School Psychological Examiner
Program Handbook

July 2021

Section One: Lindenwood University System Student Responsibilities 3
Student Responsibilities 3
Mission Statement 3
Conceptual Framework 3
Outcomes 5

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(of)-1n.s1 90.02sary, to s

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 ndards 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).

Accreditation

Lindenwood University is accredited by the Higher Learning Commission of the North

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://

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

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.

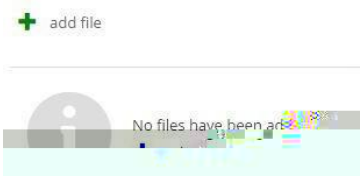
Students are expected to act in a professional manner and abide by the ethical principles of the American Counseling Association (ACA) and the American School Counselors Association (ASCA). Students are expected to be present at their Internship sites during the hours for which they have been scheduled 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

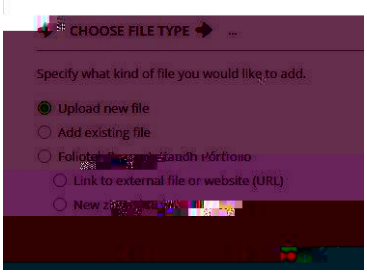
Under certain circumstances, students enrolled in Internship classes may collect pre-hours prior to the beginning of the semester. To collect pre-hours, several conditions must be met. A completed Internship in Diagnostic Assessment Application Packet must be submitted and approved for the site, the 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 han

5. When completing the Request for Internship Form, provide your information at the top, and then provide the contact person (d91d4nq0.00000912 0 6125.

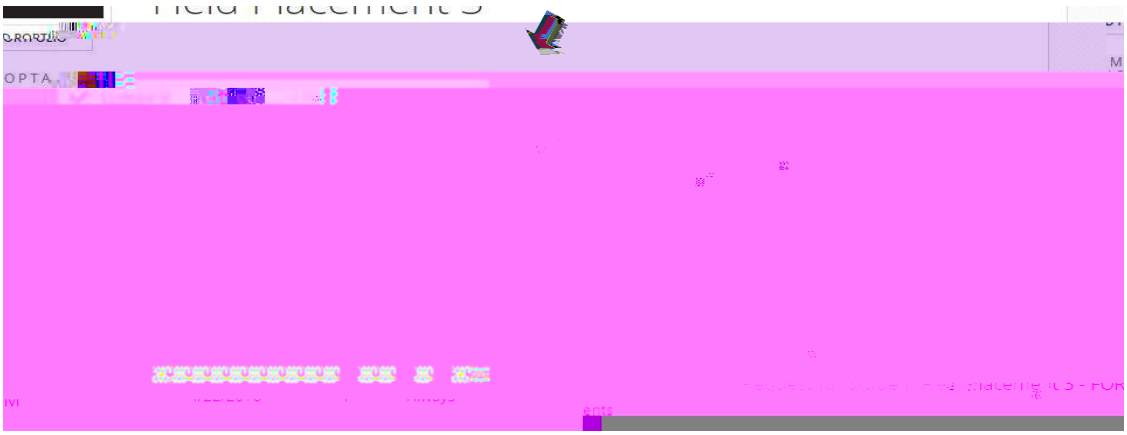
9. To upload a file to Foliotek, click on the + sign.



10. Choose the type of file you want to upload, then upload it. If you have already uploaded the document for a differen existing it.



11.



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
d 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
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. Mand/e supervisor

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

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

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 liweeks before the end of

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

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 pl
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
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

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

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-

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 w2 342e5(

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.

