

LINDENWOOD

U N I V E R S I T Y

School Psychological Examiner Program Handbook

July 2021

This handbook is published through the Lindenwood University Department of Counseling, Eastlick Hall, 209 South Kingshighway, St. Charles, Missouri 63301. This handbook is for information purposes only and does not constitute a contract. Although the handbook was prepared with the latest information available at the time of publication, information is subject to change without notice. It is recommended that the reader consult with the Program Coordinator or Assistant Dean for any changes that may occur after the publication date of this document.

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Section One: Lindenwood University System Student Responsibilities

Student Responsibilities

The School Psychological Examiner Program Handbook is intended to assist and inform students in the School Psychological Examiner Certification Program at Lindenwood University. It is essential that students read and become aware of all program policies and procedures. It is the responsibility of each student to be familiar with the contents of the School Psychological Examiner Program Handbook and, if necessary, to seek clarification of any information by contacting an appropriate advisor.

The Department of Counseling must continue to meet the requirements of the Missouri Committee for Professional Counselors and the Missouri Department of Elementary and Secondary Education. This is an ongoing process; therefore, the Department reserves the right to change or revise any information, policy, or procedure. Revised information may supersede, modify, or eliminate existing information. Students can access updates to the School Psychological Examiner Program on the Department of Counseling website, <https://www.lindenwood.edu/academics/academic-schools/school-of-education/counseling-and-social-work/>.

Program completion is the responsibility of each student. Students must maintain an up-to-date program plan (**Appendix A**). It is recommended students review their Program Planners at the close of each semester.

Mission Statement

The Mission of the School of Education at Lindenwood University is to provide an experiential education of exceptional quality which prepares students to successfully lead and serve as professionals in a diverse society.

The Department of Counseling, within the School of Education at Lindenwood University, develops students' potential as professional or school counselors or school psychological examiners. We recognize the uniqueness of human beings and are dedicated to helping students obtain the knowledge, skills, and experience necessary to facilitate their development as counseling professionals. We prepare students to be ethical, reflective practitioners for work in school and/or mental health settings with individuals, groups, and families. The Programs are designed to meet the academic requirements toward licensure as a Professional Counselor and/or for recommendation for certification as a School Counselor or School Psychological Examiner.

Conceptual Framework

The conceptual framework for the Lindenwood University Department of Counseling is driven by the Mission Statement of the University, the Mission Statement of the Department of Counseling, the Missouri Department of Elementary and Secondary Education's Standards for Teacher Education Programs and the Illinois State Board of Education. These Mission Statements and Quality Standards reflect the integration of intuition and scientific inquiry required in the practice of counseling. Therefore, the design of the Department of Counseling, including the admission of candidates, the construction and maintenance of curriculum, the structuring of clinical experiences, and the support of newly employed professionals, is based upon the conceptualization of counseling as a blend of art and science.

Counseling is an art. The act of counseling requires the use of intuition and creativity in formulating theories, planning and implementing effective interventions, and guiding client change. The intuitive and feeling qualities the counselor brings to the helping relationship are essential elements of the art of counseling (Gladding, 1992; Satir, 1987).

Counseling is a science. The counselor must possess a knowledge base built on scientific inquiry and a skill set based on scientifically proven methods. The counselor uses data to guide the selection of intervention methodology and to monitor the effectiveness of ongoing intervention. The counselor must possess the ability to read and analyze research findings presented in professional literature, evaluate the effectiveness of counseling approaches, produce research data, and report research data to the scientific community. The logical and analytical qualities the counselor brings to his or her professional endeavors are essential elements of the science of counseling (Vacc & Loesch, 1987).

Outcomes

Completion of the School Psychological Examiner Certification program at Lindenwood University is intended to result in the following Program Learning Outcomes (associated ILOs):

1. The school psychological examiner will demonstrate the ability to capably apply methods and techniques for the interpretation of tests (1.2, 1.3, 2.1, 2.2, 2.3).
2. The school psychological examiner will demonstrate the ability to competently analyze and identify differences, including the use of tiered systems for supporting instruction and behavior (1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.4).
3. The school psychological examiner will demonstrate the ability to skillfully interpret formal and informal diagnostic assessments and apply results to guide interventions (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.4, 4.1).
4. The school psychological examiner will effectively use his or her knowledge of the classroom environment, psychological principles, and test data to assist in the development of student educational plans (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.4, 4.1).
5. The school psychological examiner will model appropriate diagnostic interviewing techniques (1.2, 1.3, 3.4, 4.2).
6. The school psychological examiner will model effective collaboration and consultation with other professionals to identify instructional strategies (1.2, 1.3, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2).
7. The school psychological examiner will demonstrate the ability to accurately administer and interpret the Wechsler scales, the Stanford-Binet Intelligence Scale, and other psychoeducational instruments (1.3, 2.1, 2.3, 3.1, 3.2, 3.4).
8. The school psychological examiner will demonstrate the ability to provide services consistent with ethical, legal, and professional standards (1.2, 1.3, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 4.2).
9. The school psychological examiner will actively seek opportunities to grow professionally in order to improve learning for all students (1.2, 1.3, 2.4, 2.5, 2.6, 4.1, 4.2).
10. The school psychological examiner will appropriately promote reflective application of research and theory among all members of the school community (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 4.1, 4.2).

These PLOs are aligned with the competencies for school psychological examiners as delineated by the Missouri Department of Elementary and Secondary Education as well as the Council for the Accreditation of Educator Preparation (CAEP) standards for advanced-level programs.

Accreditation

Lindenwood University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is a member of the Council for the Accreditation of Educator Preparation and the Council for Higher Education Accreditation. The School Psychological Examiner Certification Program at Lindenwood University is approved by the Missouri Department of Elementary and Secondary Education.

Graduate School and Program Admission

The standards of admission to the Lindenwood University School Psychological Examiner Program are selective, yet flexible. Program applicants are expected to have a sound undergraduate academic background, and each applicant's records are carefully examined to determine whether or not the student has the potential to be successful at Lindenwood.

In the event the candidate has lower than a 3.0 and wishes to appeal a denial of admission, they will notify their admissions representative. The appeal request will be sent from your Admissions representative to the Admissions Appeal Committee in the College of Education and Human Services (COEHS). If approved by the COEHS, your application will be forwarded to the Counseling Program. The Counseling Program may require an additional interview or other materials to make a determination of entry into the program. In this case, the final determination of entry into the Counseling program will be provided to the applicant.

Students may appeal a grade they believe was calculated in error within the term following the term in which the grade was posted. The deadline of all appeals must take place before the last day of the term following the term in which the grade was posted. After that date the grade will be irreversible. The process for appeal is as follows:

1. The student will work with the instructor of record and attempt to resolve the situation.
2. After the grade is posted and the student has tried to remedy the issue, the student may appeal the grade through the College of Education and Human Services Appeals Committee. [The appeal form may be found at: https://www.lindenwood.edu/education/student-resources/appeals-form/.](https://www.lindenwood.edu/education/student-resources/appeals-form/)
3. The form will request the following information and any documentation of efforts of resolution with the instructor to be uploaded to the appeal.

The COEHS Appeals Committee meets twice a month and will render a final decision within 2-4 weeks of receipt of the appeal.

HAVE YOU TRIED TO RESOLVE THIS MATTER BY CONTACTING THE COLLEGE OF EDUCATION AND HUMAN SERVICES REPRESENTATIVE DIRECTLY ASSOCIATED WITH THE APPEAL? (E.G. INSTRUCTOR, ADVISOR)?

☐ Yes

☐ No

If "No", then stop this process and attempt to resolve the issue with the instructor (for a grade appeal), or the program associated director or assistant dean (for all other appeals).

If "Yes", please continue.

WHO DID YOU CONTACT IN AN ATTEMPT TO RESOLVE THE ISSUE?

WHAT WAS THE OUTCOME OF YOUR ATTEMPT TO RESOLVE THIS ISSUE?

PLEASE EXPLAIN THE REASON FOR YOUR APPEAL AND ATTACH ANY SUPPORTING DOCUMENTATION.

SUPPORTING DOCUMENTATION

[Choose File](#) No file chosen

Lindenwood University offers rolling admissions each semester for the School Psychological Examiner Program; however, applicants must be accepted into the School Psychological Examiner Program two weeks prior to the term in which he or she plans to begin. To be considered for admission, prospective students should submit an application packet that includes:

- An application form (completed online)
- Official transcripts from any graduate school(s) attended, including the school that granted the Master's degree in Counseling, Education, Psychology, or Educational Psychology
- Current resume

An application form may be completed online, select the St. Charles application link- The application may be completed online for St. Charles Campus at: <http://www.lindenwood.edu/admissions/evening-and-graduate-admissions/>. Click on “Apply Today” to create an account and complete the form.

Readmission

Students who have not taken classes within the past 12 months and wish to enroll in the School Counseling Program must complete the application form to be considered for re-admission. The readmit process can take up to two weeks to complete. Students granted re-admission to Lindenwood University will be contacted by the Evening and Graduate Admissions Office.

Transfer of Credit

Students may transfer up to nine credit hours of course work from another accredited college or university if the grade received in each course was an A or B and the course is equivalent to the course offered at Lindenwood University. The student is responsible for providing course descriptions and syllabi that demonstrate the content of the course. Under certain circumstances, courses that are not equivalent to a course offered at Lindenwood University may be transferred as electives but will not substitute for a core course in a student’s program of studies at Lindenwood University.

Program Requirements

Students seeking School Psychological Examiner Certification must hold a Master’s degree in Counseling, Education, Psychology, or Educational Psychology from an approved college or university and some form of teacher certification (teacher, counselor, etc.). The School Psychological Examiner Certification Program requires 9-12 credit hours of psychological examiner-specific coursework, including 3 credit hours (150 clock hours) of Internship. Equivalent coursework completed as part of the student’s Master’s degree requirements will be evaluated prior to entry into the program. The curriculum for School Psychological Examiner Certification is presented later in this handbook (see Program Planner in Appendices) and in the Professional and School Counseling Handbooks.

- IPC 62500 Individual Intelligence Testing (3) (fee required)
- IPC 62600 Individual Diagnostic Assessment (3) (fee required)
- IPC 62700 Internship in Diagnostic Assessment (3)

The School Psychological Examiner Certification Program culminates with the completion of 3 credit hours of IPC 62700 Internship in Diagnostic Assessment. Students must have completed the specific course prerequisites and have at least a 3.0 cumulative GPA to begin Internship. Students must earn a grade of A or B in their Internship course.

