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**RECORD OF PROGRESS**  
**Ph.D. in Clinical Psychology**  
**University of Virginia**  
**SEHD Combined Program in Clinical and School Psychology**

*Note: This document does not include all program policies and procedures as specified in the Student Handbook. This document serves as a guide and record for major program requirements and milestones.*

Name: \_\_\_\_\_  
                    First                                    Middle                                    Last

Advisor: \_\_\_\_\_ Date admitted to program: \_\_\_\_\_

Undergraduate institution: \_\_\_\_\_

Graduate institution: \_\_\_\_\_

GRE scores: Verbal \_\_\_\_\_ Quantitative \_\_\_\_\_ Analytical \_\_\_\_\_ Psychology \_\_\_\_\_

Permanent Address: \_\_\_\_\_  
\_\_\_\_\_

Current Local Address: \_\_\_\_\_  
\_\_\_\_\_  
cell number \_\_\_\_\_

1. **MASTER'S EXAMINATION** (pre-dissertation proposal due July 1 of first year).

***Advisor must initial:*** \_\_\_\_\_

\_\_\_\_\_ Pass M.Ed. examination                      \_\_\_\_\_ M.Ed. not applicable

2. **PREDISSERTATION RESEARCH PROJECT** (absolute deadline: July 1 of second year)

Date proposal approved: \_\_\_\_\_ Date submitted to journal: \_\_\_\_\_ Date presented: \_\_\_\_\_

Pre-dissertation title (please print): \_\_\_\_\_  
\_\_\_\_\_

Signature/research supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature/2<sup>nd</sup> reader: \_\_\_\_\_ Date: \_\_\_\_\_

3. **PROGRAM OF STUDY** (the Ph.D. program requires continuous enrollment. If no credit is earned in a given semester, you must reapply. All requirements must be completed within four years after comprehensive examinations and within seven years of admission to the Ph.D.)

| <b>Discipline-specific Knowledge: Category 1</b>  |           |  |
|---|-----------|--|
| <b>History and Systems</b>  |           |  |
|   | EDHS 8640 | Principles of Psychotherapy (with History & Systems module)  |
|   |           | Other:   |
| <b>Discipline-specific Knowledge: Category 2</b>  |           |  |
| <b>Biological Aspects of Behavior</b>   |           |  |
|   | EDHS 8680 | Developmental Cognitive Neuroscience                         |
|   |           | Other:   |
| <b>Cognitive Aspects of Behavior</b>  |           |  |
|   | EDHS 8680 | Developmental Cognitive Neuroscience                         |
|   |           | Other:   |
| <b>Social Aspects of Behavior</b>   |           |  |
|   | EDHS 8742 | Social and Affective Processes in Human Development          |
|   |           | Other:   |
| <b>Affective Aspects of Behavior</b>  |           |  |
|   | EDHS 8742 | Social and Affective Processes in Human Development          |
|   |           | Other:   |
| <b>Developmental Aspects of Behavior (1 course required, or equivalent)</b>   |           |  |
|   | EDLF 5160 | Life Span Development  |
|   | EDLF 7200 | Child Development  |
|   |           | Other:   |
| <b>Discipline-specific Knowledge: Category 3</b>  |           |  |
| <b>Advanced Integrative Knowledge in Scientific Psychology</b>  |           |  |
|   | EDHS 8680 | Developmental Cognitive Neuroscience                         |
|   | EDHS 8742 | Social and Affective Processes in Human Development          |
|   |           | Other:   |
| <i>This requirement may also be filled by another advanced class with permission from advisor and faculty</i>   |           |  |
| <b>Discipline-specific Knowledge: Category 4</b>  |           |  |
| <b>Research Design and Methodology, Statistics, and Measurement (4 courses)</b>   |           |  |
|   | EDLF 7300 | Foundations of Educational Research                          |
|   | EDLF 7420 | Quantitative Methods II: General Linear Model                |
|   | EDLF 8310 | Quantitative Methods III: Generalized Linear Models          |
|   | EDLF 8350 | Statistics IV (or an alternative, advanced statistics class) |
| <i>Alternative advanced statistics class options:</i>   |           |  |
|   | EDLF 7404 | Qualitative Analysis   |
|   | EDLF 8361 | Structural Equation Modeling                                 |
|   | EDLF 7402 | Program Evaluation   |
|   | EDLF 8360 | Multi-level Modeling   |
|   |           | Other:   |
| This requirement may also be filled by another advanced class in design and methodology, statistics, and measurement with permission from advisor and faculty |           |  |
| <b>Clinical/School Core (all courses required)</b>  |           |  |
|   | EDHS 6010 | Diversity Issues in Clinical Psychology                      |

|  |           |   |
|--|-----------|---|
|  | EDHS 7630 | Issues in Professional Psychology   |
|  | EDHS 7640 | Cognitive Assessment  |
|  | EDHS 7680 | Psychopathology   |
|  | EDHS 8640 | Principles of Psychotherapy   |
|  | EDHS 8660 | Personality Assessment  |
|  | EDHS 8670 | Behavioral, Emotional, and Social Assessment of Children                        |
|  | EDHS 8710 | Psychological Consultation & Clinical Supervision                               |
|  | EDHS 8730 | Family Therapy: Theory and Techniques   |
|  | EDHS 8750 | Psychological Intervention and Consultation in Schools                          |
|  | EDHS 8772 | Advanced Psychotherapy: Evidence-informed Clinical Decision-making and Practice |
|  | EDHS 9761 | Child Therapy   |

