

School Psychology Doctoral Program Student Handbook

Fall 2014





August 25, 2014

Welcome to the Psychology Department and the School Psychology Doctoral Program at Central Michigan University. We are excited that you chose our program to achieve your professional goals. Our Ph.D. program is accredited by the American Psychological Association (APA) and is approved by the National Association of School Psychologists (NASP). This Student Handbook is designed to serve as a resource, reference, and guide as you progress through the program. The handbook summarizes a number of policies and procedures that will be directly applicable to you and your graduate education. These policies have been approved by the School Psychology Program faculty. If you have any questions, please discuss them with your advisor and/or the Program Director.

From time to time, while you are a student and after you graduate, we will be asking you about your experiences in our program. We hope you will assist us in our program evaluation efforts so that we can improve the quality of training we have to offer you and future students. At all times, we welcome your suggestions on ways to improve the program.

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Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002. Phone: (202) 336-5979; E-mail: apaaccred@apa.org; Web: www.apa.org/ed/accreditation.

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TRAINING MODEL AND PROGRAM GOALS

The School Psychology Program at CMU began in 1965, and at that time was the only program that offered the specialist degree (at that time the highest degree offered by the University). We have had hundreds of students graduate from the Specialist Program and our graduates span the continent. In the late 1970s, planning began for the doctoral program. The first student graduated in 1986. In 1998, the doctoral program degree offering was changed from a Psy.D. to a Ph.D.

Our program demonstrates our commitment to the quality of services to school children by providing excellence in training, scholarship and service to our community. Our curriculum is regularly reviewed to ensure that we are meeting training goals. Faculty work closely with students and ensure quality field experiences and opportunities to develop their individual interest and career path. Our faculty members are active scholars, producing a variety of quality work and providing numerous workshops to professionals at professional meetings and individual school districts.

Our program strives to prepare school psychologists to provide consultation, intervention, and diagnostic services to children. School psychologists, by working with students, teachers, parents, administrators and community programs, promote learning environments in which all children and adolescents can achieve their potential. Our Ph.D. program is designed to prepare our graduates to serve educational systems and the larger community. The program prepares school psychologists who are knowledgeable and flexible enough to assume a variety of roles in the delivery of mental health services. Graduates of our programs work in school settings, medical centers, private practices, and/or universities.

Training Model

The training model is based on the scientist-practitioner tradition emphasizing the application of behavior science in education systems and the larger community. Training emphasizes practice (including consultation, intervention, and assessment services) and practice evaluation in order to improve services as well as contribute to the field of school psychology. The program is committed to fostering in its students sensitivity to, appreciation for, and understanding of minority group members. Similarly, the program strives to promote understanding of, and responsiveness to the special needs of individuals with disabilities.

School Psychology involves the systematic study of the effects of social, biological, and psychological variables on students/achievement and behavior for the purposes of a) aiding in decision making regarding academic intervention, b) preventing and intervening with academic, behavioral, and emotional concerns, and c) advancing the field. Scientific knowledge enables psychologists to have confidence and skill in their practice of school psychology and in their research. Thus, training requires the development of increasingly complex skills initially through lectures, discussion, modeling, and practice under supervision in the classroom. Later training involves practice under supervision in the field, use of self-monitoring, and evaluation of outcomes to plan future action. The ability to consider multiple factors that may affect learning and behavior, including student characteristics, classroom and instructional variables, and home support, is critical. Hence, a developmental ecological approach to assessment, intervention, prevention and research is stressed. Training includes various theoretical orientations such as learning theory, cognitive psychology, and systems/ecological approaches as well as providing a strong background in the foundation areas of science. Data-based decision making is strongly emphasized along with ethical decision making and accountability. Finally, enhancing an appreciation for diversity is critical in training school psychologists to function effectively in our pluralistic society.

The Ethical Codes of the American Psychological Association (www.apa.org/ethics/code) and the National Association of School Psychologists (www.nasponline.org/standards/ethics) are the foundation for the School Psychology training programs. Students are introduced to ethical codes and ethical decision-making early (in the first semester of coursework), and they are expected to demonstrate high standards of professional conduct in coursework and field work. Consistent with our ethical codes and professional standards, students are taught to respect the dignity and worth of the individual, and to strive for the preservation and protection of fundamental human rights. Throughout their training, students must demonstrate a commitment to using the science of psychology to promote human welfare.

Program Goals

Based on the scientist-practitioner training model, we strive to prepare school psychologists who will work to improve the quality of services for children in a variety of settings. Consistent with our training model and philosophy, the School Psychology Ph.D. Program seeks to prepare psychologists who (see Appendix A):

- Use scientific knowledge as a basis for systematic problem-solving, and view data collection and analysis as integral to service delivery.
- Apply knowledge of assessment, instruction, learning, behavioral theory, human development, psychotherapeutic techniques, and positive mental health practices to prevent and remediate students' learning and adjustment problems.
- Use professional ethical reasoning skills to make informed choices in resolving and preventing problems, respect the dignity and worth of all persons, and ensure fairness and nondiscrimination.
- Apply the science of psychology to promote human welfare in systems-level consultation.
- Develop an area of expertise within School Psychology.
- Mentor and supervise less-advanced students; train others through professional development presentations, workshops, or university teaching.

COURSE OF STUDY

This program of study typically includes four years of intensive academic preparation and field experience plus a one-year, full-time internship. Students must successfully complete at least 3 years of graduate study. Students are accepted into the program on a full-time basis. Normal progress through the program requires full-time study and will involve a course load of 9 to 12 credits per semester. Students are expected to take a minimum of 6 hours per semester. For at least one year of the program, students must be in full-time residence at Central Michigan University.

Students entering with a BS/BA degree will be required to complete approximately 106 graduate credit hours. Those entering with a MA/MS degree in School Psychology will be required to complete approximately 70 graduate hours. Students are required to complete at least two years of academic training at Central Michigan University. The following courses must be completed while enrolled at Central Michigan University: PSY 767, PSY 890/891, PSY 898/899, and PSY 990/991. At least 50 percent of the minimum post-baccalaureate hours for a doctoral degree must be completed at Central Michigan University. A minimum of two-thirds of the credit hours for the doctoral degree must be at the 600 level or above, that is, no more than one-third of the credit hours may be at the 500 level. Any credits more than 10 years old at time of graduation will not be accepted towards meeting degree requirements.