A grade of C will necessitate repeating the Internship course. A grade of F in an Internship course will result in dismissal from the program.

Internship Requirements

Students pursuing School Psychological Examiner Certification at Lindenwood University must complete one semester of Internship in Diagnostic Assessment (IPC 62700). During the Internship experience, the student will engage in the activities of a School Psychological Examiner under the supervision of a certified School Psychological Examiner or School Psychologist (must be certified minimally at the Master's level with at least three years' experience) and a Lindenwood University faculty member.

Internship in Diagnostic Assessment requires a minimum of 150 clock hours of field work that includes administration of formal and informal assessments, interpretation of formal and informal assessments, and verbal or written diagnostic summaries. The Internship experience is intended to develop the following competencies: (I) applying methods and/or techniques of interpretation of tests; (II) analyzing and identifying differences to include tiered systems for supporting instruction and behavior; (III) interpreting formal and informal diagnostic assessments and applying to guide interventions; (IV) utilizing knowledge of classroom environment, psychological principles, and data to assist in the development of student educational plans; (V) applying diagnostic interviewing techniques; (VI) collaborating and consulting with other professionals to identify instructional strategies; (VII) administering and interpreting the Wechsler scales, the Stanford-Binet Intelligence Scale, and other psychoeducational instruments; and (VIII) providing services consistent with ethical, legal, and professional standards (MO DESE).

The student must submit a completed Internship in Diagnostic Assessment Application Packet to Foliotek. Students can find the link to purchase Foliotek in the Canvas shell for the classes the student is enrolled in that are specific to the program. Students will not be allowed to enroll in IPC 62700 Internship in Diagnostic Assessment until the completed Internship Application Packet has been submitted and approved and a placement has been secured. Upon approval, the student will complete a paper enrollment form (or Add/Drop/Withdrawal Form) with the advisor to enroll in the Internship in Diagnostic Assessment course. The Internship Application information includes:

- the Request for Internship Form
- the Internship in Diagnostic Assessment Preparation Form
- the Acknowledgement of Handbook Review
- a Family Care Safety Registry Background Check
- a copy of TB test results (if required by the school/district)
- proof of Student Liability Insurance (if required by the school/district)
- a copy of the Missouri State Highway Patrol Fingerprinting background check registration receipt (if required by the school/district)
- Travel Waiver
- Confidentiality Agreement.

School districts vary with respect to the requirements for accepting students for Internship. The student must inquire about and comply with the requirements of the district.

Students are expected to act in a professional manner and abide by the ethical principles of the American Counseling Association (ACA) and the American School Counselors Association (ASCA). Students are expected to be present at their Internship sites during the hours for which they have been scheduled to work; be punctual for appointments with students or supervisors and other scheduled meetings; be prepared to submit all school/district reports and records; and be respectful toward students, parents, staff, and any individuals with whom they have contact. **Failure to follow these expectations may result in dismissal from the program.**

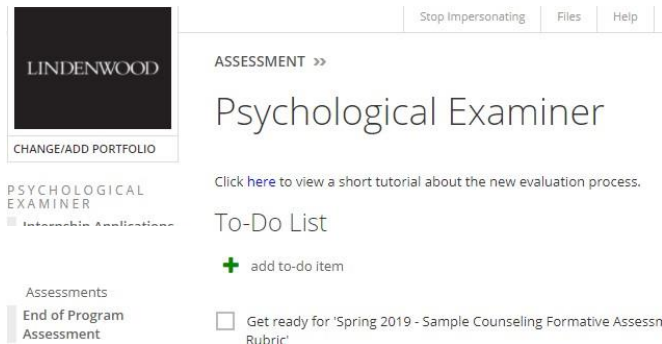
Collecting Pre-Hours

Under certain circumstances, students enrolled in Internship classes may collect pre-hours prior to the beginning of the semester. To collect pre-hours, several conditions must be met. A completed Internship in Diagnostic Assessment Application Packet must be submitted and approved for the site, the student must be enrolled in the appropriate Internship in Diagnostic Assessment class, and the Internship Site Supervisor, on behalf of the school, must agree to accept responsibility for any liability incurred by the student's actions should the student collect direct hours during that time. The Internship Site Supervisor should provide documentation of his or her acceptance of liability by completing the Internship in Diagnostic Assessment Pre-Hours Contract. **The Internship in Diagnostic Assessment Pre-Hours Contract must be submitted with the Internship in Diagnostic Assessment Application Packet prior to the collection of pre-hours.** The Pre-Hours Contract (Appendix B) can be found in the appendices of this handbook. Should students fail to comply with all conditions regarding the collection of pre-hours, hours collected during that time will not be accepted.

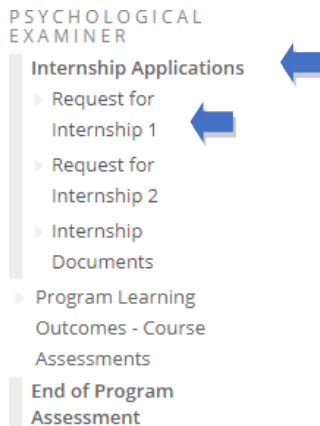
Foliotek

Requesting Placements for Internship

1. Logon to Foliotek through Canvas.
2. Make sure you are in “Psychological Examiner” Foliotek account. If you are not, email SOEplacements@lindenwood.edu before you continue.



3. Click on “Internship Applications” then click on “Request for Internship 1.”



4. You will now see this screen. Click on each individual item and complete the information or upload a document.

Request for Internship 1

CHANGE/ADD PORTFOLIO

PSYCHOLOGICAL EXAMINER

Internship Applications

- Request for Internship 1
- Request for Internship 2
- Internship Documents
- Program Learning Outcomes - Course Assessments
- End of Program Assessment

VIEW PORTFOLIO

- By Topic
- By Standard

TOOLS

- Evaluations
- Resources
- Export Portfolio

SUBMIT THIS REQUEST FOR EVALUATION preview scoring guide

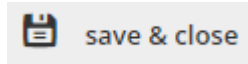
Please upload the appropriate documents for the required components below. Then "SUBMIT THIS APPLICATION FOR EVALUATION" by clicking on the green button above. Only submit after all components are present.

ELEMENT LIST FORM SUMMARY

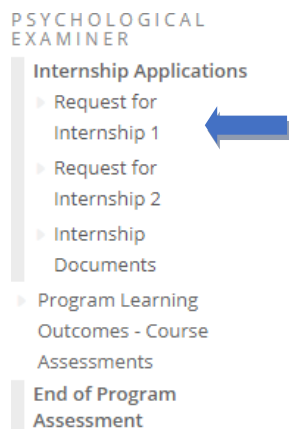
COMPONENTS	LAST MODIFIED	ITEMS	VIEWABLE
Request for Internship 1 Form	6/26/2018	1	Always
Internship in Diagnostic Assessment Preparation Form	n/a	0	Always
FSCR Background	n/a	0	Always
Acknowledgement of School Psychological Examiner Program Handbook	n/a	0	Always
Internship in Diagnostic Assessment Pre-Hours Contract	n/a	0	Always
Travel Waiver and Confidentiality Agreement	n/a	0	Always

- When completing the Request for Internship Form, provide your information at the top, and then provide the contact person (if known) with whom you wish to complete your internship. You must also indicate the district and building at which this contact person works.

- Then click on save & close.

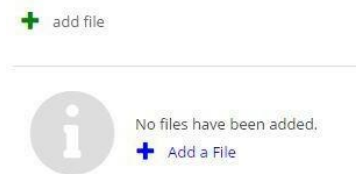


- Click on Request for Internship 1 again.



- Click on each individual item and complete it. For the Internship in Diagnostic Assessment Preparation form, it is hyperlinked in Foliotek. Simply download it and complete it, then reupload the completed document. Please note: there are two documents under the Travel Waiver and Confidentiality Agreement that must be completed and uploaded.

9. To upload a file to Foliotek, click on the + sign.



10. Choose the type of file you want to upload, then upload it. If you have already uploaded the document for a different placement, you can choose “Add existing file” to select it.

A screenshot of a 'CHOOSE FILE TYPE' dialog box. It has a title bar with 'CHOOSE FILE TYPE' and a close button. Below the title bar, it says 'Specify what kind of file you would like to add.' There are five radio button options: 'Upload new file' (selected), 'Add existing file', 'Foliotek Presentation Portfolio', 'Link to external file or website (URL)', and 'New zipped website'. At the bottom, there are three buttons: 'back', 'next', and 'cancel'.

11. Click on “SUBMIT THIS APPLICATION FOR EVALUATION”

A screenshot of the Foliotek interface. On the left is a sidebar with a 'D PORTFOLIO' button and a list of 'MOPTA IO' items: 'id Program', 'on Evaluations', 'ement', 'April 2016', 'acement 1', 'acement 2', 'acement 3' (highlighted), 'acement 4', 'acement 5', 'acement Host', 'r Information', 'acement', and 'ents'. The main area has a green button 'SUBMIT THIS APPLICATION FOR EVALUATION' and a link 'preview scoring guide'. Below this is a message: 'Please complete the request form AND upload your background check, TB test results, and completed travel waiver in the appropriate areas listed below. Your placement will not be processed until all items are complete.' Another message says: 'If you completed the Request for Field Placement 3 prior to April 2016, please view those requests in the 'Prior to April 2016' section in the left menu.' Below these messages are two tabs: 'ELEMENT LIST' and 'FORM SUMMARY'. The 'ELEMENT LIST' tab is active, showing a table of requests. The table has columns: 'REQUESTS', 'LAST MODIFIED', 'ITEMS', and 'VIEWABLE'. There is one row: 'Request for Student Field Placement 3 - FORM', '4/22/2016', '1', and 'Always'.

Internship Process

1. A student worker in the Office of Field and Clinical Experiences will request placement for the student through the school representative. This representative will send the request to the chosen school administration and subsequently to the requested teacher (if designated). The request will either be accepted or denied.

This information is submitted back to the school administration and then back to Lindenwood University. The student worker will try his/her best to place the student in the indicated field and location of choice; however, due to circumstances beyond his/her control, this is sometimes not possible. If the request is denied, the student worker will notify the student and ask for another choice of school placement.

2. Once the placement has been arranged, the student worker will send a confirmation email with the placement assignment to the student.
3. Upon receiving the placement assignment confirmation, the student is then ready to begin the internship. Students may NOT begin internship until notified by the Office of Field and Clinical Experiences.