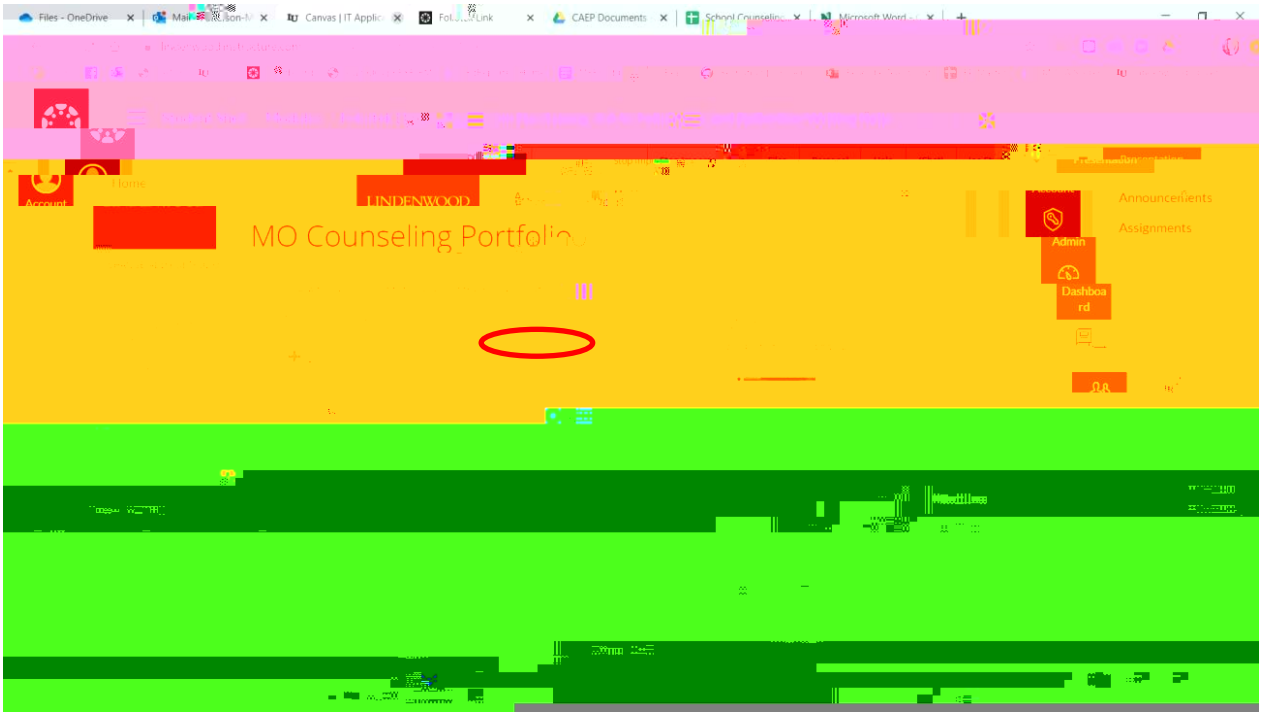
1 year	$30
2 years	$59
3 years	$87
4 years	$112
5 years	$120
6 years	$125

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**

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

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.

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

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

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 pon reliability of service.

Appendix B: Pre-Hours Contract

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

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

	50200	54100	52100	52300	54200	58100	62500	62600	67200
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

	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 scores, and interpreting the 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 scores, and interpreting the 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 scores, and interpreting the 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 scores, and interpreting the 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 scores, and interpreting the 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 scores, and interpreting the 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 scores, and interpreting the 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 scores, and interpreting the 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.				

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 scores, and interpreting the 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 scores, and interpreting the 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 scores, and interpreting the 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 scores, and interpreting the 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 scores, and interprets the performance relative to the data.				

summary, subtest level performance summary, and identification of strengths and weaknesses.	level performance summary, and identification of strengths and weaknesses.

Recommenda-tions (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

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 intelligen, ADescript

Total Points Possible 24
Meeting Standard 14 and higher

Appendix D: Candidate Disposition

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
e and/or a remediation plan may be required.

ion Assessment rubric:

	Major Concern	Minor Concern	No evidence of concerns
	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.
iable and keeps rofessor med of any ces or nstances.	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 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 question W	

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

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.

Below is the schedule of when the Disposition Assessment is administered.

Early Level	Mid-Level	During Placement
Foundations of School or Professional Counseling		

Appendix E

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**

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**

Comments if lower than a 3:

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.**