Notes:

**Course Registration Plan – Clinical and School Psychology -Boldface courses are basic program requirements.**

| Requirement or course               | Year 1 - Fall | Year 1 – Spring | Year 1- Summer | Year 2 - Fall | Year2 - Spring | Year 2 - Summer | Year 3 - Fall | Year 3- Spring |
|-------------------------------------|---------------|-----------------|----------------|---------------|----------------|-----------------|---------------|----------------|
| <b>Biological Bases</b>             |               |                 |                |               |                |                 |               |                |
| <b>Cognitive Bases</b>              |               |                 |                |               |                |                 |               |                |
| <b>Social Bases</b>                 |               |                 |                |               |                |                 |               |                |
| <b>Affective Bases</b>              |               |                 |                |               |                |                 |               |                |
| <b>Developmental Bases</b>          |               |                 |                |               |                |                 |               |                |
| <b>Advanced Integrative</b>         |               |                 |                |               |                |                 |               |                |
| <b>Fnds of Ed Res</b>               |               |                 |                |               |                |                 |               |                |
| <b>Quant Methods II</b>             |               |                 |                |               |                |                 |               |                |
| <b>Quant Methods III</b>            |               |                 |                |               |                |                 |               |                |
| <b>Stat – 4<sup>th</sup> course</b> |               |                 |                |               |                |                 |               |                |
| <b>Diversity Issues</b>             |               |                 |                |               |                |                 |               |                |
| <b>Psychopathology</b>              |               |                 |                |               |                |                 |               |                |
| <b>Profess. Issues</b>              |               |                 |                |               |                |                 |               |                |
| <b>Cognitive Assess.</b>            |               |                 |                |               |                |                 |               |                |
| <b>Principles of Psychoth.</b>      |               |                 |                |               |                |                 |               |                |
| <b>Pers Ass.</b>                    |               |                 |                |               |                |                 |               |                |
| <b>Emot., Beh., Soc. Ass.</b>       |               |                 |                |               |                |                 |               |                |
| <b>Consult &amp; Supervision</b>    |               |                 |                |               |                |                 |               |                |
| <b>Family Therapy</b>               |               |                 |                |               |                |                 |               |                |
| <b>History and Systems</b>          |               |                 |                |               |                |                 |               |                |
| <b>School Intervent.</b>            |               |                 |                |               |                |                 |               |                |
| <b>Child Therapy</b>                |               |                 |                |               |                |                 |               |                |
| Special Ed classes                  |               |                 |                |               |                |                 |               |                |
| Electives                           |               |                 |                |               |                |                 |               |                |
| Practicum                           |               |                 |                |               |                |                 |               |                |
| Research                            |               |                 |                |               |                |                 |               |                |

Note: By fourth year, students should have completed formal coursework and typically register only for School Psychology Internship and/or Dissertation

4. **PRACTICA**

| Year | Site | Supervisor |
|------|------|------------|
|      |      |            |
|      |      |            |
|      |      |            |
|      |      |            |
|      |      |            |

5. **RESEARCH** (specify courses and activities)

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6. **SCHOOL PSYCHOLOGY CERTIFICATION** \_\_\_\_\_ Yes \_\_\_\_\_ No

Coursework:

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*Other:*

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Program Director

Date

## SCHOOL PSYCHOLOGY INTERNSHIP

Dates: \_\_\_\_\_ to \_\_\_\_\_

Setting: \_\_\_\_\_

Program Director: \_\_\_\_\_

## PRAXIS EXAMINATION

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

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

### 7. APPROVAL OF THE PROGRAM OF STUDY (must be signed at end of first year)

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

### 8. GROUP COUNSELING/THERAPY TRAINING EXPERIENCE (describe)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

### 9. TEACHING/PROFESSIONAL PRESENTATION EXPERIENCE (describe)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

10. **DOCTORAL COMPREHENSIVE EXAMINATION**

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

Passed \_\_\_\_\_

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

11. **APPOINTMENT OF DISSERTATION COMMITTEE** (minimum of four UVa faculty appointed to the rank of assistant professor or higher, including one from your program area and at least one from outside the department ["outside member"]. To complete these appointments, fill out an orange Committee Appointment Card, and fill in below.)

Dissertation credit: Must maintain continuous enrollment in EDHS 9999, Dissertation Research, for a minimum 12 hours beginning in the spring of third year and continuing to graduation.

Chair: \_\_\_\_\_  
Print Name

Members:

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name



12. **DISSERTATION PROPOSAL**

Title (please print): \_\_\_\_\_

\_\_\_\_\_

Outcome of proposal defense: \_\_\_\_\_ Pass \_\_\_\_\_ Fail Date: \_\_\_\_\_

Signatures of committee members (minimum of four)

Chair: \_\_\_\_\_

Print Name

Signature

Outside Member: \_\_\_\_\_

Print Name

Signature

Members: \_\_\_\_\_

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

13. **SUBMITTED FOR REVIEW BY THE COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS**

\_\_\_\_\_

Dissertation Chair

\_\_\_\_\_

Date

14. **ADVANCED TO CANDIDACY**

\_\_\_\_\_

Advisor

\_\_\_\_\_

Date

15. **APPROVAL TO APPLY FOR INTERNSHIP** (deadline October 15 of fourth year.  
All steps listed above must be completed before application for internship can be made)

\_\_\_\_\_

Advisor

\_\_\_\_\_

Date

16. **ANNOUNCEMENT OF DISSERTATION DEFENSE** (defense must be announced 14 days ahead, including list of committee members, date, location, time, and abstract. The final copy of the dissertation must be distributed 14 days before the defense. Defense is open to all faculty and students. This defense serves as the final examination.)