Candidates completing the School Psychological Examiner Certification program compile an electronic portfolio, which includes Key Assessments for each of the program's PLOs, the first eight of which are aligned with the competencies for school psychological examiners as delineated by the Missouri Department of Elementary and Secondary Education. The portfolio is completed electronically using Foliotek, an online portfolio management system.

Psychological Examiner Professional Disposition

Should a faculty member and/or site supervisor express concerns regarding a student's competencies, such concern will be documented using the disposition and brought before the Faculty Review Board. The Faculty Review Board will determine the next step to be taken. The Faculty Review Board will either propose a direct action be taken or arrange a meeting with the student, the referring faculty member, and the Faculty Review Board. It will be determined whether the student will enter a probationary period and complete a remediation agreement. Students who complete a remediation agreement will periodically be reevaluated by the Faculty Review Board.

Student Retention and Remediation

Institutional Retention and Support

Lindenwood University strives to provide academic, social-emotional and career supports for all counseling candidates to retain, but also scaffolds candidates into competent and reflective practice. Institutional areas of support include academic, counseling, or career service and are detailed below. Within the CMHC Program, there are multiple opportunities to receive disposition feedback to the candidate and these are detailed in the next sections.

First, academic assistance beyond the classroom instructor, is provided by the [Academic Support Services \(SASS\)](#) office. To promote academic growth, services at the Counseling candidate and Academic Support Services (SASS) include tutoring, a writing center that assists counseling candidates with APA 7th formatting, and study strategies. Services are offered in person and remotely. Within the College of Education and Human Services, there are also periodic opportunities for Google Boot Camp Trainings which equip our counseling candidates

with Google skills they may need for developing forms, spreadsheets, and presentations.

Second, the [Counseling candidate Counseling and Resource Center \(SCRC\)](#), housed under the Counseling candidate Services umbrella, provides free counseling services for counseling candidates who are struggling with coping skills, who are seeking work/life/academic balance, or who need outside assistance for healthcare, food, or childcare assistance. The Counseling candidate Resource Center provides some evening hours for counseling candidates who wish to see a counselor. Group services are also offered throughout the academic year through this office with some evening hours available for our counseling candidates who work during the day. The SCRC is in Evans Commons on the third floor.

Third, counseling candidates have access to [Career Services](#) when seeking gainful employment prior to or upon graduation to ensure successful transitions into their profession. Housed in the Center for Experiential Learning, Career Services offers job fairs, career coaching, resume assistance, and internship opportunities.

Remediation Resources, Policies, and Procedures

There are multiple levels of support within the University, College of Education and Human Services, and Counseling candidate Services. In order to attract diverse counseling candidates including first-generation college counseling candidates, it is understood that a variety of supports will enhance their learning experiences. First, the institutional supports are described followed by the College of Education and Human Services and at the program, CMHC (Clinical Mental Health Counseling) level.

Remediation Processes, Human Services Department

The opportunity for growth is an important value of the counseling profession. Programs should utilize multiple opportunities for ongoing feedback throughout the program, designed to identify and strengthen any skill or disposition deficiencies among candidates while also prioritizing candidate well-being and self-care. Relying on approaches that identify and promote realistic, attainable solutions with focused, measurable goals will foster the learning process and development of clinical skills. Candidates are encouraged to reflect, engage, and if applicable, attend professional development opportunities that promote learning and address any disposition issue.

Counselor education programs are responsible for ensuring counseling candidates graduate with the clinical skills necessary to be ethical counselors (American Counseling Association, 2014). This means that even candidates who excel academically may not be a good fit for the application of clinical skills and the profession of counseling. To identify and coach/remediate candidates and to cultivate and enrich their skills, our program aligns program outcomes with professional expectations as outlined by the Missouri Professional Licensure Board and the Council for Counseling and Related Programs (CACREP) standards and the competencies outlined by DESE for psychological examiners.

The Clinical Mental Health Counseling Program at Lindenwood University is committed to collaborating with counseling candidates to identify specific areas of growth and methods to improve or expand potential in those areas. Lindenwood University's primary goal in the CMHC Program is to prepare counseling candidates to be effective, ethical, and reflective

practitioners for work in school and/or mental health settings with individuals, groups, and families. Once counseling candidates have been admitted into the program, they will be supported and connected with any necessary resources that can enhance their abilities as practitioners. Upon admission to the program, each counseling candidate is assigned an advisor who will be the primary contact for counseling candidate questions and concerns outside of a specific course. Advisors will also serve in the capacity of mentor and aid with registration and professional practice questions and concerns. Advisors are expected to respond to counseling candidate communication within 24 hours during the work week, excluding holidays and university breaks.

Faculty, instructor, and staff may identify and refer, if warranted, any counseling candidate conduct concerns to the remediation committee. The remediation committee is comprised of practicum and internship course instructors, a core faculty member, the advisor and the department chair. Remediation plans might include a requirement to take additional coursework, participate in personal counseling, engage in identified professional development opportunities, or take time off from the program. Remediation processes are detailed below based on whether an issue is a minor or major concern and at which point in the program the issue arises.

As a result, ongoing feedback and formative assessments are included regularly throughout the program, with disposition measures strategically introduced in courses from the inception of the program to its culmination. Clinical skills competencies within the disposition are used to ensure the practitioners are well-equipped to manage and mentor counseling candidates through this growth process (Section 1-N, O; Section 2-F.1.i, k, l; Section 4-F-I).

Counseling candidates may seek out additional support for specific courses by communicating with their course instructor. Every course instructor has consistent office hours which are listed in the course syllabus and posted outside their offices. This is a time when counseling candidates can collaborate with course instructors to identify any additional support or mentoring that might be helpful to a counseling candidate as it is necessary. Further, 100% of our faculty, including adjuncts, have a minimum of 3 years clinical experience and are credentialed practitioners in their field, contributing real world experiences to the classroom and during advising and mentoring sessions.

Standard Disposition Administration

Candidates' counseling skills are assessed using the disposition assessment during three courses by the instructor of the specified course: IPC 51100 Foundations of Professional Counseling, IPC 55200 Counseling Skills Lab, IPC 61100 Practicum, IPC 62100 Internship 2, and IPC 62700 Internship for Psychological Examiner. These are completed 3 weeks before the end of the semester or earlier if a disposition concern arises. There are two instances when a candidate will be required to complete a remediation plan. The first instance is if a candidate summary score is marked as a minor or major concern. In addition, any candidate who scores a "needs improvement" or "needs considerable improvement" on a disposition assessment item, will be required to complete a remediation plan. The person responsible for following up with the candidate and the plan will be any adjunct faculty, core faculty, site visitor, site supervisor, or advisor.

Course Instruction Issues

In the instance the candidate's skill deficiency is of minor concern in a course, the instructor will be responsible for addressing and creating remediation plans with counseling candidates of minor concern. and will re-assess candidates' skill growth at the completion of the semester the class is taught. Course instructors will notify the remediation committee of any counseling candidate assessed overall on the disposition measure with a minor concern or when the candidate scores a "0" (needs considerable improvement) or scores a "1" (needs improvement) on any item if not resolved by the end of the course.

A major concern will be communicated with the Remediation Committee immediately. The Remediation Committee will convene with the instructor to determine next action steps which may include meeting with the student, developing an action plan, or other as determined by the committee.

All instances of this occurring will be documented in Lindencircle. If unresolved by the end of the term the candidate is enrolled in the course, the instructor will bring the concern to the remediation committee. The remediation committee will then determine what, if any, additional support might be recommended to the student to build and enhance skills or disposition. The candidate's advisor will complete any necessary follow-up designated by the Remediation Committee. If the issue is not resolved with 2 semesters, the concern will be brought back to the Remediation Committee to identify next action steps.

Advising Instruction Issues

Any minor concern that arises outside of a class context should be addressed with the counseling candidate's advisor. The counseling candidate's advisor is responsible for meeting with the counseling candidate to process the concern and determine if a remediation plan is necessary. If a remediation plan is needed, the advisor is responsible for overseeing the development of a remediation plan including the reassessment of counseling candidate skills at the completion of the remediation plan.

At any point, course instructors who have major concerns about a candidate's skill deficiency will present their concerns to the remediation committee. The remediation committee is responsible for supporting counseling candidates with major skill deficiencies and will develop a remediation plan with these counseling candidates if the issue is unresolved.

Practicum and Internship Experiences

Site Supervisor and Site Visitor Evaluations

Toward the culminating experiences, site supervisors and site visitors provide critical insight into the candidate's ability to work as a counselor in the field. Course instructors will develop a remediation plan for counseling candidates who receive any scores below "typical for level of training experience" or receive any level of concern on their site supervisor evaluation form evaluated at midterm and final. Course instructors may send major concerns or minor concerns that are unresolved to the remediation committee. Counseling candidates will receive an incomplete in the course until they have completed their remediation plan and demonstrated necessary growth. The site visitor should report any counseling candidate concerns to the

clinical course instructor who will determine if the concern is a minor or major concern.

Remediation plan documentation and follow-up

Concerned faculty and staff will document each remediation plan of minor or major concern in LindenCircle. The remediation plan should be documented using the “flag” and “success plan” feature within LindenCircle. All remediation plan updates should also be documented including the status of the remediation plan and if the counseling candidate has demonstrated growth. Each faculty or staff member who creates a remediation plan is also responsible for following-up with the remediation plan and documenting the counseling candidate’s updated status. All faculty members have access to counseling candidates in their classes and advisees in LindenCircle. Clinical course instructors for practicum and field experience should consult the list of counseling candidates with concerns under the “tracking” section of LindenCircle to be informed of any relevant clinical concerns with counseling candidates in their courses.

Dismissal From the Program

In rare cases, candidates could be asked to leave the program if they do not demonstrate steady progress toward a major concern. The remediation committee, advisor, or instructor will identify when a candidate has not demonstrated growth outlined in their remediation plan and communicate that to the candidate. Candidates who continue to demonstrate major skill deficiencies and/or major candidate conduct concerns may be dismissed from the program. Any instances when a candidate’s behavior or skill deficiency is egregiously concerning may result in immediate dismissal from the program without the opportunity to complete a remediation plan. All decisions to dismiss a counseling candidate from the program will be made by the remediation committee and department chair.

Internship in Diagnostic Assessment Extension

Should a student be unable to complete the required hours of Internship in Diagnostic Assessment within the semester, he or she will receive an Incomplete for a grade. Any student unable to complete the required hours of Internship must enroll in a section of IPC 62701 Internship in Diagnostic Assessment Extension the following term. Enrolling in the Internship Extension course will allow students to continue to receive supervision from Lindenwood University faculty as they complete their Internship hours. IPC 62701 Internship in Diagnostic Assessment Extension is a zero-credit hour course. A \$50.00 fee is charged for each extension.

