

Guidelines on Preparing for Oral Examinations (Psychology and School Psychology License)

All candidates, including school psychologists, are instructed to submit materials for orals that include samples of work completed during their supervised work experience, if standard application, and that are indicative of their professional competencies in the intended areas of practice. **All candidates** need to include work samples that demonstrate competence in the intended areas of professional work and/or specialty areas as endorsed on the application form (e.g. assessment of children and adults, therapy with children and adults, forensic work, developmental disabilities, eating disorders, etc.) A minimum of three samples is required, but if the candidate intends to work in several major areas, additional samples may be needed. Questions can be directed to the Board office.

It is not necessary to include samples of all disorders that have been treated or all assessment instruments administered. However, adequate material should be provided to demonstrate competency in the areas endorsed by candidates; for example, if **IQ or personality assessment** are endorsed, please include at least one sample that includes these. If you have endorsed assessment/treatment of children, please include relevant work samples (for example; if you plan to work with both children and adults, don't limit work samples to one population). To demonstrate competence in a given area, please include, to the extent possible, more recent work samples that exemplify your best work. Also, for standard applicants, please make certain that submitted work samples are in compliance with State law in that work products display BOTH supervisee and supervisor signatures.

School Psychologist – examples may include

- School psychology reports with the reason for referral, back ground information, observations, test data, and summary/recommendations
- Risk assessments (e.g. aggressive students making threatening remarks)
- Manifestation determinations/functional behavior evaluation reports etc.
- In-service training presentation (handouts/outlines etc.)

Psychologist

- Psychological reports with the referral question, comprehensive client/patient history, examination observations, formal mental status exam, test data & interpretation, and summary and treatment recommendations.
- Therapy treatment notes reflective of your competence to treat various conditions.
- Case summaries and/or professional notes that demonstrate ability to assess, conceptualize, diagnose and/or treat patients within your intended practice area(s).
- Examples of other work such as documentation of commitment process if you intend to include this within your scope of practice.

Note: For supervised psychologists, work samples shall have been reviewed by your supervisor. Both you and the supervisor should agree that these are representative of

your best work. Be prepared to discuss the work samples in detail and to respond to questions related to all aspects of intended practice areas.

ALL candidates may be asked questions on these content areas.

- **Identified Problems/Diagnoses** – assess the examinee’s ability to conceptualize and articulate a case formulation consistent with the data and to provide diagnosis.
- **Assessment and Evaluation** – demonstrate knowledge of assessment instruments, methods to obtain data and interpretation, analysis, and explanation of results.
- **Treatment Planning, Implementation, and Outcome Assessment** - demonstrate ability to plan and implement a course of treatment that is consistent with obtained data.
- **Crisis Evaluation/Treatment/Management** – demonstrate knowledge of evaluating children and adults that are at risk to self and others.
- **Professional Ethics and Standards** – examinee’s knowledge of professional ethics and the ability to integrate ethics and standards into professional conduct and practice: APA Ethics Code for Psychologists; APA and NASP Ethics for School Psychologists and.
- **Legal and Regulatory Mandates** – knowledge of federal, state and local laws and regulations related to professional practice.
- **Professional Limitations and Declared Areas of Competence** – The board believes that the basis for developing professional competencies is formal training in the intended competency areas. Such training can be obtained in several ways depending on a variety of circumstances and can include graduate coursework, sequenced continuing education, extensive mentoring from more experienced colleagues who are themselves experts in that area of practice. Supervision for licensure may not be sufficient to assume competence in all areas that a candidate identifies as intended areas of practice. In all cases, however, applicants should be prepared to discuss how their training and supervision have prepared them to do the professional work that they claim as competency areas and that they intend for their scope of professional practice.

When the oral examination is completed, the candidate will be asked to leave the examination room to allow the Board to discuss and vote on the candidate’s oral examination presentation.

Following the Board’s discussion of the candidate’s oral examination presentation, the candidate will be asked to return to the examination room where the results of the oral examination will be disclosed to and discussed with the candidate. Specific conditions of scope of practice will be discussed with successful candidates. All fees are to be paid before a card is given to identify the examinee as Licensed Psychologist or Licensed School Psychologist. When the Board identifies areas of concern regarding the applicant’s readiness for independent practice, the Board may impose restrictions on the applicant’s scope of practice and/or the oral exam may be continued for a specified minimum period of time. Under circumstances when the Board evaluates the applicant as inadequately prepared for licensure, the Board will notify the applicant that s/he has failed the oral exam, and will discuss with him or her the noted deficiencies and available options, if any, for preparing for another oral exam.