Courses

Our curricula reflect high standards in applied psychology. Our program emphasizes breadth of training in the foundation of psychology, assessment, intervention, consultation and applied research skills related to the application of behavioral science to school systems. Electives are a central component in creating a specialization within the school psychology program; therefore, electives must be approved by the advisor.

Required Courses I (9 Hours)

PSY 609- History and Systems of Psychology 3(3-0)

PSY 630- Advanced Social Psychology 3(3-0)

PSY 687- Physiological Foundations 3(3-0)

Required Courses II (3 Hours) Human Development

PSY 624- Advanced Developmental Psychology 3(3-0)

Required Courses III (3 Hours) Cognitive and Affective Aspects of Behavior

Select one of the following:

PSY 589- Cognitive Psychology 3(3-0)

PSY 680- Learning 3(3-0)

Required Courses IV (3 Hours) Multicultural Issues

Select one of the following:

PSY 850- Ethnic and Minority Issues in Therapy 3 (3-0)

HDF 603/SOC 611 - Human Diversity Within and Between Families 3(3-0)

PSY 533- Psychology of Racism 3(3-0)

Required Courses V (6 Hours) Educational Foundations

PSY 677- Assessment and Development of Academic Skills II 3(3-0)

PSY 760- Seminar: School Services 3(3-0)

Required Courses VI (28 Hours) Assessment and Intervention

PSY 562- Therapeutic Intervention: Foundations 3(3-0)

PSY 605- Assessment of Affective and Behavioral Disorders of Children and Youth 3(3-0)

PSY 655- Introduction to Intelligence Testing 2(2-2)

PSY 656- Advanced Intellectual Assessment 2(2-2)

PSY 662- Advanced Therapeutic Interventions 3(3-1)

PSY 667- Assessment and Development of Academic Skills I 3(3-1)

PSY 751- Psychopathology 3(3-0)

PSY 766- Seminar: Consultation Skills 3(3-0)

PSY 767- Assessment and Intervention for Developmental Disabilities 3(3-1)

PSY 780- Behavior Therapy 3(2-2)

Required Courses VII (9 Hours) Methods, Statistics and Program Evaluation Courses

PSY 611- Research Design 3(3-0)

PSY 612- Applied Multiple Regression and Correlation 3(3-0)

PSY 818- Program Evaluation 3(3-0)

Required Courses VIII (3 Hours) Ethics

PSY 765- Seminar: Ethics and Professional Issues 3(3-0)

Thesis (6 hours)

PSY 798- Thesis 1-6

Required Experience-Based Courses (18 hours)

PSY 790- Practicum I A: Professional Services 3

PSY 791- Practicum I B: Professional Services 3

PSY 890- Practicum II A: Professional Services 3

PSY 891- Practicum II B: Professional Services 3

PSY 990- Internship A: Professional Services 3-6

PSY 991- internship B: Professional Services 3-6

Doctoral Dissertation (12 hours)

PSY 898- Doctoral Dissertation: Design 3-12

PSY 899- Doctoral Dissertation: Implementation 3-12

Electives (6 hours)

Must be approved by advisor

Total: 106 semester hours

Typical Sequence of Courses

The following chart represents the typical sequence of courses. However, individual course of study plans will be developed with your advisor. Sequences may change based on progress, faculty teaching loads and sabbaticals. It is important to meet regularly with your advisors prior to registering for classes.

1 st Year			2 nd Year		
Fall	Spring	Summer	Fall	Spring	Summer
PSY 667 (3) PSY 760 (3) PSY 680 (3) PSY 624 (3)	PSY 605 (3) PSY 677 (3) PSY 767 (3) PSY 655 (2)	PSY 798 (3) PSY 656 (2)	PSY 562 (3) PSY 780 (3) PSY 790 (3) PSY 612 (3)	PSY 662 (3) PSY 766 (3) PSY 791 (3) PSY 850 (3)	PSY 798 (3)
3 rd Year			4 th Year		
Fall	Spring	Fall	Spring		
PSY 687 (3) PSY 890 (3)	PSY 611 (3) PSY 891 (3) PSY 751 (3) PSY 765 (3)	PSY 609 (3) PSY 898 (6)	PSY 630 (3) PSY 818 (3) PSY 899 (6)		
5 th Year					
Fall	Spring				
PSY 990 (3)	PSY 991 (3)				

Sequencing of Doctoral Milestone Events

First Year	Complete coursework
Fall Semester	Select thesis topic and chair Receive formal feedback on progress
Spring Semester	Defend thesis proposal Select Practicum Sites FBI Background Check completed (required for 790-791)* Submit Authorization of Degree Form Receive formal feedback on progress
Second Year	Complete coursework
Fall Semester	Implement Thesis
Spring Semester	Students take the PRAXIS II School Psychologist Exam* Receive formal feedback on progress Defend thesis Select dissertation topic and chair Apply for Doctoral Educational Limited License via Michigan Board of Psychology*
Third Year	Complete coursework
Fall Semester	Take Comprehensive Exam
Spring Semester	Receive formal feedback on progress Defend dissertation proposal Obtain information on internship sites
Fourth Year	Complete coursework
Fall Semester	Implement dissertation Complete APPIC internship application*
Spring Semester	Interview and select internship Receive formal feedback on progress Defend dissertation
Fifth Year	Complete internship Receive formal feedback on progress

*Additional fees required

STUDENT REVIEW POLICY

Introduction

The *Graduate Bulletin* for the College of Graduate Studies discusses the Academic and Retention Standards for all graduate programs. This policy authorizes specific departmental requirements and particularly recognizes the special responsibilities of clinical programs. The school psychology program thus has the authority to evaluate students on the basis of their academic performance and their ability to develop and demonstrate appropriate professional behaviors. Key training goals are ensuring that students acquire the knowledge and skills needed to provide effective services, to demonstrate appropriate professional conduct, and to maintain public trust in the discipline.

The program faculty are committed to helping students achieve competence in key professional behaviors (e.g., effective communication and interpersonal skills, critical thinking and problem solving, the use of constructive feedback for professional growth) and educating trainees to engage in responsible and appropriate professional conduct (see Appendix B). Furthermore, the faculty emphasize education and remediation of difficulties in academic performance and professional behaviors. However, if students do not meet the professional standards established by the program, the College of Graduate Studies authorizes the program to place a student on probation, or suspend or dismiss the student from the program. The following policy provides detailed information about the expectations for student progress and review procedures for students pursuing graduate degrees in School Psychology. Student rights to respond to, and provide input, regarding progress reviews (Appendix B, Appendix C) are discussed under Student Review Procedures. Student rights to appeal faculty program actions that affect them (e.g., program recommendations regarding probation, suspension, or dismissal) are discussed under “Faculty Program Actions and Student Rights,” “Academic Integrity Policy and Student Rights,” and under “Student Grievances.”