Submitted to SEHD Admissions Office:

\_\_\_\_\_  
Sheilah Sprouse

\_\_\_\_\_  
Date

17. **DISSERTATION DEFENSE** (all requirements other than internship must be satisfied before the defense; all committee members must verify successful defense on Record of Progress).

Title (please print): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outcome of final defense: \_\_\_\_\_ Pass \_\_\_\_\_ Fail Date: \_\_\_\_\_

Signatures of committee members:

Chair: \_\_\_\_\_

Print Name

Signature

Outside Member: \_\_\_\_\_

Print Name

Signature

Members: \_\_\_\_\_

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

18. **PERIOD OF FULL-TIME RESIDENCE** (three years; minimum two consecutive semesters, 12 hours per semester, beyond master's, plus one year full-time dissertation work)

Dates: \_\_\_\_\_ to \_\_\_\_\_

Signature of Program Director: \_\_\_\_\_

19. **CLINICAL INTERNSHIP**

Dates: \_\_\_\_\_ to \_\_\_\_\_

Setting: \_\_\_\_\_

Name of Internship Training Director: \_\_\_\_\_

\_\_\_\_\_  
Director of Clinical Training

\_\_\_\_\_  
Date

20. **COMPLETION OF CLINICAL LOGS**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Clinical Training

21. **APPLICATION FOR DEGREE** (Submitted to SEHD. Check Graduate Record for deadlines. Note: You must be registered for credit, on Grounds, during the semester in which you hope to graduate.)

Date submitted: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

22. **APPROVAL OF DISSERTATION** (title and signature page)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sheilah Sprouse

23. **FINAL REVIEW OF THE RECORD OF PROGRESS BY THE DIRECTOR OF COMBINED CLINICAL AND SCHOOL PSYCHOLOGY PROGRAM**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director

## ANNUAL STUDENT REVIEW

Name:

Academic Advisor:

Research Supervisor:

Date:

Current clinical Supervisor(s):

1. List semester courses and grades for past three semesters:

| Spring 2021 |       | Summer 2021 |       | Fall 2021 |       |
|-------------|-------|-------------|-------|-----------|-------|
| Course      | Grade | Course      | Grade | Course    | Grade |
|             |       |             |       |           |       |
|             |       |             |       |           |       |
|             |       |             |       |           |       |
|             |       |             |       |           |       |
|             |       |             |       |           |       |
|             |       |             |       |           |       |

2. List all upcoming courses that you plan to take in 2022:

| Spring 2022 | Summer 2022 | Fall 2022 |
|-------------|-------------|-----------|
|             |             |           |
|             |             |           |
|             |             |           |
|             |             |           |
|             |             |           |

4. Describe what you are doing this year to meet the program's requirements for 10 hours per week of research activity. What is the status of your pre-diss/dissertation work? What steps are next? Provide a timeline.

5. As of what date are your **research** logs on file and up to date in the record of progress?

6. Describe your practicum experiences this year. Indicate how many hours per week you spend on practicum activities. **Make sure that your supervisor has completed your midyear evaluation and returned it to Matt.**
7. As of what date are your **clinical** logs on file and up to date?
8. What have you done (or do you plan to do) to meet requirements for a **teaching** experience and a **group** experience?
9. Evaluate your strengths and indicate areas of needed growth in the coming year.
10. What clinical experiences do you hope to obtain (e.g., populations, age groups, theoretical orientations, etc.) next year or at some point before you leave?
11. Do you have unusual financial needs? If so, describe.
12. Anything else you would like the faculty to know?

**MEMORANDUM OF UNDERSTANDING**  
**Student Activities with Collaborating Faculty**  
**Combined Program in Clinical and School Psychology**

UVA-SEHD Combined Program in Clinical and School Psychology faculty are cognizant of the great contribution made by faculty from other units of the university and external agencies who provide clinical and research opportunities for our students. In order to ensure that there is clarity of understanding between outside collaborating faculty, students, and the program, we are requesting that this memorandum be completed; it outlines the expectations and scope of duties for students from the program.

Students may not begin work with a collaborating adjunct faculty member until this plan has been developed and found to be agreeable to the collaborating faculty member, the student, and the student's advisor. Copies of this signed agreement should be made available to all parties, and one copy must be kept in the student's file. The student is responsible for ensuring that this form is completed and that signatures are obtained and properly filed. Any subsequent changes to the agreement, such as changes in duties, hours, or projected end date, require amendment of the memo, which is then signed by the collaborating faculty member, the student, and the student's advisor.

