

**OKLAHOMA STATE UNIVERSITY SCHOOL PSYCHOLOGY PROGRAMS APPLIED EXPERIENCE**

**Directions:** For each student, please rate them compared to other school psychology students, current and past  
**Evidence-based ratings:** Ratings should be based on direct observation of skill, supervision experiences, and portfolios. You are responsible for providing evidence for all types of data in their portfolios for review of each skill, and supervisor portfolio. Particular emphasis should be placed on service outcomes and positive impact.

- N/O:** Scored for skills not expected at the level of practicum being rated, not used for skills students should acquire  
**0:** The student was exposed to the skill but did not fulfill obligations or did so poorly as to receive no credit.  
**1:** A one indicates an attempt at the skill, but a need for much improvement in skill/performance.  
**2:** An emerging skill compared to others at this level & a need for continued development.  
**3.** Competence of this skill comparable to others at this level, or the expected score.  
**4.** Mastery and maturity beyond what would be expected at this level.

CONTENT AREA

*Ed Psych & Psych Foundations*

<b>Research &amp; Data Analysis</b>	Fall Mid	Fall Final	Spring Mid	Spring Final
Applies research knowledge to current situations				
Describes research application to others in appropriate manner				
Uses scientific methods to evaluate service outcomes				
Develops appropriate questions, hypotheses and means to evaluate				
Uses stakeholder information (referral concerns) as well as literature as evidence				

<b>Social aspects/diversity; history &amp; systems</b>	Fall Mid	Fall Final	Spring Mid	Spring Final
Understands how history of psychology impacts current service delivery				
Applies knowledge of organizational & societal systems in practice to support successful outcomes				
Interprets situations with developmental/behavioral norms for persons/groups of diverse backgrounds				
Avoids and confronts prejudice and stereotyping				
Develops strengths/success across social, cultural, ethnic, SES, gender & linguistic experiences				
Develops goals for successful socialization and adaptive behavior				
Utilizes family strengths and identifies influence & needs relevant to successful functioning				
Shows a commitment to serving diverse populations				
Considers ecological factors such as social support, secondary stressors & traumatic experiences				

<b>Biological aspects of Behavior</b>	Fall Mid	Fall Final	Spring Mid	Spring Final
Integrates health, illness and wellness into case formulation and preventative programming				
Applies knowledge of neurobiological and neuropsychological aspects of behavior				
Applies knowledge of psychopharmacology appropriately in practice				

**Cognitive/Affective Aspects of Behavior**

	Fall Mid	Fall Final	Spring Mid	Spring Final
Applies & communicates knowledge of intellectual development				
Applies & communicates knowledge of specific aspects of cognition, memory & learning				
Applies/explains development, recognition & regulation of emotional/affective signals for behavior				
Applies & communicates knowledge of human motivation				

**Human Development/Individual Differences & Disabilities**

	Fall Mid	Fall Final	Spring Mid	Spring Final
Applies knowledge of normal human development & individual differences across a wide age-span				
Applies knowledge of psychopathology and disabilities across a variety of developmental delays				
Applies knowledge of personality dev: physical, social, cognitive, affective & behavioral				
Applies knowledge of development to parenting				
Applies knowledge of development to schooling				
Develops goals for successful short and long-term development				

**Education/Mental Health Service Delivery**

	Fall Mid	Fall Final	Spring Mid	Spring Final
Applies knowledge of instructional design & educational service delivery				
Understands, functions well in, and facilitates positive school policy, practice & climate				
Applies knowledge of learning in school setting				
Applies knowledge of learning in other agency settings				
Applies knowledge of classroom and behavior management & social/emotional adjustment				
Applies knowledge of regular and special education legal & ethical issues				
Facilitates home/school/community collaboration and parent involvement				
Applies knowledge of mental health service delivery				
Understands, functions well in, and facilitates positive mental health policy, practice & climate				

**School Psychology Professional Standards, Legal and Ethical****Practice**

	Fall Mid	Fall Final	Spring Mid	Spring Final
Understands, implements & contributes to standards of professional psychology & policy development				
Seeks & values ongoing professional development				
Understands, integrates, & contributes to knowledge of service delivery models & methods				
Uses prevention/ early intervention for system capacity for successful learner outcomes & competence				
Understands, applies & seeks information regarding legal & ethical standards				
Is a member of & participates in professional organizations with supervisors				
Maintains high values (provide benefit & do no harm, integrity, fidelity, justice, respect for autonomy)				