Student Review Procedures

Students will receive written feedback regarding their progress at the end of each semester during their first year and upon completion of the spring semester for subsequent years. As noted above, because of the nature of school psychology work, the evaluation process associated with training relies not only on academic proficiency as a gauge of competence, but ethical behavior, good judgment, and other personal and professional factors associated with clinical work. The latter includes positive interactions with clients and peers, the ability to cope with work demands, and the ability to utilize supervision effectively. These ordinarily involve judgments by the student’s supervisors and instructors. Student review measures will include core faculty ratings of academic and interpersonal skills via the *Professional Behaviors Assessment* (see Appendix B) and Practicum/Internship Supervisor ratings via the *Competency Evaluation Performance Review* (see Appendix C). In addition, student progress on milestones including thesis, comprehensive exam, and dissertation as well as their performance as a graduate assistant (if applicable) are discussed and evaluated.

Expectation of Progress

Students are expected to complete the program in five successive years. They are encouraged to work with their advisor to ensure proper progress and course selection. Progress through the program is based upon satisfactory grades, comprehensive exam, practica and internship evaluations, completion of PRAXIS Exam (second year), and timely development and completion of the thesis and dissertation. Detailed descriptions of the comprehensive exam, PRAXIS exam, practica and internship experiences, thesis and dissertation requirements are provided later in this handbook. Students must complete all requirements for graduation within 10 years from the date of the first class completed.

In terms of academic performance, students are expected to maintain between 9 and 12 hours each semester and must maintain a “B” or better overall grade average. In addition, a B or better in all assessment, intervention, consultation, practica, and internship courses; and a B- or better in all other classes. Grades in these courses are based upon satisfactory supervisor ratings and completed assignments. Timeliness of research projects, comprehensive exams, and performance as a graduate assistantship is reported by the student’s advisor or assistantship supervisor and include factors such as regular communication, timeliness of drafts and assignment completion, data collection and analysis. Further, students must achieve satisfactory evaluations of professional functioning as outlined in Appendix B and C (e.g., appropriate interpersonal skills, ethical, and professional conduct) by faculty and field supervisors. Serious and persistent difficulties in pre-professional functioning may result in recommendation for dismissal from the program. The program director is responsible for checking academic performance in all courses and for composing the letters describing the results of each student’s review.

Scheduling of Student Reviews

A formal review of students is scheduled twice a year for the first year of the program and involves the School Program faculty who have taught courses to enrolled students. The review takes place at the end of each semester. It focuses on general preparation and suitability for responsibilities in practicum. Students will complete a self assessment using the *Professional Behavior Assessment* (Appendix B) and submit to the Program Director. Faculty will conduct a formal review of student progress using the Professional Behavior Assessment and the program director will provide written and oral feedback individually to students. A copy of the Professional Behavior Assessment will be placed in the student's file.

Further reviews are scheduled at least once during each of the remaining years of the program. An unscheduled review may occur whenever a faculty member is concerned about a student's skill, ethical behavior or suitability (i.e., personal and professional factors associated with applied work). A student may request a review of his or her own work at any time.

Remediation Plans

If concerns are identified about a student's skill development, academic performance, or professional behavior as a result of the review, the review letter composed by the program director will instruct the student to schedule a meeting with the program director and/or his or her academic advisor to develop a written remediation plan. This written plan will identify areas in need of improvement, strategies for improvement, and expected outcomes and timelines. A copy of the remediation plan will be placed in the student's file.

If, however, the student has engaged in egregious conduct (e.g., conduct that suggests the student poses a risk to clients; gross scientific misconduct), the program faculty will follow the procedures outlined below for possible dismissal of the student from the program.

Failure to Make Satisfactory Progress-Dismissal from Program

All students are required to show satisfactory progress through their programs as described under "Expectation of Progress." Satisfactory progress is defined as: Achieving all program requirements on a timely basis including academic, professional skills, research requirements, involvement in the program and profession, field-based experiences, comprehensive exam, and PRAXIS exam. Additional requirements are described in the *Graduate Bulletin* under **Academic and Retention Standards** and in the Student Review Policy. Failure to maintain satisfactory progress may result in dismissal from the program.

Program Faculty Actions and Student Rights

Following a scheduled or unscheduled review, if in the judgment of the majority of the full time School Psychology faculty, the student's professional behavior or academic functioning indicates serious difficulties; one of the following actions will be considered:

1. Letter of advisement signed by the Director of the School Psychology Program
2. Letter deferring practicum for a period of one year or more, and/or requiring other preparation, signed by the Director of the School Psychology Program
3. Letter placing the student on probation
4. Letter of intent to have the Department Chair write a letter suspending the student from the program
5. Letter of intent to have the Department Chair write a letter dismissing the student from the program

Student Rights

If actions, 2, 3, 4, or 5 are under consideration, the student is asked to be present at a School Psychology faculty meeting prior to any decision. At this meeting, the student may present any relevant materials. He/she also may be accompanied by another student, faculty member, or other person in presenting his/her position.

At any meeting, between the program faculty and the student, the student will be informed of the faculty's concern and the reasons for it. The student will then be provided an opportunity to respond to these concerns and to tell his/her side of the story. The school psychology program secretary will take notes of what was discussed and any decisions made at the meeting. All notes and supporting documents will be scanned into a password-protected confidential file accessible only to the student, program faculty, the Department Chair, and the Dean of the College of Graduate Studies. This file will be maintained for a period of 3 years after the student exits the program.

After hearing whatever relevant information is available, the faculty will come to a decision based on the reasons and evidence presented at the meeting. If there is a recommendation to dismiss, or suspend the student, a letter of intent described in number 4 or 5 will be forwarded to the Department Chair. In all instances, students will be informed of any faculty decision.

A decision to suspend or dismiss a student is recognized as an extraordinary action and is undertaken where, in the opinion of the faculty, there are indications of substantial difficulties in academic performance or professional behaviors that cannot be remedied by additional training or supervision, or if the student has engaged in egregious conduct (e.g., conduct that suggests the student poses a risk to clients; gross scientific misconduct).