**Directions: Students should complete this form, sign it, and then have it signed by the advisor and collaborating faculty member. Return the form to Program Director for signature, and to have copies made and distributed to those who signed the form.**

**Specific duties or obligations of the Clinical Psychology Student:**

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**Expected outcome/product from this research/clinical relationship:**

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**Number of hours per week of work expected: \_\_\_\_\_**

**Intended data source for research, if applicable:**

---

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**What, if any, funding is provided by the adjunct faculty member?**

---

---

**Start date for student work:** \_\_\_\_\_

**Intended end date for student work** *(if actual end date goes beyond the intended date, student must amend the memo and obtain signature of advisor and collaborating faculty):*

---

**Any other stipulations or conditions:**

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---

---

**Authorizing Signatures:**

This plan of research activity, as described above, is agreeable:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Collaborating Adjunct Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Area Director

\_\_\_\_\_  
Date

**ANNUAL STUDENT REVIEW BY FACULTY**  
**Combined Program in Clinical and School Psychology**

**Student:** \_\_\_\_\_

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

| <b>ACADEMIC PERFORMANCE/PROGRESS</b>          | <b>Excellent</b> | <b>Very Good</b> | <b>Expected Level</b> | <b>Marginal</b> | <b>Deficient</b> |
|---|------------------|------------------|-----------------------|-----------------|------------------|
| Coursework                                    |                  |                  |                       |                 |                  |
| Research:<br>Pre-diss/Diss                    |                  |                  |                       |                 |                  |
| Writing skills                                |                  |                  |                       |                 |                  |
| <b>CLINICAL SKILLS DEVELOPMENT</b>            | <b>Excellent</b> | <b>Very Good</b> | <b>Expected Level</b> | <b>Marginal</b> | <b>Deficient</b> |
| Assessment skills                             |                  |                  |                       |                 |                  |
| Therapy skills                                |                  |                  |                       |                 |                  |
| Supervision preparedness/response             |                  |                  |                       |                 |                  |
| Ethical decision-making                       |                  |                  |                       |                 |                  |
| External practicum feedback, if available     |                  |                  |                       |                 |                  |
| <b>PROFESSIONAL BEHAVIOR</b>                  | <b>Excellent</b> | <b>Very Good</b> | <b>Expected Level</b> | <b>Marginal</b> | <b>Deficient</b> |
| Timeliness of logs, files up to date, etc.    |                  |                  |                       |                 |                  |
| Faculty interactions                          |                  |                  |                       |                 |                  |
| Ability to work with others/social competence |                  |                  |                       |                 |                  |
| Professional demeanor and appearance          |                  |                  |                       |                 |                  |



|                  |
|------------------|
| <b>OTHER</b>     |
| Strengths        |
| Areas for growth |

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

I have read and discussed this review with my advisor.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

## First Year Practicum Student Evaluation Form

Practicum Student: \_\_\_\_\_

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

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

Please use the following ratings to evaluate the first year practicum student at the end of the student's placement.

1. Well below expectation for a first year practicum student.
2. Below expectation for a first year practicum student.
3. Average for a first year practicum student.
4. Above average for a first practicum student.
5. Well above average for a first year practicum student.

| <b>Human Learning and Effective Instruction (NASP 2:3)</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
|--|----------|----------|----------|----------|----------|--|
| 1. School psychology practicum students apply learning, motivation, and developmental theories to improve learning and achievement for all children/students.  |          |          |          |          |          |  |
| 2. School psychology practicum students translate assessment results into empirically based decisions about service delivery including instructional interventions and consultation, to promote child/student achievement. |          |          |          |          |          |  |
| 3. School psychology practicum students, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.                         |          |          |          |          |          |  |

| <b>Informal and Formal Assessment</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
|---------------------------------------|----------|----------|----------|----------|----------|--|
|---------------------------------------|----------|----------|----------|----------|----------|--|

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>NASP 2:1 and 2:9</b>   |  |  |  |  |  |  |
| 4. School psychology practicum students are knowledgeable about a variety of models and methods assessments, across the ages birth-21, that can identify strengths and needs, and measure progress and functioning, in school.                    |  |  |  |  |  |  |
| 5. School psychology practicum students are able to accurately administer, score, and interpret a wide variety of formal, standardized assessments.   |  |  |  |  |  |  |
| 6. School psychology practicum students implement a systematic process for data collection that includes more informal methods such as interviews and observations; behavioral and curriculum-based; and ecological or environmental evaluations. |  |  |  |  |  |  |
| 7. School psychology practicum students translate assessment results into empirically based decisions about service delivery to promote child/adult achievement.  |  |  |  |  |  |  |

|  |          |          |          |          |          |  |
|--|----------|----------|----------|----------|----------|--|
| <b>Typical and Atypical Human Development Processes<br/>NASP 2:4</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
| 8. School psychology practicum students are knowledgeable about human developmental processes and utilize developmentally appropriate practices that support the education of children/students ages birth-21.   |          |          |          |          |          |  |
| 9. School psychology practicum students use results from ongoing assessment(s) in the development of appropriate behavioral, affective, adaptive, and social goals for children/students with differing abilities, disabilities, strengths, and needs. |          |          |          |          |          |  |
| 10. School psychology practicum students facilitate the implementation of individualized interventions such as behavioral assessment/intervention and supports to achieve student goals.   |          |          |          |          |          |  |

|   |          |          |          |          |          |  |
|---|----------|----------|----------|----------|----------|--|
| <b>Individual Differences and Diversity</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
|---|----------|----------|----------|----------|----------|--|