Section Two: Lindenwood University Academic Services Information & Support

Office 365

Email accounts are given to students enrolled at Lindenwood University. All students are held responsible for reading and maintaining their university email accounts. Students can easily access their e-mail account via Lindenwood's webpage: click "Email" and select "Student Email". If students have difficulty accessing their e-mail account, they are encouraged to contact their advisor or the Help Desk at helpdesk@lindenwood.edu. Students who fail to regularly (at a minimum, weekly) check their email account may miss important messages. Contact numbers for the help desks by campus are:

St. Charles Campus- 636-949-5100

For a full list of policies on adding or dropping classes, deadlines, and other academic policies, please visit the graduate catalog link for the current academic year:

<https://lindenwood.smartcatalogiq.com/2021-2022/Graduate-Catalog/Admission-Application-and-Fees-Financial-Assistance>.

Section 3: Foliotek

Lindenwood Artifacts, Reflections & Foliotek Instructions

Glossary of Terms

Foliotek	Foliotek is the online portfolio management system used by the School of Education. In school counseling, Foliotek is used to store an assignment from every course. Second, it is used to request Internship. Finally, disposition and performance evaluation assessment data are stored here.
Key Assessment	Key assessments are critically designed to cover an entire standard and all its performance indicators. They are found in 3 psychological examiner courses; IPC 62500, IPC 62600, and IPC 62700. Each contain a 5 column-rubric used to evaluate the assignment. The rubrics for each of Key Assessments for the internship course may be found in Appendix C for your reference.
The Office of Clinical and Field Experiences	This office serves as a repository for data collection gathered in Foliotek for the College of Education and Human Services. This office also reviews applications for Internship and coordinates placement after you have uploaded your application into Foliotek.
Site Supervisor	The Site Supervisor is the credentialed psychological examiner who will supervise the student at their internship site.
Site Visitor	The Site Visitor is the University representative, typically the Internship Instructor, who will serve as a liaison between Lindenwood and the k-12 school site you are at during internship.

Missouri Student Foliotek

Missouri Professional Learning Standards for Psychological Examiners are represented in the Foliotek. Its completion is required for Missouri students for graduation. Every course, students are required to upload the course artifact, a reflection, and select the Professor of record to submit for evaluation. To upload artifacts, the student will access Foliotek through their Canvas Course Shells in the module labeled "Foliotek". Students may also access Foliotek through the School Counseling Student Resource Canvas shell in the Foliotek module. Foliotek will be introduced in Foundations of Counseling. **Key Assessments must be uploaded in every course to obtain a final grade in the class to Foliotek and the Canvas gradebook. All must be uploaded before the last 3 weeks of class to maintain program evaluation and feedback needs.**

Students are required to purchase Foliotek during their first semester. There are two types of assessments in Foliotek to measure competency for both school counseling specific courses (Key Assessments) and other courses required for school and professional counselors (Anchored Assessments). These assessments are the same across all courses, regardless of whether a student seeks school or professional specialty areas. Access information and more detail regarding these assignments are in the [Foliotek Guide](#) later in this section.

The price of Foliotek is based on the number of years it will take to complete the program. Most students will complete the program in 2.5 to 3 years, based on the number of classes they take each semester. It is recommended students purchase a 3-year license to cover their entire program. Prices as of June 2020 are listed below and may be subject to change in subsequent years.

1 year	\$30
2 years	\$59
3 years	\$87
4 years	\$112
5 years	\$120
6 years	\$125

Accessing Foliotek

To access Foliotek, students will navigate to the School Counseling and Student Resources Canvas Shell or any other course shell. Foliotek has its own module in each course and will appear near the top of your Canvas courses. (**Students should NOT go to www.foliotek.com to create an account.**) Documents uploaded to Foliotek can be viewed by a few Department of Counseling faculty, advisors, the Field and Clinical Office, and School of Education administrators. Comments posted in Foliotek can also be viewed by all these individuals.

Missouri Psychological Standards

Portfolio Standards and Artifacts Course Matrix

The Educator Preparation Program Portfolio at Lindenwood University is based upon the Psychological Examiner Professional Standards from the Missouri Department of Elementary and Secondary Education. You will also see the themes of the Lindenwood University School of Education Psychological Examiner Conceptual Framework throughout your coursework and within this matrix.

Key Assessments and Standards

Psychological Examiner Key Assessments & Matrix (IPC 62500 revised summer 2021; IPC 62600 revised fall 2021, & IPC 62700 revised spring 2021)

Candidates completing the School Psychological Examiner Certification program complete twelve Key Assessments covering the ten PLOs. The four are embedded within the three courses that are required to be completed at Lindenwood University. IPC 62500 Individual Intelligence Testing, IPC 62600 Individual Diagnostic Assessment, and IPC 62700 Internship in Diagnostic Assessment are three typical courses required beyond a Master's degree in Counseling, school emphasis. One Key Assessment is completed in IPC 62500 Individual Intelligence Testing, one Key Assessment is completed in IPC 62600 Individual Diagnostic Assessment, and two Key Assessments are completed in IPC 62700 Internship in Diagnostic Assessment. All of these are titled case study along with the corresponding course title. For example, IPC 62500 is titled *Case Study in Intelligence Testing* and IPC 62600 is titled *Case Study in Diagnostic Testing*. IPC 62700 contains *Case Study in Internship* and a second key assessment titled, *Professional Growth Plan*.

The Key Assessments include:

Standard Number	Standard Description	PLO (PROF COMP.)*	CAEP	Courses Covered	Assignment Name
1	The school psychological examiner will demonstrate the ability to capably interpret tests (1.2, 1.3, 2.1, 2.2, 2.3).	a. 3, 5, 6 b. 3, 4, 7 c. 3, 5, 6, 7		a. IPC 62500 b. IPC 62600 c. IPC 62700	a. Case Study in Intelligence Testing b. Case Study in Diagnostic Assessment c. Case Study in Internship
2	The school psychological examiner will demonstrate the ability to competently analyze and diagnose learning problems, including special consideration of low incidence populations (1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.4).	3, 5, 6		IPC 62500	Case Study in Intelligence Testing

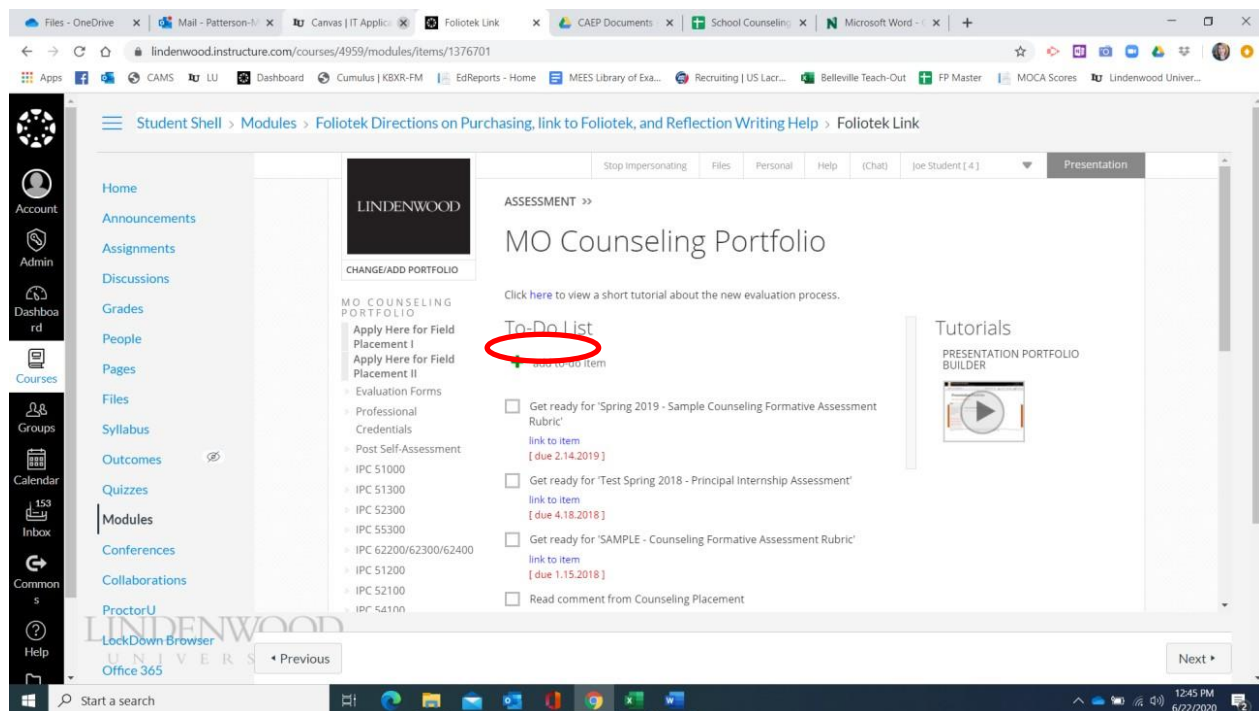
3	The school psychological examiner will demonstrate the ability to skillfully interpret formal and informal diagnostic assessments and their application for prescriptive instruction (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.4, 4.1).	3, 4, 7		IPC 62600	Case Study in Intelligence Testing
4	The school psychological examiner will effectively use his or her knowledge of the classroom environment, psychological principles, and test data to plan for management of children with special needs (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.4, 4.1).	3, 5, 6, 7		IPC 62700	Case Study Internship
5	The school psychological examiner will model appropriate diagnostic interviewing techniques (1.2, 1.3, 3.4, 4.2).	a. 3, 5, 6 b. 3, 4, 7		a. IPC 62500 b. IPC 62600	a. Case Study in Intelligence Testing b. Case Study in Diagnostic Assessment
6	The school psychological examiner will model effective communication with other professionals to develop instructional strategies (1.2, 1.3, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2).	3, 5, 6, 7		a. IPC 62500 b. IPC 62700	a. Case Study Intelligence Testing b. Case Study in Internship

7	The school psychological examiner will demonstrate the ability to accurately administer and interpret the Wechsler and Binet (1.3, 2.1, 2.3, 3.1, 3.2, 3.4).	3, 5, 6		IPC 62500	Case Study in Intelligence Testing
8	The school psychological examiner will actively seek opportunities to grow professionally in order to improve learning for all students (1.2, 1.3, 2.4, 2.5, 2.6, 4.1, 4.2).	3, 5, 6, 7		IPC 62700	Professional Development Plan
9	The school psychological examiner will appropriately promote reflective application of research and theory among all members of the school community (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 4.1, 4.2).	3, 5, 6, 7		IPC 62700	Professional Development Plan

*Professional Competencies described below.