Appeals Procedure

If the student wishes to appeal any program faculty action, the student may ask the Psychology Department Chair (or his or her designee if there is a conflict of interest) to review the School Psychology faculty's recommendation and supporting documentation within ten days of the student's receipt of the faculty decision described above. The student may schedule a meeting with the Department Chair (or his or her designee) who conducts an impartial appeals hearing. One faculty member from the school psychology program (selected by the program) will attend this meeting. The student may be accompanied by another student, faculty member, or other person in presenting his/her position.

The school psychology program secretary will take notes of what was discussed at the meeting. All notes and supporting documents will be scanned into a password-protected confidential file accessible only to the student, program faculty, the Department Chair, and the Dean of the College of Graduate Studies. This file will be maintained for a period of 3 years after the student exits the program.

After the meeting of the Department Chair (or his or her designee), the faculty member from the school psychology program, the student and his or her advocate, the Department Chair (or designee) will take one of the following actions: a) forward the letter suspending or expelling the student to the Dean of the College of Graduate Studies or b) recommend the school psychology program faculty review and re-consider their recommendation to suspend or dismiss the student. The Department Chair may recommend that the school psychology program faculty re-consider their decision if, in the opinion of the Department Chair or his or her designee, the sanction is too severe in relation to the student's academic performance or misconduct or the recommendation for suspension or dismissal appears to be a significant violation of the school psychology program's own policies and procedures. The Department Chair's concerns along with the school psychology faculty's re-considered, but final, decision regarding suspension or dismissal will be forwarded to the Dean of the College of Graduate Studies.

ACADEMICS

Advisors

Upon admission, the Admissions Coordinator serves as the temporary advisor until the student selects a thesis chair who then becomes the student's academic advisor. Each student is encouraged to schedule periodic meetings with his/her advisor to review academic progress and planning.

Academic Integrity Policy and Student Rights

Because academic integrity and ethical behavior are vital to an academic environment and to the development of qualified psychologists, graduate students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in psychology. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of his/her own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes plagiarism, cheating and other forms of dishonest behavior, is prohibited. Ethical standards, as articulated in the standards of the American Psychological Association and American Psychological Society, must be observed by all graduate students. Allegations of academic dishonesty or unethical behavior will be handled according to the policies given here. Appeals of decisions are processed according to the policies set forth in the **Academic Integrity Policy for Graduate Students**, which is published in the *Graduate Bulletin*. Any appeal decision reached pursuant to this section shall be final and not subject to further review.

Although no specific timelines are included in this policy, it is understood that matters should be handled expeditiously.

1. In cases where an instructor, supervisor, or fellow student believes a student has demonstrated academic dishonesty or professionally unethical behavior, the instructor, supervisor, or fellow student should report the incident to the Program Director.
2. The Program Director will discuss the allegation(s) with the person(s) making them. If the Program Director believes that there is evidence to support the allegation(s), the Director will notify the student of the allegations, in writing.

3. In the letter to the student, he or she will be told the allegation(s) and told that the Program faculty will be asked to review the allegation(s) and the evidence presented. The student will be offered the opportunity to admit to the violations, remain silent, meet with the committee to share his/her perceptions of the incident, or submit a written rebuttal to the charges. The student will be given a response deadline, at least two weeks in the future.
4. The Program faculty will review the allegation(s) of academic dishonesty or unethical behavior. In any case where a member of the Program faculty made the original allegation(s), the faculty member will be excluded from judging the particular case.
5. If the student elects to meet with the school psychology program faculty to present his/her version of the events under investigation, the student may bring another person (i.e., an advocate) to the meeting to provide support and advice.
6. The faculty's decision on appropriate disposition of the concern will be communicated in writing to the student. If the student is found not culpable, the faculty's decision will be communicated in writing to the Department Chairperson. If the following sanctions are imposed, the faculty's decision will be communicated in writing to the Department of Chairperson: The faculty may (a) require the student to engage in additional educational activities, training, or supervision; (b) require the student to provide restitution to, or apologize in writing to, an individual or organization harmed by his or her inappropriate behavior; (c) place the student on probation for a specified period, or (d) any combination of these.
7. If there is recommendation to dismiss or suspend the student, a letter of intent will be forwarded to the Department Chair. If the student wishes to appeal this or any program faculty action, the student may ask the Psychology Department Chair (or his or her designee if there is a conflict of interest) to review the School Psychology faculty's recommendation within ten days of the student's receipt of the faculty decision. The student may schedule a meeting with the Department Chair (or his or her designee) who conducts an impartial appeals hearing. One faculty member from the school psychology program (selected by the program) will attend this meeting. The student may be accompanied by another student, faculty member, or other person in presenting his/her position. After the meeting of the Department Chair (or his or her designee), the faculty member from the school psychology program, the student and his or her advocate, the Department Chair (or designee) will take one of the following actions: a) forward the letter suspending or expelling the student to the Dean of the College of Graduate Studies or b) recommend the school psychology program faculty review and re-consider their recommendation to suspend or dismiss the student. The Department Chair may recommend that the school psychology program faculty re-consider their decision if, in the opinion of the Department Chair or his or her designee, the sanction is too severe in relation to the student's academic performance or misconduct or the recommendation for suspension or dismissal appears to be a significant violation of the school psychology program's own policies and procedures. The Department Chair's concerns along with the school psychology faculty's re-considered, but final, decision regarding suspension or dismissal will be forwarded to the Dean of the College of Graduate Studies.
8. The school psychology program secretary will take notes of what was discussed and any decisions made at meetings regarding allegations of student misconduct. All notes and supporting documents will be scanned into a password-protected confidential file accessible only to the student, program faculty, the Department Chair, and the Dean of the College of Graduate Studies. This file will be maintained for a period of 3 years after the student exits the program

Registration for Classes

Students are encouraged to register for classes during Phase I registration to ensure course requests can be honored. The Psychology Department has no obligation to honor course requests when students fail to pre-register and classes are full. When enrolled in the program, students must have, and use, an activated CMU email address.