|   |          |          |          |          |          |  |
|---|----------|----------|----------|----------|----------|--|
| <b>NASP 2:5</b>   |          |          |          |          |          |  |
| 11. School psychology practicum students identify biological, social, cultural, socioeconomic, and linguistic factors that contribute to individual differences in development and learning and use this information to enhance students' functioning in schools. |          |          |          |          |          |  |
| 12. School psychology practicum students demonstrate the sensitivity and skills necessary to work with diverse types of individuals and families.   |          |          |          |          |          |  |
| <b>General Education, Special Education,<br/>Other Educational and Related Services<br/>NASP 2:6</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
| 13. School psychology practicum students participate in the development and implantation of policies and practices that create and maintain safe, supportive, and effective learning environments.  |          |          |          |          |          |  |
| 14. School psychology practicum students participate in school-wide program evaluation efforts.   |          |          |          |          |          |  |

| <b>Evidence-Based Interventions and Programs<br/>NASP 2:7</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
|--|----------|----------|----------|----------|----------|--|
| 15. School psychology practicum students are knowledgeable about effective evidence-based service models as related to health promotion; school safety; and primary, secondary, and tertiary intervention.                             |          |          |          |          |          |  |
| 16. School psychology practicum students recognize psychopathology and articulate its potential influence on school functioning.   |          |          |          |          |          |  |
| 17. School psychologists select and/or adapt prevention and intervention strategies based on individual characteristics, strengths, and needs to improve learning, achievement, and adaptive functioning for all children/adolescents. |          |          |          |          |          |  |
| 18. School psychology practicum students implement targeted secondary/tertiary interventions such as individual and group counseling.  |          |          |          |          |          |  |

| <b>Consultation and Collaboration<br/>NASP 2:2 &amp; 2:8</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
|--|----------|----------|----------|----------|----------|--|
| 19. School psychology practicum students are knowledgeable about collaboration and consultation models and methods.  |          |          |          |          |          |  |
| 20. School psychology practicum students communicate information that is readily understandable to different audiences during meetings, in-services and consultations. |          |          |          |          |          |  |
| 21. School psychology practicum students have knowledge of family systems including family strengths and influences on student development, learning and behavior.     |          |          |          |          |          |  |

| <b>Legal, Ethical, and Professional Practice<br/>NASP 2:10 &amp; 2:11</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
|---|----------|----------|----------|----------|----------|--|
| 22. School psychology practicum students demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.   |          |          |          |          |          |  |
| 23. School psychology practicum students are knowledgeable of and practice in accordance with all applicable federal and state statutes, rules, and regulations and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality. |          |          |          |          |          |  |
| 24. School psychology practicum students integrate information sources and current technology to enhance quality of service.  |          |          |          |          |          |  |

Did your strategy for evaluating this student's practicum experience include direct observation at least once during the current evaluation period, as is required by our accrediting body? *(Direct observation includes in-person observation (i.e., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording.)*

\_\_\_\_\_ Yes                      \_\_\_\_\_ No (please explain why)

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Strengths:

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Ongoing Professional Development goals/areas for improvement:

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Practicum Student Signature & Date

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Field Supervisor(s) Signature & Date

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University Supervisor Signature & Date

**Please return this form to Vickie Thomas**  
**E-mail: [vthomas@virginia.edu](mailto:vthomas@virginia.edu)**  
**Fax: (434) 924-1433**  
**Mail: Box 400267, Charlottesville, VA 22904-4270**  
***Thank you!***



## Midterm and Final Internship Accomplishment Form School Psychology Internship

Intern: \_\_\_\_\_

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Evaluation Period: Mid \_\_\_\_\_ Final \_\_\_\_\_

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

Please use the following ratings to evaluate the intern at midterm and at the end of the intern's placement. If the intern has not yet had the opportunity to attempt a particular skill, please note N/O and note in the comment section a plan for how the intern will address that competency. **It is expected that by the end of the internship experience, the intern will reach level 4/5 in all areas.** In rare cases, an intern may not have an opportunity to demonstrate a competency (e.g., respond to a crisis, #31). In those instances, the intern and his/her supervisor should note the types of activities that have been substituted to approximate this skill (e.g., knowledge of crisis plan, attendance at workshop).

**1 – Needs further formal training.** The intern has not had sufficient training and/or practice to develop competence or lacks basic professional maturation in this area. Skill development requires further instruction and/or academic study.

**2 – Limited independence, needs close supervision.** Skills are at the beginning level. Supervision and experience are expected to develop skills further and apply consistently.

**3 – Somewhat independent, moderate supervision is necessary.** Intern has basic skills, but needs support in ongoing skill development and application to difficult or complex cases.

**4 – Mostly independent, minimal need for supervision.** Intern reflects upon performance and self-corrects, seeking information and resources as needed. Competence is assessed to be above average for a practicing school psychologist intern suggesting only a minimal amount of supervision is needed.