Key Assessments

Key assessments are found in 5 courses and cover the entire MOSPE Standard through its outlined objectives. The rubrics for each of these Key Assessments is in Foliotek under the corresponding standard and in your Assignments section in Canvas. These will need to be uploaded by the student in both Canvas **and** Foliotek. When uploading to Foliotek, select the course file for which you are submitting on the left-hand of the



screen.

Next, open the bottom link in that screen titled, “Key Assessment and Reflection”. Upload both your reflection on the assignment and the reflection you wrote to accompany it. Reflection directions are listed later in this chapter and a sample reflection template is in every course Canvas Shell under the Foliotek Module. After uploading your key assessment and reflection, select the instructor of the course to evaluate it, and click the **green submit button**. Uploads must be in Foliotek **and** Canvas in order to receive an earned grade in the course.

Exit Requirements/Obtaining Certification

Missouri School Psychological Examiner Certification is not automatically granted upon graduation from the program. Upon completion of the program, students must apply for School Counselor Certification through the Missouri Department of Elementary and Secondary Education. All certification applications must be completed through the Missouri Department of Elementary and Secondary Education's online system, [Certification | Missouri Department of Elementary and Secondary Education](#)

In addition to the certification, application made online, all students must register with the Department of Elementary and Secondary Education for certification.

APPLY FOR CERTIFICATION WITH DESE:

[Certification](#)

Create an account and password

1. Click **EDUCATOR CERTIFICATION SYSTEM**
2. Click **OK**
3. Applications > Psychological Examiner
4. Answer the Professional Conduct Questions
5. Be sure to choose LU in the drop down

If you have additional questions about certification, you may contact Dr. Tammy Moore at tmoore@lindenwood.edu or your advisor.

Students must submit fingerprints that have been updated within the past twelve months in order to obtain Missouri teacher certification as a School Counselor. In most cases, fingerprinting completed for Internship will be outdated and will require the student to complete fingerprinting again for certification purposes. If the student has completed fingerprints within the last twelve months for a Lindenwood University School Counseling Internship or Psychological Examiner Certificate, the student should contact their advisor to learn how to obtain a copy of their fingerprints to submit to DESE for certification. DESE has chosen 3M/Cogent Corporation through the Missouri Automated Criminal History Site (MACHS) as the vendor for fingerprints for all candidates. Though students will have registered through this site prior to Internship, students will need to register again to update their fingerprints and have their results sent directly to DESE.

To register with the Missouri Automated Criminal History Site (MACHS), visit their website, [MACHS](#). From the homepage, select the Fingerprint Portal. Select the option requiring the four-digit registration number to begin the registration process. At the top of the registration page, enter the four-digit registration number, **2301**, and then click "Enter." Verify the agency information (Department of Elementary and Secondary Education) and

begin entering personal data into the spaces provided. When finished, select “Register.” Students will be provided with a Transaction Control Number (TCN). Students should keep this number on file, as it will be used to track fingerprints in the future. Upon verification of the information entered, select “Schedule.” Please contact 3M/Cogent at 1-877-862-2425 or the Missouri Highway Patrol at 1- 573-526-6312 with any inquiries regarding this process.

Students will have the option to pay online or at the time of the appointment. 3M/Cogent charges \$44.80 (fee subject to change without notice) for fingerprinting services. Once payment arrangements have been made, students are required to schedule an appointment at a fingerprint service site. Students are encouraged to print the appointment information for their records.

Due to the heavy volume of Teacher, School Counselor, Administrator, Career Administrator, and Superintendent Certification applications, students can expect it will take approximately 4-6 weeks from the time the degree is posted for Lindenwood University’s Certification Officer to process student paperwork and send it to the Missouri Department of Elementary and Secondary Education. The Department of Elementary and Secondary Education anticipates an additional 6-8 weeks to process student paperwork once it is received. Lindenwood University reserves the right to not recommend a student for state certification or licensure, regardless of grades earned and requirements fulfilled, if the student’s pattern of conduct is inconsistent with generally accepted professional standards.

Due to the heavy volume of Teacher, School Counselor, Administrator, Career Administrator, and Superintendent Certification applications, students can expect it will take approximately 4-6 weeks from the time final grades are posted for Lindenwood University’s Certification Officer to process student paperwork and send it to the Missouri Department of Elementary and Secondary Education. The Department of Elementary and Secondary Education anticipates an additional 6-8 weeks to process student paperwork once it is received.

Lindenwood University reserves the right to not recommend a student for state certification or licensure, regardless of grades earned and requirements fulfilled, if the student’s pattern of conduct is inconsistent with generally accepted professional standards.

Section 4: Supervision of Intern

Role of the Site Supervisor

The site supervisor is a person who has expressed a willingness to supervise and serve as a mentor for a developing professional. The site supervisor is the key person at the school site who facilitates and supervises all of the activities in which the intern will be participating. When the Internship experience begins, the site supervisor is asked to orient the student to the Internship site. Specifically, the site supervisor should:

- ☐ Introduce the student to co-workers
- ☐ Give a tour of the school and discuss its origin, mission, and function

- ☐ Explain the duties and responsibilities of the intern and tasks as related to others in the school
- ☐ Emphasize the importance of confidentiality as it relates to your organization
- ☐ Determine the student's Internship schedule and establish a policy for covering absences
- ☐ Inform the student of your school's dress code and what you expect from the student in this regard
- ☐ Inform the student of the district's Acceptable Use Policy
- ☐ Provide one hour each week of face-to-face supervision of the intern
- ☐ Monitor and sign the intern's Weekly Activity Log
- ☐ Provide feedback on the intern's performance during the site visit by the faculty representative
- ☐ Provide a mid-term and final evaluation of the intern(on-line), The Missouri School Counselor Performance Exam
- ☐ Provide certification of counseling Internship completion

In addition, site supervisors will verify the hours the intern has reported were completed as documented by signing off and dating on their log forms weekly. Log forms must be uploaded to Foliotek and will be entered by the Clinical and Field Placement Office. The log form maybe found at Appendix E.

Group Supervision

During Internship, interns are required to meet for group supervision class on the Lindenwood campus. A member of the program faculty conducts group supervision. The Internship course requires that students meet in group supervision for a minimum of 2.5 hours per week, scheduled weekly throughout the semester. Students receive credit for hours attended in group supervision towards their required clock hours.

Evaluations of Interns

During Internship, there will be a site visitor and site supervisor evaluation at midterm and the end of the Internship class. This provides time for formative feedback and corrective behaviors/coaching. These evaluations will be emailed, and the email will come from a Foliotek email address. The evaluation will be completed electronically, submitted and published for the student to also view the feedback. Ideally, site supervisors and site visitors meet with the student while completing the evaluation so that the candidate has solid feedback from their site and are able to strategize accordingly.

Resolving Problems

Despite everyone's best efforts, problems sometimes arise. If you experience a conflict with a student intern, please observe the following procedures for handling problems:

- ☐ Address the student directly regarding the issue (s). Usually this face-to-face meeting is

sufficient to clarify expectations and clear up any miscommunications.

- If the problem persists after addressing the student directly, contact the Faculty Representative or any school faculty member listed in this handbook. Any of these faculty members can arrange mediation between the student and your organization. If necessary, the faculty representative can arrange to place the student at a different site.
- If the student is consistently late or frequently absent, contact the Faculty Representative or any school faculty member listed in this handbook. Please track any and all absences and tardy arrivals by date. A percentage of each student's grade is based upon reliability of service.

Appendices

Appendix A, Missouri Psychological Examiner Program Planner

Appendix B, Pre-hours contract

Appendix C, Key Assessments in IPC 62500, IPC 62600, and IPC 62700

Appendix D, Internship Disposition

Appendix E, Weekly Activity Log Sheet Template

**Appendix A
Program Planner**



“Teaching and Leading as an Art and a Science”

**Lindenwood University School of Education, Department of Counseling
Program Planning Worksheet
School Psychological Examiner Certification**

Name:		ID:	
Phone:		Email:	
Date of Orientation:		Semester Started at LU:	
Current GPA:		Teaching Certification:	
Advisor:		Date:	

For maximum program success, the student should keep the Program Planning Worksheet current.

To complete the School Psychological Examiner Certification Program, **all students must:**

1. Hold a Master's degree in Counseling, Education, Psychology, or Educational Psychology from an approved college or university.
2. Hold some form of prior teacher certification (i.e., teacher, school counselor, etc.).
3. Complete IPC 62500, 62600, and 62700 at Lindenwood University.
4. Complete a minimum of 15 credit hours of graduate coursework at Lindenwood University.
5. Maintain a GPA of 3.0 or higher.
6. Earn a grade of A or B in IPC 62700 Internship in Diagnostic Assessment.

Core Courses Required	Hours	Hours Completed	Semester Completed	Transferred	Grade	Notes/Prerequisites
52100 Human Growth and Development	3					51000
52300 Adjustment and Learning Issues in Children and Adolescents	3					51000
54200 Statistical Analysis	3					54100
58100 Appraisal of the Individual	3					52100
62500 Individual Intelligence Testing	3					58100
62600 Individual Diagnostic Assessment	3					58100
62700 Internship in Diagnostic Assessment	3					62500, 62600, and 3.0 GPA
Education Courses (or equivalent)	Hours	Hours Completed	Semester Completed	Transferred	Grade	Notes
EDU 51110 Advanced Educational Psychology	3					
EDU 54100 Education of the Exceptional Child	3					
Requirements						
Students seeking School Psychological Examiner Certification must hold a Master's degree in Counseling, Education, Psychology, or Educational Psychology from an approved college or university.						
Students seeking School Psychological Examiner Certification must hold some form of prior teacher certification (i.e., teacher, school counselor, etc.).						
Total Program Hours						

Appendix B: Pre-Hours Contract
Lindenwood University
School Psychological Examiner Program
Internship in Diagnostic Assessment
Pre-Hours Contract

Student's Name: _____

Semester/Year: _____

Internship Site: _____

Students in the Lindenwood University School Psychological Examiner Program must complete one semester of Internship in Diagnostic Assessment. During the Internship experience, the student will engage in the activities of a school psychological examiner in a school setting under the supervision of a certified school psychological examiner and a Lindenwood University faculty member in a group supervision class. Internship in Diagnostic Assessment is also a class that meets throughout the semester. Students are required to attend and participate.