Minimum Enrollment Policy

Any student who has completed all academic coursework except the final project (Plan B project or internship, thesis, dissertation, doctoral project) must be enrolled in at least one CMU graduate credit hour each fall and spring semester until graduation (summer sessions as well if summer coursework is normally required in the program). The Continuing Registration for Final Research Project within the student's home department can fulfill this one credit hour requirement (PSY 619). If, after all academic course work except the final project is completed, a student does not enroll each semester (and summer, where appropriate) until graduation, the student must enroll retroactively for each missed semester (and summer, where appropriate) once s/he returns to complete the project. A student can request a leave of absence by submitting a Leave of Absence Request form to the College of Graduate Studies; if approved, continuous registration will be waived during the approved leave period. Regardless of whether the student has a leave of absence, the student must still complete the degree within the time-to-degree limitations set forth under the degree requirements presented under **Duration of Admission Status** in the *Graduate Bulletin*.

Waiving Courses

Please be informed that course “waiver” means that the student has previously taken course(s) deemed equivalent to those required by CMU’s School Psychology Ph.D. program (see Graduate Bulletin, “Waiver of a Program Requirement”). If a course is approved for waiver, then the student is not required to complete the course deemed equivalent that is required for CMU’s school psychology doctoral program. However, the student does not receive credit for a waived course towards CMU’s doctoral degree minimum program credit requirements. In contrast, the university allows a limited number of transfer course credits towards a doctoral degree. The procedure and forms for evaluation of a request for a course waiver or transfer are similar; however, unlike a waiver, transfer credit (maximum 6 semester hours) can be counted towards doctoral degree course credit requirements (see **Transfer Credit Policy** in the *Graduate Bulletin*).

Psychology 767, 890-891, 898-899, 990-991 must be completed at Central Michigan University. The requirements for waiving a course follow: 1) Students first discuss the likelihood of waiving the required course with the Program Director. 2) A Graduate Transfer/Waiver Credit request, available from the School Psychology secretary, and supporting materials (e.g., course outline, texts used, bulletin description) are submitted to the current course instructor. 3) The instructor must approve the prior course as equivalent to the required course. “Equivalent” means that the student received a “B” or better grade in a course(s) and the content appears to cover at least 85% of the required course. 4) Students submit the Graduate Transfer/Waiver Credit request to the Program Director. 5) The Program Director presents the request to the School Psychology faculty. The school psychology program faculty consider whether evidence exists (e.g., time since completion of prior coursework and relevant professional experience) that the student has maintained competency and currency in the content domain for the requested course waiver. 6) The School Psychology faculty must vote to approve a course waiver. 7) Copies of waiver decisions are placed in the student’s file. The Dean of the College of Graduate Studies must approve the Transfer Credit request.

Requesting a Leave

Students who would like to request a leave from the program for up to one year should submit their request in writing to the program no later than April 1st for the following academic year (see **Continuous Registration** in the *Graduate Bulletin*).

English Language Proficiency

CMU welcomes students from a wide variety of backgrounds. School Psychology students take several courses during their first year in the program that requires work with school children. If an instructor believes that children may have difficulty understanding a student’s spoken English, the student will be referred to CMU’s English Language Institute (ELI) for evaluation of his or her spoken English. The ELI staff are trained to assess spoken English and may recommend coursework or attendance at an accent reduction clinic. Similarly, if problems are identified in the area of written English, a referral to ELI for assessment and remediation may be made. If students have concerns about their proficiency in English, they are welcome to contact ELI on their own for assistance.

Financial Support

The *Graduate Bulletin* provides a description of financial aid opportunities for graduate students. You may also obtain information on financial aid from the **CMU Scholarships & Financial Aid Office**.

Students with Disabilities

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the office of Student Disability Services (120 Park Library, telephone 989-774-3018, TDD #2568), and then contact the individual instructors as soon as possible.

Student Grievances

CMU has university-wide procedures to safeguard the rights of students to be heard and treated fairly when student-faculty disagreements arise. Such disagreements may trigger university procedures to resolve disagreements concerning issues such as grades (grade grievance policy), academic and research integrity (of the student or the faculty), sexual harassment, and discrimination, among others. However, the school psychology program also has procedures to address complaints about the conduct of a faculty member in his or her professional role (i.e., in the classroom or other academic role such as dissertation chair or advisor). It is not the intent of school psychology program’s complaint procedures to intrude on or limit the academic freedom of faculty. However, students must be given an opportunity to express their concerns and have those concerns considered if students believe the conduct of a faculty member is incompetent, unprofessional, and/or substantially interferes with their ability to make progress in the program.

University-level grievances often must be filed in writing within certain time limits after the alleged misconduct. These time limits should be considered when making a decision whether to pursue informal remedies through the school psychology program or to follow official university-wide grievance policies, if applicable.

A student may present his or her concerns in writing and/or via face-to-face meetings. In any face-to-face meetings, the student may be accompanied by a person of his or her own choosing (e.g., his or her graduate student mentor). Students with a complaint and/or grievance should first attempt to resolve the concern with the appropriate faculty member, if feasible. It is recognized, however, that a student may not be comfortable expressing a complaint to a faculty member who has grading authority over the student.

If the student does not pursue informal resolution directly with the faculty member against whom they have a complaint, or if informal resolution is unsuccessful, the student may discuss his or her concern with the school psychology program director. If the program director is the subject of the complaint, the student may select an alternative school psychology faculty member to chair an informal problem resolution meeting with all parties involved.

If, at the level of the program director (or his or her substitute), informal resolution of the problem is unsuccessful, the student should discuss his or her concern with the Department Chairperson (or his or her designee if there is a conflict of interest). At this meeting, the student may be accompanied by another student, faculty member, or other person in presenting his/her position.

The outcome of the meeting with the Department Chairperson shall be binding. However, if the Department Chairperson perceives the situation to be egregious, the Department Chairperson may take further independent action, or assist the student in filing a written university-level grievance.

FIELD EXPERIENCES

Doctoral Program Field Experiences

Doctoral students complete several field experiences during the program. Students who enter without previous supervised School Psychology experience complete PSY 790-791 during the second year of the program. This amounts to 6 semester hours of class credit (PSY 790-791). Doctoral students complete a second 600-hour supervised advanced practicum in the third year of their program. This amounts to 6 semester hours of class credit (PSY 890-891). A supervised internship of either a full year (12 months) or a school year (10 months) is required (minimum total of 1500 clock hours; however, 2000 clock hours is required for licensure in many states). This can be done in either a school or non-school setting. The internship amounts to 6 semester hours of credit (PSY 990-991). Students are strongly encouraged, but not required, to seek APPIC Internships (required for licensure in some states and some employment positions).