**5 – Independent, little or no supervision required.** Competence for practice is well developed and reflects a capacity for independent functioning. (NOTE: This level of competence usually would be consistent with a school psychologist with 1-2 years of experience).

| <b>Human Learning and Effective Instruction (NASP 2:3)</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
|--|----------|----------|----------|----------|----------|--|
| 1. School psychology interns apply learning, motivation, and developmental theories to improve learning and achievement for all children/students.   |          |          |          |          |          |  |
| 2. School psychology interns are knowledgeable about learning theory and cognitive strategies and utilize student centered learning principles to help students develop their abilities to be self-regulated learners.   |          |          |          |          |          |  |
| 3. School psychology interns translate assessment results into empirically based decisions about service delivery including instructional interventions and consultation, to promote child/student achievement.  |          |          |          |          |          |  |
| 4. School psychology interns, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.  |          |          |          |          |          |  |
| 5. School psychology interns evaluate the effectiveness of interventions and modify as necessary and appropriate.  |          |          |          |          |          |  |
| <b>Informal and Formal Assessment NASP 2:1 and 2:9</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
| 6. School psychology interns are knowledgeable about a wide variety of models and methods assessments, across the ages birth-21, that can identify strengths and needs, and measure progress and functioning, in school, home, and community environments.     |          |          |          |          |          |  |
| 7. School psychology interns select evaluation methods and instruments that are most appropriate, based upon effective, up-to-date measurement theory and research.  |          |          |          |          |          |  |
| 8. School psychology interns are able to accurately administer, score, and interpret a wide variety of formal, standardized assessments.   |          |          |          |          |          |  |
| 9. School psychology interns implement a systematic process for data collection that includes more informal methods such as interviews and observations; behavioral, curriculum-based, and play-based assessment; and ecological or environmental evaluations. |          |          |          |          |          |  |

|  |          |          |          |          |          |  |
|--|----------|----------|----------|----------|----------|--|
| 10. School psychology interns translate assessment results into empirically based decisions about service delivery to promote child/adult achievement.   |          |          |          |          |          |  |
| 11. School psychology interns evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics and methodology.   |          |          |          |          |          |  |
| <b>Typical and Atypical Human Development Processes NASP 2:4</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
| 12. School psychology interns are knowledgeable about human developmental processes and utilize developmentally appropriate practices that support the education of children/students ages birth-21.   |          |          |          |          |          |  |
| 13. School psychology interns use results from ongoing assessment(s) in the development of appropriate behavioral, affective, adaptive, and social goals for children/students with differing abilities, disabilities, strengths, and needs. |          |          |          |          |          |  |
| 14. School psychology interns facilitate the implementation of individualized interventions such as behavioral assessment/intervention and supports to achieve student goals.  |          |          |          |          |          |  |
| 15. School psychology interns evaluate the effectiveness of interventions.   |          |          |          |          |          |  |
| <b>Individual Differences and Diversity NASP 2:5</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
| 16. School psychology interns identify biological, social, cultural, socioeconomic, and linguistic factors that contribute to individual differences in development and learning and use this information to enhance their practice.         |          |          |          |          |          |  |
| 17. School psychology interns identify risk and resiliency factors in children and use this information in program development.  |          |          |          |          |          |  |
| 18. School psychology interns demonstrate the sensitivity and skills necessary to work with diverse types of individuals and families.   |          |          |          |          |          |  |
| 19. School psychology interns develop academic and social/behavioral interventions through direct or indirect services that reflect knowledge and understanding of a student's culture, language, and individual learning characteristics.   |          |          |          |          |          |  |

|  |          |          |          |          |          |  |
|--|----------|----------|----------|----------|----------|--|
| 20. School psychology interns are knowledgeable and consider the impact of diversity in social and cultural backgrounds and linguistic differences when working with families, school personnel and community agencies.                |          |          |          |          |          |  |
| <b>General Education, Special Education, Other Educational and Related Services<br/>NASP 2:6</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
| 21. School psychology interns participate in the development and implantation of policies and practices that create and maintain safe, supportive, and effective learning environments.  |          |          |          |          |          |  |
| 22. School psychology interns participate in and facilitate school reform efforts.   |          |          |          |          |          |  |
| 23. School psychology interns translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.   |          |          |          |          |          |  |
| 24. School psychology interns participate in school-wide program evaluation efforts.   |          |          |          |          |          |  |
| <b>Evidence-Based Interventions and Programs<br/>NASP 2:7</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
| 25. School psychology interns are knowledgeable about effective evidence-based service models as related to health promotion; school safety; and primary, secondary, and tertiary intervention.  |          |          |          |          |          |  |
| 26. School psychology interns recognize psychopathology and articulate its potential influence on school functioning.  |          |          |          |          |          |  |
| 27. School psychologists select and/or adapt prevention and intervention strategies based on individual characteristics, strengths, and needs to improve learning, achievement, and adaptive functioning for all children/adolescents. |          |          |          |          |          |  |
| 28. School psychology interns implement school-wide prevention programs, which may include, but are not limited to affective education and positive behavioral supports.   |          |          |          |          |          |  |
| 29. School psychology interns implement targeted secondary/tertiary interventions such as individual and group counseling.   |          |          |          |          |          |  |