Under certain circumstances, students enrolled in Internship classes may collect pre-hours prior to the beginning of the semester, and thus, prior to supervision by a Lindenwood University faculty member. To collect pre-hours, several conditions must be met. A completed Internship in Diagnostic Assessment Application Packet must be submitted and approved for the site, the student must be enrolled in the appropriate Internship in Diagnostic Assessment class, and the Internship in Diagnostic Assessment Site Supervisor, on behalf of the school, must agree to accept responsibility for any liability incurred by the student's actions should the student collect direct hours during that time. **The Internship in Diagnostic Assessment Pre-Hours Contract must be submitted with the Internship in Diagnostic Assessment Application Packet prior to the collection of pre-hours.** Should students fail to comply with all conditions regarding the collection of pre-hours, hours collected during that time will not be accepted.

This contract establishes that the Internship in Diagnostic Assessment Site Supervisor, on behalf of the school, and the counseling student understands the stipulations regarding the collection of pre-hours. This agreement shall be in effect from _____ through _____. This contract shall be considered in effect when signed by the Internship in Diagnostic Assessment Site Supervisor.

(Internship Student signature)

(Date)

(Internship Site Supervisor signature)

(Date)

Appendix C

Key Assessments and Standards Matrix

Psychological Examiner Key Assessments & Matrix (revised summer 2021; IPC 62700 revised spring 2021)

Candidates completing the School Psychological Examiner Certification program complete four Key Assessments covering the ten PLOs. The four are embedded within the three courses that are required to be completed at Lindenwood University. IPC 62500 Individual Intelligence Testing, IPC 62600 Individual Diagnostic Assessment, and IPC 62700 Internship in Diagnostic Assessment are three of ~~typical~~ the courses required beyond a Master's degree in Counseling, school emphasis. ~~Five~~ One Key Assessment is completed in IPC 62500 Individual Intelligence Testing, ~~five~~ one Key Assessment is completed in IPC 62600 Individual Diagnostic Assessment, and ~~four~~ two Key Assessments are completed in IPC 62700 Internship in Diagnostic Assessment. ~~All~~ Three of these are titled case study along with the corresponding course title. For example, IPC 62500 is titled *Case Study in Intelligence Testing* and IPC 62600 is titled *Case Study in Diagnostic Testing*. IPC 62700 contains *Case Study in Internship* and a second key assessment titled, *Professional Growth Plan*.

The Key Assessments include:

Standard Number	Standard Description	PLO (PROF COMP.)*	CAEP	Courses Covered	Assignment Name
1	The school psychological examiner will demonstrate the ability to capably interpret tests (1.2, 1.3, 2.1, 2.2, 2.3).	3, 5, 6 3, 4, 7 3, 5, 6, 7	A.1 A.2	PC 62500 PC 62600 PC 62700	a. Case Study in Intelligence Testing b. Case Study in Diagnostic Assessment c. Case Study in Internship
2	The school psychological examiner will demonstrate the ability to competently analyze and diagnose learning problems, including special consideration of low incidence populations (1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.4).	a. 3, 5, 6	a. A.1	IPC 62500	se Study in Intelligence Testing
3	The school psychological examiner will demonstrate the ability to skillfully interpret formal and informal diagnostic assessments and their application for prescriptive instruction (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.4, 4.1).	3, 4, 7	b. A.2	IPC 62600	a. Case Study in Intelligence Testing b. Case Study in Diagnostic Assessment
4	The school psychological examiner will effectively use his or her knowledge of	3, 5, 6, 7	A.3, A.5	IPC 62700	Case Study Internship

	the classroom environment, psychological principles, and test data to plan for management of children with special needs (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.4, 4.1).				
5	The school psychological examiner will model appropriate diagnostic interviewing techniques (1.2, 1.3, 3.4, 4.2).	3, 5, 6 3, 4, 7	a. A.1 b. A.2	IPC 62600	a. Case Study in Intelligence Testing b. Case Study in Diagnostic Assessment
6	The school psychological examiner will model effective communication with other professionals to develop instructional strategies (1.2, 1.3, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2).	3, 5, 6, 7	a. A.1 b. A.3, A.5	a. IPC 62500 b. IPC 62700	a. Case Study Intelligence Testing b. Case Study in Internship
7	The school psychological examiner will demonstrate the ability to accurately administer and interpret the Wechsler and Binet (1.3, 2.1, 2.3, 3.1, 3.2, 3.4).	3, 5, 6	a. A.1	IPC 62500	Case Study in Intelligence Testing
8	The school psychological examiner will actively seek opportunities to grow professionally in order to improve learning for all students (1.2, 1.3, 2.4, 2.5, 2.6, 4.1, 4.2).	3, 5, 6, 7	A.3, A.5	IPC 62700	Professional Development Plan
9	The school psychological examiner will appropriately promote reflective application of research and theory among all members of the school community (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 4.1, 4.2).	3, 5, 6, 7	A.3, A.5	IPC 62700	Professional Development Plan

*Professional Competencies described below.

	EDU	EDU	IPC	IPC	IPC	IPC	IPC	IPC	IPC
--	-----	-----	-----	-----	-----	-----	-----	-----	-----

	502 00	54100	52100	52300	54200	58100	62500	62600	67200
Professional Requirements									
1. Psychology of Development	X		X						
2. Psychology of Education	X	X							
3. Statistical Methods					X	X	X	X	X
4. Psychology of Personality				X		X		X	
5. Tests and Measures				X	X	X	X	X	X
6. Intelligence Testing					X	X	X		X
7. Other Diagnostic Testing					X	X		X	X

IPC 62700 Internship in Diagnostic Assessment
Internship Case Study
Covers standards: 1, 3, 5 & 6 (see rubric below)

Purpose: Candidates enrolled in IPC 62700 Internship in Diagnostic Assessment complete one key assessment. It is titled the Internship Case Study. This assessment is designed to measure the school psychological examiner candidate's ability to competently analyze and identify differences, including the use of tiered systems for supporting instruction and behavior, which is aligned with the second competency for school psychological examiners as delineated by the Missouri Department of Elementary and Secondary Education, the Council for the Accreditation of Educator Preparation (CAEP) Advanced Programs Standards A.1, A.2, and A.3, the School Psychological Examiner Certification Program's Program Learning Outcomes 1, 2, & 6, and the associated Institutional Learning Outcomes (1.2, 1.3, 2.1, 2.2, 2.3, 2.5, and 3.4).

Description: Candidates enrolled in IPC 62700 work in a school setting assessing children and adolescents, participating in diagnostic teams, and determining educational needs under the supervision of a certified School Psychological Examiner as well as a faculty member. Internship in Diagnostic Assessment requires a minimum of 150 clock hours of field work that includes administration of formal and informal assessments, interpretation of formal and informal assessments, and verbal or written diagnostic summaries. To complete the assignment associated with this key assessment, each candidate will formally write and orally present a case study based on an actual evaluation conducted at the internship site. (Note: All identifying information is changed to protect confidentiality.) The case study is to include the following components: case history, evaluation measures, evaluation results, diagnostic summary, and recommendations. The candidate will submit a written evaluation report and will present his/her case orally in class as he/she leads a mock evaluation meeting. This meets CAEP A.3 and A.5. The written product, the Case Study report, will be uploaded to the candidate's Foliotek account for further evaluation as PLO 2 Key Assessment A: Case Study. The candidate's ability to competently analyze and identify differences, including the use of tiered systems for supporting instruction and behavior, is assessed through evaluation of the Case Study report. The level of proficiency identified through this evaluation is separate from the assignment grade as the complete assignment includes additional components as well as factors associated with writing style and adherence to deadlines established in the course syllabus. The candidate's performance on this key assessment will be evaluated using the following rubric:

Points 0
Submitting Nothing

Due	For	Available From	Until
-	Everyone	-	-

SPE PLO Internship Key Assessment: Case Study

Criteria	Ratings					Pts
Case History (5)	4 pts Thoroughly reports case history information and review of existing data, including all of the following	3 pts Reports case history information and review of existing data, including three of the following components:	2 pts Reports case history information and review of existing data, including two of the following components: reason for	1 pts Reports case history information and review of existing data, including one of the following components:	0 pts Does not report case history information and review of existing data.	

	<p>components: reason for referral, educational history, social history, and medical history</p> <p>D</p>	<p>reason for referral, educational history, social history, and medical history</p>	<p>referral, educational history, social history, and medical history.</p>	<p>reason for referral, educational history, social history, and medical history.</p>	
Evaluation Measures (3)	<p>4 pts Clearly identifies the formal and informal evaluation measures and procedures used; formal assessment measures are identified using their full and proper titles.</p>	<p>3 pts Clearly identifies most formal and informal evaluation measures and procedures used; some formal assessment measures are identified using their full and proper titles.</p>	<p>2 pts Identifies the formal and informal evaluation measures and procedures used; formal assessment measures are identified using partial titles or acronyms.</p>	<p>1 pts Identification of the formal and informal evaluation measures and procedures used is incomplete.</p>	<p>0 pts Does not identify the formal and informal evaluation measures and procedures used.</p>
Description of Cognitive Test (1)	<p>4 pts Thoroughly and accurately describes the test instrument used, including the following components: the name of the instrument, the purpose of the instrument, the age range of the instrument, the age range of the instrument, and the normative basis used in the derivation of test scores.</p>	<p>3 pts Accurately describes the test instrument used, including three of following components: the name of the instrument, the purpose of the instrument, the age range of the instrument, and the normative basis used in the derivation of test scores.</p>	<p>2 pts Accurately describes the test instrument used, including two of following components: the name of the instrument, the purpose of the instrument, the age range of the instrument, and the normative basis used in the derivation of test scores.</p>	<p>1 pts Accurately describes the test instrument used, including one of following components: the name of the instrument, the purpose of the instrument, the age range of the instrument, and the normative basis used in the derivation of test scores.</p>	<p>0 pts Description of the test instrument used is inaccurate.</p>
Cognitive Test Scores (1)	<p>4 pts Thoroughly and accurately reports the cognitive test scores obtained, including the composite</p>	<p>3 pts Accurately reports the cognitive test scores obtained, including the composite</p>	<p>2 pts Accurately reports the cognitive test scores obtained, including the composite</p>	<p>1 pts Inaccurately reports one of the cognitive test scores obtained.</p>	<p>0 pts Inaccurately reports more than one of the cognitive test scores obtained.</p>

	scores and the subtest scores.	scores and the subtest scores	scores or the subtest scores.		
Interpretation of Cognitive Test Results, Composite Level (1)	4 pts Thoroughly and accurately interprets the composite level cognitive test scores, by explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite.	3 pts Accurately interprets the composite level cognitive test scores, by explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite.	2 pts Accurately interprets the composite level cognitive test scores, including two of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite.	1 pts Accurately interprets the composite level cognitive test scores, including one of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite.	0 pts Inaccurately interprets the composite level cognitive test scores.
Interpretation of Cognitive Test Results, Subtest Level (1)	4 pts Thoroughly and accurately interprets the subtest level cognitive test scores, by explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each subtest.	3 pts Accurately interprets the subtest level cognitive test scores, by explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each subtest.	2 pts Accurately interprets the subtest level cognitive test scores, including two of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each subtest.	1 pts Accurately interprets the subtest level cognitive test scores, including one of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each subtest.	0 pts Inaccurately interprets the subtest level cognitive test scores.
Description of Achievement Test (1)	4 pts Thoroughly and accurately describes the test instrument used, including the	3 pts Accurately describes the test instrument used, including three of following	2 pts Accurately describes the test instrument used, including two of following	1 pts Accurately describes the test instrument used, including one of following components: the	0 pts Description of the test instrument used is inaccurate.