Psychology 790-791. The School Psychology practicum experience involves two days a week in the public schools. In addition to the 600 hours in the school setting, the practicum includes a 3-hour seminar each week. Also, one hour of supervision each week on an individual basis is provided by the faculty supervisor. Students receive supervision from their field supervisors for two hours each week as well. Practicum sites are selected by university faculty members with a preference for sites that are relatively close to campus.

Evaluation of student performance is based in part on the *Competency Evaluation Performance Review* (see Appendix C). These forms are reviewed with the student by the field supervisor and the university supervisor at least once each semester. Successful completion of PSY 790-791 satisfies the field experience requirement for a Preliminary School Psychology Certificate in Michigan. PSY 790-791 may satisfy the field experience requirement for a State of Michigan Limited License Psychologist if supervised by a licensed psychologist (see licensure guidelines).

Psychology 890-891. The School Psychology advanced practicum experience involves two days a week in a school, clinic, or hospital setting. In addition to the 600 hours in the clinical setting, the advanced practicum includes a 3-hour seminar each week. Also, one hour of supervision each week on an individual basis is provided by the faculty supervisor. Students receive supervision from their field supervisors for two hours each week as well. Sites for the advanced practicum are selected cooperatively by the faculty supervisor and student, based on a consideration of available sites and the student's background experiences and interests.

Evaluation of student performance is based in part on the *Competency Evaluation Performance Review* (see Appendix C). These forms are reviewed with the student by the field supervisor and the university supervisor at least once each semester.

Psychology 990-991. To be eligible for PSY 990-991, students must have successfully completed all coursework, achieved a "B" or better in Advanced Practicum, passed the doctoral comprehensive exam, and have an approved doctoral dissertation proposal on file with the Graduate College.

When students are ready to apply for internship (typically during the fall of their fourth year), they must meet with the Internship Coordinator listed in this handbook to discuss the process and options. Students are encouraged to apply for an APPIC internship. If students choose not to apply for an APPIC internship, the internship requirements listed by the Council of Directors of School Psychology Programs (CDSPP) (<https://sites.google.com/site/cdspphome/2012guidelines>) are discussed and used as a basis for developing the internship experience. Non-accredited internship sites are monitored and evaluated in accordance to the CDSPP Guidelines. The Program Director is responsible for ensuring that the non-accredited internship sites meet the CDSPP guidelines prior to internship, midpoint of internship, and at the conclusion of internship using the *Non-accredited Internship CDSPP Requirements* (see Appendix D).

The Internship Coordinator assists the students with the APPIC application form. During the doctoral internship, students learn to self-assess their professional competencies, and plan learning experiences for continued professional growth. For PSY 990-991, students are required to prepare a written plan outlining their learning objectives for the year and describing appropriate experiences for the achievement of those objectives. Objectives are to be consistent with the Program's broad training goals. For APPIC internships, feedback from the internship director is reviewed and discussed during the annual meeting. Successful completion of the internship as judged by the internship site and completion of the self-described goals are evaluated. For non-APPIC internships, the *Competency Evaluation Review Form* is used (see Appendix C). In setting goals for professional growth, students are encouraged to seek feedback from colleagues, supervisors, teachers, and/or parents about their professional performance.

Malpractice Insurance

The Affiliation Agreement entered into between the Psychology Department, School Psychology Program and field-based experience sites (practica, internship) contains the following provision:

- The Parties Mutually agree on this section:
- Both parties agree to maintain Comprehensive General Liability Insurance or its equivalent which covers employees and students whenever the liability might exist.
- Coverage from the University does not include malpractice insurance against suits stemming from the field experience because supervision from CMU faculty is not provided on a day-to-day basis. If malpractice insurance is not provided by the site for the student, we strongly recommend purchase of such insurance.
- Malpractice insurance can be obtained from the American Psychological Association (must be a student member of APA) or National Association of School Psychologists (must be a student member of some professional organization). See your advisor for more information.

DOCTORAL COMPREHENSIVE EXAM

Successful completion of the doctoral comprehensive exam is required for admission to PSY 990. The doctoral exam is written and based on topics covered in the first two years of School Psychology Program coursework, and an approved reading list. One question will appear on the exam from each of the following areas: Ethics and Law, Academic and Behavioral Interventions, Therapeutic Interventions, Consultation, and Assessment and Intervention in Developmental Disabilities. The exam will be given in October and should be taken during the third year of the program. Students will be given three hours to complete the exam on a computer in a designated area. Faculty members will grade the answers on a four point scale with scores of 1 (many errors of fact or omission) and 2 (incomplete answer or inclusion of inaccurate information) indicating that the area was failed. Scores of 3 (acceptable understanding demonstrated; no errors of fact) or 4 (excellent answer) represent passing scores. Failing scores must be independently verified from additional faculty members. If any area is failed, a remediation plan will be developed with the faculty member for that area. The failed section can be retaken once. The exam must be passed prior to applying for internship.

THESIS AND DISSERTATION

Doctoral students are expected to complete a thesis. Students must defend their thesis and pass an oral exam over the dissertation (PSY 898) prior to beginning the doctoral internship (PSY 990-991). In addition, doctoral students must have an approved doctoral dissertation proposal on file prior to beginning the doctoral internship. According to the College of Graduate Studies guidelines, a student may not enroll for more than three credits of the thesis or dissertation until the project prospectus has been approved at the department level.

Students self select their thesis and dissertation chairs based upon research interest. They begin the process by discussing ideas with faculty members. Once a faculty member agrees to serve as a chair of the project, the student can register for the first three credits (PSY 798 for thesis and PSY 898 for dissertation) to design the project.

Options for projects include: traditional research investigations via group or single case designs, original theoretical formulations, demonstration projects, behavior change in a community setting, program evaluation projects, reviews and analyses of professional problems and issues, development and evaluations of a new assessment or intervention technique, or synthesis of a body of knowledge. Other innovative topics may be generated by students. A common theme to all projects, however, would be scholarly competence in research methodology.

The same principles generally hold for the master's thesis and doctoral dissertation; however, the master's thesis is not expected to be as massive in scope as the doctoral dissertation. As a general concept, the doctoral dissertation, required of all doctoral students, will be related to the student's interests and to some aspect of professional practice. The goal of the doctoral dissertation is the further integration of the student's graduate education in developing the ability to investigate a professional problem in a scholarly manner.