|  |          |          |          |          |          |  |
|--|----------|----------|----------|----------|----------|--|
| 30. School psychology interns participate in risk assessments and crisis response planning to promote and maintain school safety.  |          |          |          |          |          |  |
| 31. School psychology interns respond effectively to crisis situations.  |          |          |          |          |          |  |
| <b>Consultation and Collaboration<br/>NASP 2:2 &amp; 2:8</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
| 32. School psychology interns are knowledgeable about collaboration and consultation models and methods, and are able to select and implement the most appropriate strategy in school, family and community systems. |          |          |          |          |          |  |
| 33. School psychology interns collaborate with families and other service providers in planning and decision-making processes to meet the needs of children, birth to 21, in home and community settings.            |          |          |          |          |          |  |
| 34. School psychology interns communicate information that is readily understandable to different audiences during meetings, in-services and consultations.  |          |          |          |          |          |  |
| 35. School psychology interns have knowledge of family systems including family strengths and influences on student development, learning and behavior.  |          |          |          |          |          |  |
| 36. School psychology interns promote family involvement in education and service delivery through activities which include but are not limited to frequent communication, consultation, and parent training.        |          |          |          |          |          |  |
| 37. School psychology interns consult and collaborate effectively with school personnel, families, and community professionals to promote and provide comprehensive services to families.                            |          |          |          |          |          |  |
| 38. School psychology interns link community resources that serve children (B-21) and their families and facilitate children's/student's transitions across various delivery systems.                                |          |          |          |          |          |  |
| 39. School psychology interns evaluate the effectiveness of their consultation and modify as necessary and appropriate.  |          |          |          |          |          |  |
| <b>Legal, Ethical, and Professional Practice<br/>NASP 2:10 &amp; 2:11</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |  |
| 40. School psychology interns are knowledgeable about the history and foundations of school psychology.  |          |          |          |          |          |  |
| 41. School psychology interns demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.   |          |          |          |          |          |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 42. School psychology interns are knowledgeable of and practice in accordance with all applicable federal and state statutes, rules, and regulations and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality. |  |  |  |  |  |  |
| 43. School psychology interns utilize data-based decision-making in all aspects of professional practice.  |  |  |  |  |  |  |
| 44. School psychology interns integrate information sources and current technology to enhance quality of service.  |  |  |  |  |  |  |
| 45. School psychology interns engage in ongoing professional preparation, development, and supervision as related to the population served.  |  |  |  |  |  |  |
| 46. School psychology interns contribute professionally to the advancement of school psychology through participation in professional organizations, research dissemination, and/or legislative activities.  |  |  |  |  |  |  |

Midterm Goals:

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Ongoing Professional Development goals (to be completed at final evaluation)

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Intern Signature & Date (Midterm)

Intern Signature & Date (Final)

Field Supervisor(s) Signature & Date (Midterm)

Field Supervisor(s) Signature & Date (Final)

University Supervisor Signature & Date (Midterm)

University Supervisor Signature & Date (Final)

**Please return this form to Vickie Thomas  
E-mail: [vthomas@virginia.edu](mailto:vthomas@virginia.edu)**

## Qualtrics Practicum Evaluation: Supervisor Report

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### Start of Block: Default Question Block

Directions:

Dear Practicum Supervisor - thank you for taking the time to complete the assessment of our Clinical & School Psychology student(s). Your purpose of this evaluation is learn about student experience and performance over the time period in question, and to help us monitor student growth in clinical and professional domains. The information you provide will be used to give students feedback in their annual review with their advisor, to inform future clinical placements/experiences, and to assist in general mentoring. This evaluation will also become a part of their student file.

Q1 Supervisor Name

▼ [Redacted]

Q2 Student Name

▼ [Redacted]

Q3 Student's year in program

☒ 2nd year (1)

☐ 3rd year (2)

☐ 4th year (3)

Q4 Period of Supervision

☐ Fall 2019 (1)

☐ Spring 2020 (2)

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Q6 Average number of weekly supervision hours offered to this student

- ☐ Less than 1 hour per week (1)
  - ☐ 1 hour per week (2)
  - ☐ 2 hours per week (3)
  - ☐ More than 2 hours per week (4)
- 

Q21 Did your evaluation of this student's practicum experience include direct observation at least once during the current evaluation period, as is required by APA? (Direct observation includes in person observation [e.g. in room or one-way mirror observation of treatment], synchronous, or asynchronous audio-video)

- ☐ Yes (1)
  - ☐ No (2)
- 

Q7 The amount of supervision I was able to offer the student was:

- ☐ too little (1)
  - ☐ adequate (2)
  - ☐ too much (3)
- 

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Q15 Student's Ability to utilize basic clinical skills (i.e. building rapport, reflective listening, paraphrasing, etc)

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

Q16 Ability to utilize evidence-based practices (e.g. measurement based care, shared decision-making, etc)

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

Q21 Student's awareness of how their own personal and cultural history may affect their understanding of, and interactions with, diverse clients.

- ☐ Unsure/not assessed/not applicable (1)
- ☐ Novice / 1st year graduate training or less (2)
- ☐ Consistent with 2nd year graduate training (3)
- ☐ Consistent with advanced graduate training (4)
- ☐ Internship-level (5)

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Q25 Student's ability to integrate awareness and knowledge of individual and cultural diversity into clinical practice.