Is conscientious, punctual and reliable				
Has good time management skills				
Deals effectively with stress and difficult situations				
Has effective oral communication skills				
Has effective written communication skills				
Has effective collaboration skills in team functioning				
Has good professional relationships with other professionals				
Has good interpersonal skills with clients and other stakeholders				
Understands and applies psychology role and function				
Understands and appreciates role & function of other professionals				
Has appropriate/non-distracting professional dress for mental health/educational service delivery				
Has appropriate demeanor, is respectful of others, and listens				
Is able to tolerate ambiguity and use long-term strategies for successful outcomes				
Maintains confidentiality & effectively helps clients communication important information				
Establishes appropriate boundaries and avoids conflict of interest/multiple relationships				
Follows policy and procedure for informed consent and due process				
Effectively uses supervision time: prepared & brings important issues to the attention of supervisor				
Listens to feedback from supervisors and others, & adjusts performance based on feedback				
Applies appropriate self-monitoring and evaluation, and takes initiative to improve performance				
Uses ethical decision-making model, especially in situations where values conflict				
Seeks supervision for ethical dilemmas				
Able to anticipate and prevent difficulties and improve professional climate				
Advocates for effective resource utilization for underserved and underrepresented				
Utilizes standard technology tools (Word processing, data management, etc.)				
Effectively utilizes a variety of professional technological tools in practice (computer assessment, Rx)				
Considers technology effects on behavior				

**Professional Practice**

<b>Assessment for Intervention/Measurement</b>	Fall Mid	Fall Final	Spring Mid	Spring Final
Uses data-based decision-making with an understanding of models of assessment				
Uses multi-trait/multimethod assessment strategies to identify strengths and needs				
Accurately assesses factors related to etiology and maintenance of maladaptive behaviors				
Uses assessment strategies to design & implement universal, targeted, and intensive services				
Applies assessment strategies to behavior issues				

Applies assessment strategies to social/emotional issues				
Applies assessment strategies to cognitive/academic/learning issues				
Effectively assesses child interactions with school personnel and family				
Applies knowledge of reliability & validity of assessment instruments				
Understands ability & limits of tests to measure construct for particular persons in particular settings				
Selects culturally relevant instruments				
Appropriately administers and scores a variety of instruments				
Uses structured, semi-structured and informal interviewing techniques				
Uses structured and unstructured observation techniques				
Uses applied behavior analysis and functional behavior assessment techniques				
Uses curriculum based measurement and assessment techniques				
Appropriately interprets assessment information				
Writes professional assessment reports				
Applies assessment information to diagnosis				
Applies assessment information to placement decisions				
Applies assessment information to intervention and treatment planning				
Appropriately communicates and applies assessment results in staffings				
Respectfully communicates assessment results to clients and caregivers				

**Consultation/Prevention/Intervention/Program**

<b><u>Evaluation/Supervision</u></b>	<b>Fall Mid</b>	<b>Fall Final</b>	<b>Spring Mid</b>	<b>Spring Final</b>
Applies consultation theory, principles and models (e.g., mental health, instructional, behavior)				
Uses systematic assessment in data-based consultation plans at universal, targeted & individual level				
Uses evidence-based interventions, considers limits to EBI for particular persons and settings				
Strategies address all referral concerns & strengths, wellness, positive mental health & competence				
Conducts thorough instructional/academic consultation strategies at the individual and group level				
Conducts thorough behavior consultation strategies at the individual and group level				
Conducts effective social/emotional consultation, developing social goals and regulation of affect				
Conducts effective teacher consultation				
Conducts effective family consultation				
Writes effective consultation progress notes				
Writes effective consultation reports				
Conducts effective crisis intervention planning and programming				
Conducts effective systems consultation, program development, implementation and evaluation				
Delivers effective prevention services				

Demonstrates leadership skills in making schools a healthy and safe environment				
Openly communication/collaboration with clients & stakeholders, & is known to be a problem-solver				
Respects perspective of consultees and considers cultural issues				
Provides effective agency/home/school consultation and collaboration services				
Understands models of supervision, steps in supervision process, developmental nature				
Gains experience in supervision of peers				

<b><u>Direct Service/Psychotherapy</u></b>	Fall Mid	Fall Final	Spring Mid	Spring Final
Uses evidence-based direct interventions, considers limits to EBI for particular persons and settings				
Systematic assessment for treatment plan/rationale:needs/strengths for mental health, competence				
Selects appropriate intervention strategies for referral concerns rather than fitting person to technique				
Develops appropriate rapport with clients, maintains effective collaboration with clients in goal setting				
Treatment goals focus on prevention, intervention and successful short and long term outcomes				
Develops direct intervention skills: behavior, affect, social, cognitive and physiological development				
Writes effective treatment plans that include outcome goals, technique and evaluation				
Writes effective progress notes and termination reports				
Knows and applies a variety of evidence-based therapy techniques				
Provides effective individual therapy for children, youth and adolescents				
Provides effective group therapy for children, youth and adolescents				
Provides effective family education and intervention				
Provides effective direct academic interventions				
Provides effective direct behavior support				

<b><u>Specialty area</u></b>	Fall Mid	Fall Final	Spring Mid	Spring Final
Has developed a specialty content area				
Has developed skills specific to certain populations				
Has developed skills in certain settings				
Is able to use specialty skills in applied situations				

# DES EVALUATION FORM

; who are in the year and semester being rated.  
ment products, and self and peer review. Students  
rs rating students should have access to the

ire but have not done so.

Summer Md	Summer Final	Total

Summer Md	Summer Final	Total

Summer Md	Summer Final	Total








Summer Mid	Summer Final	Total

Summer Mid	Summer Final	Total