The thesis and doctoral dissertation committees are composed of a minimum of three faculty members from the graduate faculty at Central Michigan University. They are responsible for acceptance of the final document. Most regular faculty in the Psychology Department are members of the graduate faculty. However, a student might wish to have a school psychologist from their internship or job site serve on their thesis committee. In such cases, on request, the Psychology Department can grant (subject to approval by the Dean of the Graduate College) temporary graduate faculty standing for individuals who meet membership requirements for the purpose of serving on a thesis or dissertation (see the Department secretary for details regarding membership requirements).

For the doctoral dissertation, the expectation is that the chairperson will be a School Psychology Program faculty member, but a student may petition the School Psychology Program Director to allow a faculty member from outside of the program to serve as chairperson. At least one committee member must be a School Psychology Program faculty member, and at least one committee member must be from a Psychology Department unit other than School Psychology, or from a different Department. Two committee members must be tenure-track faculty from the Department of Psychology who meet graduate faculty status. The third member of a dissertation committee can be anyone with at least adjunct faculty status and graduate faculty standing. Psychologists or other competent persons from field agencies or other universities can qualify for service on the committee through adjunct appointments.

General Comments

Students are encouraged to confer with faculty members about their ideas for a thesis or doctoral dissertation before developing a prospectus. The student is responsible for obtaining a chair and members of the committee for the thesis or doctoral dissertation. University procedures for doctoral dissertation preparation are described in the *Guidelines for the Preparation of Theses and Dissertations*, available from the College of Graduate Studies.

The following general steps are usually followed:

1. Student generates an idea and discusses it with a faculty member who is interested and/or knowledgeable in that area.
2. Student obtains a chair and committee members. If a student changes his/her thesis/dissertation chair or committee membership during the development phase, it is expected that the student will notify all affected faculty of the changes in committee membership. If the chair is not a member of the School Psychology faculty, the student must petition the Program Director for approval of the chair.
3. Student writes a prospectus for committee approval. The prospectus includes the following topics:
 - a. Introduction to the problem (a case is made for the importance of the area of study).
 - b. Review of the literature.
 - c. Statement of the problem (research questions or hypotheses).
 - d. Methods (as appropriate)
 - (1) Sample
 - (2) Instrumentation
 - (3) Procedures
 - (4) Statistical Analysis
4. Student gives the committee members at least 10-14 days to read the proposal.
5. Student convenes the committee to discuss, fine tune, and approve/disapprove the idea.
6. Thesis or Doctoral Dissertation Prospectus Form (available from the School Program secretary, Sloan 139) is signed by committee members and filed with the Graduate Office and Psychology Department. If needed, approval from CMU's Institutional Review Board (IRB) is obtained for research involving human subjects. A copy of IRB approval must accompany this form, along with a brief abstract.
7. Project is implemented.
8. Student and chair schedule oral defense of project.
9. Students obtain a Thesis or Dissertation Sign-Off form from the School Program secretary prior to the oral exam. If the project is successfully defended, committee members sign the form. The form is then returned to the School Program secretary, Sloan 139.

10. The Committee Chair clears the “Z” (deferred grade) for thesis/dissertation credits.
11. The final, signed, original manuscript must be submitted to the College of Graduate Studies by the deadline published by the Graduate College, usually approximately six weeks prior to commencement.
12. Students are expected to ask their committee chairperson if they want a bound copy of the dissertation.
13. For a fee, CMU’s Printing Services will pick up the signature page, binding page, print out the thesis, and send off the bound copies to the Psychology Department. Please note that there are fees related to each bound copy of your thesis.

Financial Support for Thesis and Dissertation

The Anne K. Miller-Quimper Scholarship Award was established in 1991 by friends and family in memory of Anne K. Miller-Quimper (1940-1980) to support thesis or dissertation research of School Psychology graduate students. See Dr. Sharon Bradley-Johnson for information, Sloan 232.

The College of Graduate Studies also awards financial support for completion of theses and dissertations. Applications are reviewed once early in the Fall Semester and once in the Spring Semester by a committee at the College of Graduate Studies.

PRAXIS II SCHOOL PSYCHOLOGIST EXAM

All doctoral students are required to take the PRAXIS II School Psychologist Exam in April of their second year in the program. This exam is offered by the Educational Testing Service (ETS) and may be taken at the Center for Learning Assessment Services on campus. Students should register for the exam before the end of February of their second year. To register, go to www.ets.org. Click on “PRAXIS” and look for the PRAXIS II series, the School Psychology Specialist test (# 10400). There is a charge to take the PRAXIS exam. Information about test content is available at the ETS website.

Students who achieve a passing score on the PRAXIS School Psychology Exam will be eligible to become Nationally Certified School Psychologists (NCSP) after completion of their degree program and one year successful work experience. We use PRAXIS scores for program evaluation and accreditation purposes only; no student is penalized in any way for failure to pass the exam. Students are required to report their scores to the School Psychology Program secretary; individual student scores are not reviewed by faculty.

SCHOOL PSYCHOLOGY CERTIFICATION

General Information:

School psychologists in Michigan are required to hold a valid Michigan **Preliminary School Psychologist Certificate** or a **School Psychologist Certificate** (section 1251 of Act No. 451 of the Public Acts of 1976, as amended, being 380.1251 of the Michigan Compiled Laws). A person employed under the Preliminary School Psychologist Certificate must have local supervision provided by a fully certified school psychologist. Full rules for Michigan certification as a school psychologist are found on the Michigan Department of Education website.

The application process is completed on-line. Once the student has applied, the Program Director is notified to verify the application. The Michigan Department of Education charges a fee for the School Psychologist Certificate. If recommended for certification, you will be billed by the Department of Education for the current certification fee (approximately \$160.00). Payment of the fee is a certificate requirement that must be met prior to the issuance of the Michigan Preliminary School Psychologist Certificate and the School Psychologist Certificate.

Applicants are advised that the State Board of Education may deny or revoke school psychology certification for the following reasons: (a) Fraud, material misrepresentation, or concealment in the application for a certificate; (b) Conviction, as an adult, of an act of immoral conduct that involves a child or that contributes to the delinquency of a child or a felony that involves moral turpitude.

Preliminary School Psychology Certificate

What are the CMU requirements for the Preliminary Certificate?

Students must have successfully completed the following coursework (or equivalent) to be eligible for the preliminary school psychologist certificate: PSY 511 or 611, 562, 586 or 780, 605, 655, 656, 662, 667, 677, 760, 766, 767, 790, 791 and one course from each of the foundation areas (cognitive, social, developmental, physiological). Students do not need to have completed their thesis or elective coursework to be eligible for the preliminary certificate.

