
		Uses own words for clear description; concise style; sentence structure, word choice and professional tone/style are used consistently. Grammar, spelling, punctuation and organization are flawless, appropriate use of quotations; Headings logical and well labeled; spacing & paragraphs appropriate; page numbering accurate; uses appropriate font; APA (6th edition) format is consistent and correct throughout entire paper	Style is inconsistent, relies too much on quotes and/or lacks clarity; uses colloquial language; word choice and style not professional; Minor corrections in grammar, spelling, punctuation, and/or typographical errors; minor syntax or quotation flaws; Minor lapses in format of the paper, including spacing, paragraph use, page number and font; A few errors in APA format and/or citation style.	Does not achieve a coherent, professional style; uses too much colloquial language; too wordy and/or unclear; Multiple errors in grammar, spelling, punctuation, quoting and/or syntax; Significant problems with headings, spacing, paragraphs pagination or font; Significant errors in APA format, or inconsistent application of APA format.
Dissemination of Findings	☐ Presentation		☐ Publication	

Additional Comments:

Appendix Q: SEHD Student Honor Code

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT STUDENT HONOR CODE

The School of Education & Human Development is committed to the Honor Code of the University of Colorado Denver.

A university's reputation is built on a standing tradition of excellence and scholastic integrity. As members of the CU Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work and internships associated with the University.

SEHD Student Honor Code

Education at CU Denver is conducted under the honor system. All students entering an academic program should have developed the qualities of honesty and integrity, and each student should apply these principles to his or her academic and subsequent professional career. All students are expected to achieve a level of maturity which is reflected by appropriate conduct at all times. The type of conduct which violates the School of Education & Human Developments Student Honor Code may include but is not limited to the following:

Academic Dishonesty
1. Plagiarism
2. Cheating
3. Fabrication, falsification and deception
4. Multiple submissions
5. Misuse of academic materials
6. Complicity

Violation of any University of Colorado Denver or School of Education & Human Development policy
7. Intoxication
8. Unprofessionalism
9. Disruptive or disorderly conduct or any violation of the Student Code of Conduct

Academic Dishonesty

Students are expected to know, understand, and comply with the ethical standards of the University. In addition, students have an obligation to inform the appropriate official of any acts of academic dishonesty by other students of the University. Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements.

Plagiarism

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. The incorporation of another person's work into one's own required appropriate identification and acknowledgment, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:

1. Word-for-word copying of another person's ideas or words.
2. The mosaic (the interspersing of one's own words here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
4. Fabrication of references (inventing or counterfeiting sources).
5. Submission of another's work as one's own.
6. Neglecting quotation marks on material that is otherwise acknowledged.

Acknowledgment is not necessary when the material used is common knowledge.

Cheating

Cheating involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. Some examples of cheating include:

1. Copying from another's paper or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material;
2. Using any electronic, or digital, or technological or other device when its use has been disallowed;
3. Collaborating with another student or students during an academic exercise without the consent of the instructor.

Fabrication, Falsification and Deception

Fabrication involves inventing or counterfeiting information, e.g., creating results not obtained in a study or research. Falsification, on the other hand, involves deliberately altering or changing results to suit one's needs in an experiment or other academic exercise. Deception is providing false information or knowingly withholding information.

Multiple Submissions

This is the submission of academic work for which academic credit has already been earned, when such submission is made without instructor authorization.

Misuse of Academic Materials

The misuse of academic materials includes, but is not limited to, the following:

1. Stealing or destroying library or reference materials or computer programs;
2. Stealing or destroying another student's notes or materials, or having such materials in one's possession without the owner's permission;
3. Receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor;
4. Illegitimate possession, disposition, or use of examinations or answer keys to examinations.
5. Unauthorized alteration, forgery, or falsification;
6. Unauthorized sale or purchase of examinations, papers, or assignments.

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Complicity in Academic Dishonesty

Complicity involves knowingly contributing to another's acts of academic dishonesty.

Intoxication

This is defined as being under the influence of drugs or alcohol in any University setting, classroom setting, practicum/internship, professional development school/site, computer lab or shared student space that compromises the student's ability to learn and participate in educational activities, interferes with the learning process of other students and/or customers and clients of the School of Education & Human Development. Students who have difficulties with alcohol and/or other substances may seek assistance from services available on campus such as the CU Denver Student/Community Counseling Center.

Unprofessional Behavior

Any conduct including electronic communications, both on and off campus, that interfere with the student's ability to maintain professional standards as defined in program handbooks, professional codes of ethics, University policies or procedures or reflects poorly on the student, School of Education & Human Development or University is prohibited.