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

Q23 Student's awareness of, and sensitivity to, ethics and ethical decision-making within clinical assessment and intervention

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

Q5 Number of intervention cases supervised during period of supervision

- ☐ 0/Not Applicable (4)
  - ☐ 1-3 (1)
  - ☐ 4-6 (2)
  - ☐ 7+ (3)
-

*Display This Question:*

*If Number of intervention cases supervised during period of supervision = 1-3*

*Or Number of intervention cases supervised during period of supervision = 4-6*

*Or Number of intervention cases supervised during period of supervision = 7+*

Q12 Student's knowledge of cognitive-behavioral theory

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

*Display This Question:*

*If Number of intervention cases supervised during period of supervision = 1-3*

*Or Number of intervention cases supervised during period of supervision = 4-6*

*Or Number of intervention cases supervised during period of supervision = 7+*

Q13 Student's knowledge of evidence-based treatments.

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

*Display This Question:*

*If Number of intervention cases supervised during period of supervision = 1-3*

*Or Number of intervention cases supervised during period of supervision = 4-6*

*Or Number of intervention cases supervised during period of supervision = 7+*

Q11 Ability to conceptualize problems and use conceptualization in treatment.

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

Q24 Number of assessment cases supervised during period of supervision

- ☐ 0/Not Applicable (4)
  - ☐ 1-3 (1)
  - ☐ 4-6 (2)
  - ☐ 7+ (3)
- 

*Display This Question:*

*If Number of assessment cases supervised during period of supervision = 1-3*

*Or Number of assessment cases supervised during period of supervision = 4-6*

*Or Number of assessment cases supervised during period of supervision = 7+*

Q28 Ability to apply knowledge of functional and dysfunctional behaviors, including context, to the assessment/diagnostic process.

- ☐ Unsure/not assessed/not applicable (1)
- ☐ Novice / 1st year graduate training or less (2)
- ☐ Consistent with 2nd year graduate training (3)
- ☐ Consistent with advanced graduate training (4)
- ☐ Internship-level (5)

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*Display This Question:*

*If Number of assessment cases supervised during period of supervision = 1-3*

*Or Number of assessment cases supervised during period of supervision = 4-6*

*Or Number of assessment cases supervised during period of supervision = 7+*

Q29 Evaluate and apply assessment methods that draw from the best available empirical literature and reflect the current state of the science of measurement and psychometrics.

- ☐ Unsure/not assessed/not applicable (1)
- ☐ Novice / 1st year graduate training or less (2)
- ☐ Consistent with 2nd year graduate training (3)
- ☐ Consistent with advanced graduate training (4)
- ☐ Internship-level (5)

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*Display This Question:*

*If Number of assessment cases supervised during period of supervision = 1-3*

*Or Number of assessment cases supervised during period of supervision = 4-6*

*Or Number of assessment cases supervised during period of supervision = 7+*

Q30 Interpret assessment results, conceptualize cases, and make recommendations following current research and professional guidelines.

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
-

*Display This Question:*

*If Number of assessment cases supervised during period of supervision = 1-3*

*Or Number of assessment cases supervised during period of supervision = 4-6*

*Or Number of assessment cases supervised during period of supervision = 7+*

Q31 Communicate orally and in written documents the findings and implications of assessments in an accurate and effective manner sensitive to a range of audiences.

- ☐ Unsure/not assessed/not applicable (1)
- ☐ Novice / 1st year graduate training or less (2)
- ☐ Consistent with 2nd year graduate training (3)
- ☐ Consistent with advanced graduate training (4)
- ☐ Internship-level (5)

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Q18 Recordkeeping (prompt charting, organization of clinical documents, and note signing)

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

Q19 Professional relationships (rapport with clinical staff/supervisor, contributes appropriately to clinic)

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

Q26 Inter-professional relationships - ability to work with other professionals within psychology and across other disciplines to meet the needs to clients

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
-

Q25 Preparation for supervision (on time, reviews material prior to meetings, has good questions, etc)

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

Q26 Response to supervision (is open to feedback and suggestions, willingness to learn new information and develop new clinical skills)

- ☐ Unsure/not assessed/not applicable (1)
  - ☐ Novice / 1st year graduate training or less (2)
  - ☐ Consistent with 2nd year graduate training (3)
  - ☐ Consistent with advanced graduate training (4)
  - ☐ Internship-level (5)
- 

Q22 Please summarize the supervisee's overall clinical strengths:

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Q23 Please summarize the supervisee's overall areas for future growth:

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Q35 Information for Director of Clinical Training, not to be shared with supervisee.

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Q24 Feedback to supervisee:

- ☐ I have discussed this evaluation with supervisee (1)
- ☐ I will discuss this evaluation with supervisee at our next meeting (2)
- ☐ I am not comfortable providing this feedback to supervisee and would like to discuss with Director of Clinical Training first. (3)

End of Block: Default Question Block

## **CERTIFICATION: KNOWLEDGE OF COMBINED PROGRAM IN CLINICAL AND SCHOOL PSYCHOLOGY REGULATIONS**

Please PRINT your name below and sign off on the following statements by initialing them.  
Return the completed form to Jason in Bavaro Hall, Room 212 by December 1 of your first year  
for inclusion in your file.

\_\_\_\_\_  
Name

I have read, and agree to abide by, the provisions of the Student Handbook for the UVA-SEHD  
Program in Clinical and School Psychology.

\_\_\_\_\_  
Initials

\_\_\_\_\_  
Date

I have read, and agree to abide by, all relevant sections of the University of Virginia Graduate  
Record (see <http://records.ureg.virginia.edu/index.php> for most recent Record).

\_\_\_\_\_  
Initials

\_\_\_\_\_  
Date