	following components: the name of the instrument, the purpose of the instrument, the age range of the instrument, and the normative basis used in the derivation of test scores.	components: the name of the instrument, the purpose of the instrument, the age range of the instrument, and the normative basis used in the derivation of test scores.	components: the name of the instrument, the purpose of the instrument, the age range of the instrument, and the normative basis used in the derivation of test scores.	name of the instrument, the purpose of the instrument, the age range of the instrument, and the normative basis used in the derivation of test scores.	
Achievement Test Scores (1)	4 pts Thoroughly and accurately reports the achievement test scores obtained, including the composite scores and the subtest scores.	3 pts Accurately reports the achievement test scores obtained, including the composite scores and the subtest scores.	2 pts Accurately reports the achievement test scores obtained, including the composite scores and the subtest scores.	1 pts Accurately reports the achievement test scores obtained, including the composite scores or the subtest scores.	0 pts Inaccurately reports the achievement test scores obtained.

Interpretation of Achievement Test Results, Composite Level (1)	4 pts Thoroughly and accurately interprets the composite level achievement test scores, by explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite.	3 pts Accurately interprets the composite level achievement test scores, by explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite.	2 pts Accurately interprets the composite level achievement test scores, including two of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite.	1 pts Accurately interprets the composite level achievement test scores, including one of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite.	0 pts Inaccurately interprets the composite level achievement test scores.
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Interpretation of Achievement Test Results, Subtest Level (1)	4 pts Thoroughly and accurately interprets the subtest level achievement test scores, by explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each subtest.	3 pts Accurately interprets the subtest level achievement test scores, by explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each subtest.	2 pts Accurately interprets the subtest level achievement test scores, including two of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each subtest.	1 pts Accurately interprets the subtest level achievement test scores, including one of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each subtest.	0 pts Inaccurately interprets the subtest level scores.
Description and Interpretation of Additional Evaluation Measures (1)	4 pts Thoroughly and accurately describes additional evaluation measures used and the test scores obtained; thoroughly and accurately explains what is being measured, provides a narrative description of the examinee's scores, and interprets the examinee's performance relative to the data.	3 pts Accurately describes additional evaluation measures used and the test scores obtained; provides a brief but accurate explanation of what is being measured, a brief narrative description of the examinee's scores, and a basic interpretation of the examinee's performance relative to the data.	2 pts Accurately describes additional evaluation measures used and the test scores obtained; provides a brief but accurate interpretation of test scores, including two of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite	1 pts Accurately describes additional evaluation measures used and the test scores obtained; provides a brief but accurate interpretation of test scores, including one of the following components: explaining what is being measured, providing a narrative description of the examinee's scores, and interpreting the examinee's performance on each composite	0 pts Description of additional evaluation measures used or test scores obtained is inaccurate or missing; explanation of what is being measured, narrative description of the examinee's scores, or interpretation of the examinee's performance relative to the data is inaccurate or missing.
Summary, Cognitive Results (1)	4 pts Thoroughly and accurately summarizes cognitive test results, including composite level performance	3 pts Accurately summarizes cognitive test results, including composite level performance summary, subtest	2 pts Repeats, rather than summarizes, cognitive test results or cognitive test summary includes only two	1 pts Cognitive test summary includes only one of the following components: composite level performance	0 pts Inaccurately summarizes cognitive test results.

	summary, subtest level performance summary, and identification of strengths and weaknesses.	level performance summary, and identification of strengths and weaknesses.	of the following components: composite level performance summary, subtest level performance summary, and identification of strengths and weaknesses.	summary, subtest level performance summary, or identification of strengths and weaknesses.	
Summary, Achievement Results (1)	4 pts Thoroughly and accurately summarizes achievement test results, including composite level performance summary, subtest level performance summary, and identification of strengths and weaknesses.	3 pts Accurately summarizes achievement test results, including composite level performance summary, subtest level performance summary, and identification of strengths and weaknesses.	2 pts Repeats, rather than summarizes, achievement test results or achievement test summary includes only two of the following components: composite level performance summary, subtest level performance summary, and identification of strengths and weaknesses.	1 pts Achievement test summary includes only one of the following components: composite level performance summary, subtest level performance summary, or identification of strengths and weaknesses.	0 pts Inaccurately summarizes achievement test results.
Summary, Integration of Results (1)	4 pts Thoroughly and accurately integrates test results by comparing and contrasting the examinee's performance on all instruments administered.	3 pts Accurately integrates test results by comparing and contrasting the examinee's performance on most instruments administered.	2 pts Accurately integrates test results by comparing or contrasting the examinee's performance on the instruments administered.	1 pts Attempts to integrate test results, but neither compares nor contrasts the examinee's performance on the instruments administered.	0 pts Inaccurately integrates test results.
Summary, Diagnostic Statement (3)	4 pts Provides a clear diagnostic statement and presents a well-developed rationale for the determination of an educational disability (or lack thereof) that is clearly supported by the data.	3 pts Provides a clear diagnostic statement and presents a basic rationale for the determination of an educational disability (or lack thereof) that is supported by the data.	2 pts Provides an implied diagnostic statement and presents a basic rationale for the determination of an educational disability (or lack thereof) that is supported by the data.	1 pts Provides an implied diagnostic statement and presents a basic rationale for the determination of an educational disability (or lack thereof) with limited supporting data.	0 pts Does not provide a diagnostic statement or presents a rationale for the determination of an educational disability (or lack thereof) that is not supported by the data.

Recommendations (6)	4 pts Provides well developed recommendations that are directly related to the reason for referral as well as the evaluation results; recommendations include enough specificity to allow parents and teachers to readily implement them.	3 pts Provides well developed recommendations that are related to the reason for referral as well as the evaluation results; some recommendations may require additional information to allow parents and teachers to readily implement them.	2 pts Provides basic recommendations that are related to the reason for referral as well as the evaluation results; some recommendations may require additional information to allow parents and teachers to readily implement them.	1 pts Provides basic recommendations that are related to either the reason for referral or the evaluation results; some recommendations require additional information to allow parents and teachers to readily implement them	0 pts Provides recommendations that are unrelated to the reason for referral or the evaluation results and/or most recommendations require additional information to allow parents and teachers to readily implement them.
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Total Points: 64

Meeting Standard: 37

Professional Learning Goals and Research Paper
IPC 62700 Key Assessment 2
Covers Standard 8, 9

Purpose: Candidates enrolled in IPC 62700, will complete two key assessments. The Research paper and professional learning plan is designed to measure the school psychological examiner candidate's ability to promote reflective application of research and theory among all members of the school community, which is aligned with the Council for the Accreditation of Educator Preparation (CAEP) Advanced Programs Standard A.1, the School Psychological Examiner Certification Program's Program Learning Outcome 10, and the associated Institutional Learning Outcomes (1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 4.1, and 4.2).

Description: Each candidate enrolled in IPC 62500 composes a 2-4 page, APA style research paper. In this paper, the candidate must define and discuss intelligence as a construct and reflect on his or her view of intelligence and intelligence testing. The candidate's ability to promote reflective application of research and theory among all members of the school community is assessed through evaluation of the research paper. Each candidate must use a minimum of two peer-reviewed sources for evidence to support their thesis statement. The research paper will be uploaded to the candidate's Foliotek account for further evaluation as PLO 10 Key Assessment: Research Paper. The candidate should pick a topic of interest to them that allows them to cultivate professional goals to continue learning in this area beyond their completion of their psychological examiner certificate. The student should create 2 SMART goals related to professional development in addition to the narrative described above.

Objective	Distinguished 4	Proficient 3	Sufficient 2	Emerging 1	Insufficient 0
Introduction/ Thesis (Standard A.1.1 and A.1.2) (8)	Provides a well-developed and compelling introductory paragraph that includes a clear thesis statement.	Provides a well-developed introductory paragraph that includes a clear thesis statement.	Provides an introductory paragraph that includes a clear thesis statement.	Provides an introductory paragraph that includes an implied thesis.	Provides an introductory paragraph that does not include a thesis.
Quality of Research: Sources (Standard A.1.1 and A.1.2) (8)	Includes 4 or more scholarly sources as evidence.	Includes 3 scholarly sources as evidence.	Includes 2 scholarly sources as evidence.	Includes 1 scholarly source as evidence.	Includes no scholarly sources as evidence.

Quality of Research: Analysis (Standard A.1.1 and A.1.2) (8)	Analysis provides consistent and relevant connections between the thesis and the evidence.	Analysis presents information related to the thesis and makes some connections between the thesis and the evidence.	Analysis presents information related to the thesis as well as some extraneous information; some connections between the thesis and the evidence are made.	Analysis provides limited connections between the thesis and the evidence.	Analysis does not provide connections between the thesis and the evidence.
Conclusion (Standard A.1.1 and A.1.2) (8)	Provides a well-developed summary of the thesis argument clearly supported by the evidence.	Provides a well-developed summary of the thesis argument.	Provides a basic summary of the thesis argument.	Provides a weak or limited summary of the thesis argument.	Does not provide a summary of the thesis argument.
Citations (Standard A.1.1 and A.1.2) (8)	All sources are properly cited using APA format, including in-text and reference page citations.	All sources are cited using APA format, including in-text and reference page citations; however, minor errors related to completeness or format of one or two citations are present.	All sources are cited using APA format, including in-text and reference page citations; however, minor errors related to completeness or format of three or more citations are present.	All sources are cited using APA format, including in-text and reference page citations; however, numerous or significant errors related to completeness or format of citations are present.	Some unreferenced or inaccurately cited information is present. numerous or significant errors related to citations are present.