Disruptive or Disorderly Conduct

Disruptive or disorderly conduct in any University setting or partner setting, such as the disregard of rights of faculty, staff, administration and peers, threatening behaviors in any medium of communication and sexual harassment are examples of disruptive and disorderly conduct and a violation of the University Code of Student Conduct is prohibited. The Code of Student Conduct can be found by visiting the Office of Community Standards and Wellness website at https://www.ucdenver.edu/student/health-wellness/student-conduct.

All proceedings concerned with academic dishonesty are confidential to the extent permitted by law.

A student accused of academic dishonesty has the right to:

- admit to the charges and accept the penalty imposed by the instructor. If the student admits to the charges, the faculty member will invoke an appropriate penalty, which could include the issuance of a failing grade in the course. If the faculty member believes further action is warranted, then the faculty member may request a hearing of the Academic Ethics Committee, which will determine if further action is necessary;
- dispute the charges or the penalty by following the Student Academic Appeal process.

Procedures for faculty encountering academic dishonesty
In order to facilitate the accusation process, it is suggested that faculty members include in their syllabi a statement concerning their policy on matters of academic dishonesty.

A. A faculty member who suspects that a student may be guilty of academic dishonesty should react quickly. S/he should gather as much evidence as possible as rapidly as possible: e.g. gathering names of and impressions from potential witnesses, listing potential references that may have been plagiarized, or retaining any hard copies of evidence, such as "cheat sheets" or tests that might have been copied and/or copied from. S/he should commit as many details of the incident to writing as quickly as possible as details regarding an incident can be quickly forgotten.
B. When a faculty member has evidence suggesting that a student is guilty of academic dishonesty, the student should be confronted with the evidence at a meeting, preferably held in the faculty member's office within five (5) working days of the discovery of the alleged incident.

C. After the meeting described above, the faculty member should determine the appropriate penalty for the act of dishonesty. This penalty, as determined by the faculty member, may be a failing or zero grade for the assignment in question or a failing grade in the course. The penalty should be consistent with any information published in the faculty member's syllabus. If the faculty member feels that issuance of a failing grade is an insufficient penalty, then the faculty member may request a formal meeting the Associate Dean over SEHD academic program.

D. After determining the appropriate penalty, the faculty member should present the student with a written letter describing the alleged violation. Copies of this letter should be given to the student's faculty advisor, the Associate Dean of academic programs and a copy should be place in the student's file housed within the Student Services Center.

This letter must include:

- a detailed description of the incident that resulted in the allegation of academic dishonesty;
- a statement of the penalty that will be imposed on the student;
- attachment: The SEHD Student Academic Appeal Process

Procedures for faculty that encounter violations of policies other than academic dishonesty
Violations of the student honor code that are unrelated to academic dishonesty should also be considered serious and reported to the School of Education & Human Development Associate Dean for Academics. The appropriate offices including campus police, CU Denver Office of Community Standards and Wellness and other appropriate offices may be contacted to report the violation. Consequences and outcomes will be determined by the appropriate parties given the severity of the offense.

Appendix R: Office of Graduate Education Academic Grievance and Appeals Process

OFFICE OF GRADUATE EDUCATION
ACADEMIC GRIEVANCE AND APPEALS PROCESS

The following procedures address those student appeals and grievances arising from suspension, termination/dismissal, or denial of progression based on unsatisfactory academic performances from the Graduate School or its programs.

The intent of the academic appeal procedure is to assure fairness and due process to all involved parties. Good faith efforts should always be made by students, faculty, and administration to settle all appeals, complaints, and grievances on an informal basis. These efforts will include conferences between the persons directly involved and others whom these persons believe to be able to help solve the problems.

Definitions
Students may find themselves terminated from a graduate program for a number of reasons. Sometimes the language and policies behind the termination can be confusing. These definitions are provided to shed some light on the nuances between terms.

- Suspension – Removal of the student from the graduate program for a defined period of time and/or the specification that a student must fulfill certain requirements before readmission or re-instatement will be considered. While suspended the student is not entitled to attend classes, use University facilities, participate in University activities, or be employed by the University. Special conditions may be stipulated for reinstatement at the conclusion of the period of reinstatement of the period of suspension. The student is not in good standing with the University during the term of the suspension.

- Termination/dismissal – Terms used synonymously to refer to a student being withdrawn from a graduate program graduate education. Official notification is sent to students by email and US mail. Students terminated have the right to appeal their dismissal in writing within one week per this policy. As with a suspension, the student is no longer entitled to attend classes, use University facilities, participate in University activities, or be employed by the University as a student.

- Denial of Progress – Students failing to meet program progression criteria, with course failures, too many incomplete grades, or some other programmatic issue, would fall into this category. Students in this category are may be suspended or terminated/dismissed and be defined by the corresponding criteria above.