Professional SMART Goal and Commitment to Lifelong reflective learning. (9)	Student successfully generates 2 SMART goals that are specific, measurable, attainable, realistic, and time oriented.	Student is missing 1-2 elements of 1 or both SMART goals.	Student is missing 3-4 elements of 1 or both SMART goals.	Student is missing more than 4 elements of 1 or both SMART goals.	Student is missing one or more goals.
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Total Points Possible 24
Meeting Standard 14 and higher

Psychological Examiner Candidate Disposition

Description: The Psychological examiner candidate Education program is committed to preparing all psychological examiner candidate candidates with the knowledge, skills, and dispositions to be effective educators. Being an effective psychological examiner candidate involves more than just planning instruction, knowledge of the content taught, and the pedagogies implemented in the classroom. It also involves a beliefs and value system that is conducive to learning. Dispositions are modes of conduct and ways in which these beliefs and values are displayed by educators inside and outside the classroom. They extend to values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Purpose: Psychological examiner candidate Candidate dispositions are assessed by School of Education faculty a minimum of three times throughout each program to ensure psychological examiner candidate candidates are adequately displaying the dispositions to be an effective psychological examiner candidate. If the disposition assessment identifies an issue that does not align with being an effective educator, a conference and/or a remediation plan may be required.

Below is the Disposition Assessment rubric:

The psychological examiner candidate candidate	Major Concern	Minor Concern	No evidence of concerns
PROFESSIONAL DISPOSITION			
Makes ethical decisions.	Has been dishonest, cheated, or plagiarized an assignment. Fails to understand or apply confidentiality in a K-12 setting and the larger community.	Occasionally displays questionable judgment when presented with a scenario.	When presented with case studies or scenarios, the candidate makes ethical decisions and is able to articulate reasoning behind them.
Is reliable and keeps the professor informed of any absences or circumstances.	Regularly misses class with no explanation. When asked, does not take responsibility and offers excuses.	May notify professor after the fact of absences. Does not take responsibility and offers excuses.	Student has made up material missed in a timely fashion. Informed professor of absence in advance.
Adheres to deadlines and guidelines.	Fails to meet deadlines in a way that impacts the student's grade. Blames professor for failure to follow guidelines.	Has missed a deadline occasionally with little reasonable explanation or makes excuses. Has a tendency to procrastinate and ask questions at the last minute.	Follows all guidelines and deadlines. Recognizes need for deadlines and asks questions in advance.
Is self-directed and sets high expectations for self and others to enhance professional knowledge and improvement.	Is unable or unwilling to find information or resources on own. Asks same question repeatedly. Does not have goals established for improvement.	Is occasionally unable to find information or resources. Shows little engagement in material outside of earning a grade. Has some goals, but does not have an action plan.	Can find all necessary information consistently but asks questions when needed. Takes notes or stores resources for later use. Has goals/high expectations and action plans for improvement.
Contributes in a positive way to the	Is consistently late. Rarely participates in classroom	Is occasionally late. Only contributes to class discussion	Is consistently prepared for class and contributes to

classroom climate and is flexible and patient.	discussion or follows guidelines for such activities. Fails to maintain composure in the classroom or complains excessively. Continues to use distracting electronic device after conversation with faculty. Impatient and inflexible with others' ideas.	or participates about half the time. Has consistently not prepared for class. Is distracted during class (possibly using phone or device) tends to get impatient and inflexible when materials/ideas are not agreed upon.	discussion. Always participates in class activities. Has a sense of humor. Stays on task. Is patient and flexible with self and others about material/ideas.
Demonstrates enthusiasm and persistence for the career of school counseling.	Displays ambivalence toward the career of counseling. Becomes frustrated with requirements and may give up when presented with challenge.	When articulating reasons he/she wants to be a psychological examiner candidate, benefits (summers, retirement) are prominent factors, or indicates that a member of family desires this career for student. Becomes frustrated with requirements.	Enjoys presenting in classroom counseling lessons, individual sessions, and other responsive services. Can articulate reasons he/she wants to be a psychological examiner candidate. Is flexible and adaptable. Embraces a challenge and is willing to try again if first attempt does not succeed.
Interacts and collaborates appropriately with peers	Working with peers typically results in conflict or student contributes little to group collaboration.	Does not "carry their weight" with a group. Able to resolve conflicts in a group most of the time. Does not suggest further collaboration or professional development.	Can productively contribute to a group of peers and resolve any conflicts that arise. Interactions with peers are generally friendly and supports professional development for all.
Responds to constructive criticism and changes behavior accordingly.	Consistently reacts to criticism with anger or defensiveness. Does not change behavior.	Occasionally reacts to criticism with anger or defensiveness. Makes little attempt to change behavior.	Open to criticism from faculty and peers and makes an attempt to change behavior. Offers constructive criticism to peers appropriately.
Demonstrates respect for faculty, self, and others.	Candidate speaks rudely to professor. Candidate is consistently distracted in class by use of a cell phone or other piece of technology. Fails to follow guidelines set in syllabus for classroom expectations. Candidate consistently speaks while professor is talking.	In more than one instance, candidate interrupts professor or fails to stop talking during instruction. Candidate has used cell phone or other device for non- instructional purposes. Candidate has slept in class.	Is polite and follows etiquette when participating in class or emailing. Actively listens in class. Follows all guidelines set in syllabus for classroom behavior.
Communicates professionally both verbally and in writing	Errors in writing or speaking interfere with meaning. Under stress, may become angry or disrespectful.	Frequent errors in grammar when speaking or writing. Lack of etiquette when writing emails.	Addresses faculty member appropriately in person and in email or other communication. Recognizes need for face-to-face meetings rather than emails when necessary.
Displays the qualities of a compassionate, caring professional (others-centered)	Lacks self-control. Becomes visibly annoyed by children/adolescents or refuses to engage with them.	Occasionally shows disinterest in children/adolescents or lack of empathy or concern.	Demonstrates empathy and concern for others. Applies belief that all students can learn to classroom assignments. Loves working with children/adolescents.
Is open-minded and respectful of cultural and individual	Uses racial slurs or otherwise demeans a culture or group of people. Is unwilling to	Becomes uncomfortable in discussion with those who hold differing views. May reinforce	Recognizes stereotypes of groups of people and works to expand his or her own

differences in the classroom and the broader context.	participate in a discussion with those who hold differing views.	stereotypes unintentionally due to lack of experience.	understanding. Is open to differing opinions and perspectives.
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Below is the schedule of when the Disposition Assessment is administered.

Early Level	Mid-Level	During Placement
Foundations of School or Professional Counseling	Theories of Counseling Children and Adolescents or Counseling Theories Or if a concern arises in any course	Internship 2 or Internship 2

Overall score:

- Major concern: A major concern in any criteria. Please provide more information about the concern(s) in the comments section.*
- Minor concern: One of more minor concerns in any criteria. Please provide more information about the concern(s) in the Comments section.
- No Evidence of Concerns: No evidence of Concern.

*Students with a major concern will meet with the advisor and develop an action plan for remediation and/or improvement.

Appendix E

Psychological Examiner Site Supervisor Evaluation (administered at midterm and final)

Revised 7/6/2021

Purpose: The purpose of this is to measure the professionalism and growth of the psychological candidate. It is critical the psychological examiner candidate enter the field with the knowledge, application, and understanding about ethical implications of their work and its effect on students. Testing and reports must be accurate, careful, and timely.

Description: This is based on the 9 performance standards put forth by MO DESE. Each area is being measured on a Likert Scale. If a score of 3 or lower is assigned, it is important for the university program and the student to have concrete feedback in the comments so that growth may occur.

Instructions: Please rate the student candidate on the following. If you assign a score less than “typical for level of training and experience”, please add an explanatory comment. We appreciate your willingness to work with our students and to provide accurate feedback so that we can provide the best training program to our community stakeholders.

Methods and/or Techniques of Interpretation of Tests

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points
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Comments if lower than a 3:

Analysis and Identification of Differences, Including Tiered Systems for Support

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points
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Comments if lower than a 3:

Interpretation of Formal & Informal Diagnostic Assessments;

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points
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Comments if lower than a 3:

Application of Results to Guide Interventions

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points
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Comments if lower than a 3:

Knowledge of Classroom Environment, Psychological Principles, & Test Data to Assist in the Development of Student Educational Plans

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points
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Comments if lower than a 3:

Diagnostic Interviewing Techniques

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points
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Comments if lower than a 3:

Collaboration and Consultation with other Professionals to Identify Instructional Strategies Effectiveness

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points
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Comments if lower than a 3:

Administration and Interpretation of the Wechsler and Binet

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)		Emerging - 3 consistent (3 pts)	Developing – 4 (4 points)
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Comments if lower than a 3:

Ethical, Legal, and Professional Standards Adherence

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points)
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Comments if lower than a 3:

Professional Growth over the Semester

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points)
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Comments if lower than a 3:

Reflective Application of Research and Theory

Not Applicable - 0 (0 pts)	Baseline - 1 (1 pt)	Emerging - 2 inconsistent (2 pts)	Emerging - 3 consistent (3 pts)	Developing – 4 (4 points)
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Comments if lower than a 3:

Total Points Earned: (/40)

Recommended Grade : (A, B, C, F)

Rubric:

Not Applicable (0)	Baseline (1)	Emerging Inconsistent (2)	Emerging Consistent (3)	Developing (4)
This element was not observed during the semester.	The psychological examiner candidate demonstrates inaccurate recall of related knowledge and is frequently unable to apply this skill set in the school setting.	The psychological examiner candidate begins to apply working knowledge and is sometimes able to apply this skill set when working with students.	The psychological examiner candidate consistently uses content knowledge and usually applies it when working with students.	The psychological examiner candidate exceeds knowledge and performance relative to the majority of candidate in their field.
Additional Performance Explanations for these categories.	Does not know which direction to take when working with a student, is confused frequently, and is not sure which clarifying questions to ask.	Lacks self-direction and defers to the supervisor or does not know how to respond to a situation more than 50% of the time.	Is able to identify student needs but may make assumptions unknowingly that need direction from the supervisor in order to be incorporated into their performance.	Self-directed, actively seeks out information and asks questions.

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