  Graduate programs and students should have an open communication with one another. Graduate programs have developed programmatic handbooks to assist students through their graduate studies. Students are responsible for following the policies and procedures as outlined 2 in the Office of Graduate Education and program handbooks and rules. Ignorance of the guidelines and procedures will not constitute an affirmative defense in an appeals process.

General Procedures

1. The student should be informed in writing by the relevant instructor, faculty committee, Program Director, or administrator (e.g., Dean or Assistant Dean) that he/she is not meeting the academic requirements to continue in the graduate program. Written notices of course failures, unsatisfactory program progress, and intent to request dismissal or suspension from the Graduate School are distributed to the involved student, the student's academic advisor, the Program Director, the program progression's committee (if present), and the Assistant Dean of the Graduate School.

2. Should the student disagree with the decision made by the faculty, committee, Program Director, or administrator regarding course failure or intent to terminate progression in the program based on unsatisfactory academic performance, the student should initiate a conference with the involved person(s) to determine if the disagreement can be resolved within 2 weeks.

3. If the results of the first conference are not acceptable to the student, the student informs the involved faculty within 1 week and requests a conference with the involved faculty and Program Director or school administrator. NOTE: This step is required only in situations in which the Program Director and/or school administrator have not already approved or concurred with the initial notice of failure or intent to terminate.

4. If the consensus of the program is still that the student should be terminated/dismissed or suspended, the Program Director or Chairperson notifies the Graduate School Assistant Dean and recommends the student's dismissal or suspension. The email or letter outlines the reason for the dismissal or suspension and steps taken to date. If suspension is recommended, the recommendation also includes specific criteria for term of the suspension and requirements for reinstatement.

5. The Assistant Dean will review the student's academic record and submitted information from the program to ensure that the student has received due process. If the student's academic record and/or submitted information support termination/dismissal, the student will be dismissed from the program and the Graduate School. If suspension is recommended and supported by the academic record and submitted information, the student will be suspended per the request. The student will be notified by email and US mail. The program will be notified by email.

Written Appeal Procedure

1. Should the student wish to appeal the Assistant Dean's decision, the student should submit a written response to the Dean within 1 week of receiving the written notice of suspension or termination/dismissal. The appeal should include rationale for the appeal 3 and desired outcome. The student also may request a personal interview with the Dean to discuss the situation after they have submitted their written appeal.

2. The final decision rests with the Dean of the Graduate School. At the Dean's discretion, he/she may discuss the Assistant Dean's decision with the involved faculty

and student's program, as well as any other persons affected by the recommended resolutions.

3. The Dean will notify the student of her/his decision by email and certified U.S. mail within 5 working days of submission of the appeal or interview with the student (whichever falls last). The decision of the Dean is final.

4. If the student is suspended, terminated/dismissed, or otherwise unable to continue his or her academic studies either temporarily or permanently because of disciplinary or other action, the Dean shall notify the appropriate CU Registrar of the change in the student's academic status and order the Registrar to suspend the student's registration.

Appendix S: Non-Discrimination Policy

Non-Discrimination

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The university takes action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

Qualification for the position and institutional need shall be the sole bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of institutional need, fiscal constraints, and/or, in the case of exempt professionals, the rational exercise of administrative prerogative.

All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education.

History: Amended November 8, 2001; September 17, 2013; April 17, 2015, November 6, 2015. (Law of the Regents, Article 5D)

Title IX Notice of Non-Discrimination

The University of Colorado Denver | Anschutz Medical Campus ("the University") is committed to maintaining a positive learning, working and living environment. The University prohibits discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

The University prohibition against any act of sexual misconduct or related retaliation applies to all students, faculty, staff, contractors, patients, volunteers, affiliated entities, and other third parties and applies to conduct that occurs on campus and off-campus conduct, including on-line or electronic conduct as noted in the University policy. Violations may be subject to disciplinary action. The University will consider what appropriate potential actions should be taken.

The University employs trained staff members who have responsibility for Title IX compliance. The Title IX Coordinator oversees the development, implementation, and evaluation of Title IX policies, procedures, and training efforts and will refer all reports to a trained Title IX Investigator.

To submit a concern, please fill out the online form at https://www1.ucdenver.edu/offices/equity/resolutions/make-a-report, or to ask further questions about Title IX, please contact the University Title IX Coordinator:

Elizabeth Schrock, Title IX Coordinator
Lawrence Street Center, 1380 Lawrence Street, 12th Floor, Denver, CO 80204
Phone: 303-315-2567
Email: equity@ucdenver.edu