When does the Preliminary Certificate Expire?

A preliminary school psychologist certificate is **valid for 3 years**. It **expires on June 30** of the expiration year indicated on the certificate. It is not necessary to re-apply for approval with each change in employer; the Preliminary Certificate follows the practitioner from one school setting to another.

How do I apply for the Preliminary Certificate?

To apply for the preliminary certificate, complete the application form online at: <https://mdoe.state.mi.us/MOECS/Login.aspx>. A copy of the application and all supporting documentation are to be submitted to the School Psychology Program secretary, Sloan 139. For the preliminary certificate, students must submit a completed application form that includes an "Experience Report Form for Preliminary School Psychologist Certification" signed by the fully-certified school psychologist who supervised their PSY 790-791 practicum experience on site (not the university supervisor). Students also must include a copy of the school psychologist certificate of their supervising school psychologist.

Along with their application, students must submit official transcripts from universities other than CMU if courses necessary for the certificate were completed elsewhere. Students should not submit their application for certification until the grades for all necessary coursework appear on their transcripts. CMU transcripts will be obtained by the Certification Administrator. The application can be approved only if it is complete and the transcripts show satisfactory grades for all courses required for the preliminary certificate. A recommendation for certification is then made to the Michigan Department of Education.

School Psychologist Certificate

What are the requirements for the School Psychologist Certificate?

An applicant for a school psychologist certificate must meet all of the following requirements: (1) Hold a valid Michigan Preliminary School Psychologist Certificate; (2) Possess a Specialist's Degree or its equivalent in school psychology from an institution with an approved program; (3) have completed a minimum of 15 graduate semester hours in school psychology, including an internship, in addition to the 45 semester hours required for the preliminary certificate; (4) in addition to the 600 clock hours required for the preliminary certificate, have successfully completed not less than a 600-clock-hour, supervised internship with school-age pupils in an approved school psychologist program, 300 clock hours of which shall be in a school setting under the supervision of a person who holds a Michigan School Psychologist Certificate; and (5) have completed one year of successful experience employed as a school psychologist with direction from a fully certificated school psychologist. Complete the application form available online at <https://mdoe.state.mi.us/MOECS/Login.aspx>.

When does the School Psychology Certificate Expire?

A school psychologist certificate is valid for five years. It expires on **June 30** of the expiration year indicated on the certificate. The renewal of a School Psychologist Certificate requires the completion of 6 semester hours of credit in an approved School Psychology Program or the equivalent in approved State Board continuing education units. All renewal credit must be completed after the date of issuance of the School Psychologist certificate and within the five-calendar-year period before applying for renewal.

PSYCHOLOGY LICENSURE

Practice as a professional psychologist requires that individuals meet Licensure standards. Students completing our program may choose to pursue licensure for professional practice depending upon their individual career aspirations. Information regarding licensure requirements in the State of Michigan is available at <http://www.michigan.gov>. At minimum, states require that individuals applying for licensure document appropriate academic training, practice supervised by a Licensed Psychologist, and successful completion of a licensing exam. Students may receive supervision from a Licensed Psychologist for part of their practica experiences. Predoctoral Internship (PSY 990-991), MUST be supervised by a Licensed Psychologist.

BEHAVIOR ANALYSIS CERTIFICATION

The psychology department offers a course sequence that meets the educational requirements of the Behavior Analyst Certification Board to become Board Certified Behavior Analysts (BCBA). Completion of this course sequence, completion of the experience requirements, and passing of the BCBA certification exam are required for certification. The Behavior Analyst Certification Board, Inc. has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination:

- PSY 570 Behavioral Assessment and Treatment Planning
- PSY 571 Research Methods in Behavior Analysis
- PSY 586 Applied Behavior Analysis in Education
- PSY 680 Learning
- PSY 792 Practicum in Applied Behavior Analysis
- PSY 780 Behavior Therapy

Students interested in the BCBA course sequence should complete an advisor form at 180 Sloan Hall or BCBA@cmich.edu.

APPENDIX A

GOALS, OBJECTIVES AND COMPETENCIES (DOCTORAL)

Goal #1: Prepare entry-level psychologists who use scientific knowledge as a basis for systematic problem-solving, and view data collection and analysis as integral to service delivery.

Objectives:

- 1.1. Ability to evaluate the technical adequacy of norm- and criterion-referenced tests and curriculum-based measures, as well as correctly administer, score, and interpret these measures.
- 1.2. Knowledgeable of behavioral assessment.
- 1.3. Ability to integrate data from tests and other sources.
- 1.4. Demonstrates diagnostic skills using both IDEA and DSM-V

Competencies:

- 1.1.a. Administers, scores and interprets the Wechsler Scales and one alternative for each age range.
- 1.1.b. Administers, scores and interprets the following specialized measures of intelligence: test for infants/toddlers, non-vocal test, test for pupils with visual impairment, and test for pupils with motor impairment.
- 1.1.c. Administers and interprets the following norm-referenced measures of achievement: two general achievement tests, two measures of reading skills, two measures of mathematics skills, two measures of oral language, test for written expression, and a readiness test.
- 1.1.d. Administers, scores and interprets criterion-referenced measures.
- 1.1.e. Administers, scores, graphs, and interprets curriculum-based measurement probes.
- 1.1.f. Administers, scores, and interprets two adaptive behavior measures.
- 1.1.g. Critically evaluates the norm sample, reliability and validity of tests using test manuals and other resources such as journals.
- 1.1.h. Compiles an age appropriate assessment battery for pupils with sensory impairments, motor impairments, and pupils with autism.
- 1.1.i. For software programs for assessment, evaluates the technical adequacy of the program.
- 1.2.a. Uses direct observation procedures to record, graph, and analyze data to determine environmental variables for affective behavior.
- 1.2.b. Obtains information regarding the relationship between environmental events and problem behavior using functional analysis.
- 1.2.c. Evaluates the technical adequacy, correctly scores, and interprets behavioral checklists.
- 1.3.a. Culls information relevant to the nature of the referral.
- 1.3.b. Analyzes and integrates assessment data, observations, and interview information to form a profile of pupil strengths and areas needing improvement.
- 1.3.c. Given a referral, takes the case from referral through each step of diagnostic-prescriptive process.
- 1.4.a. Problem-solves case to determine best eligibility decisions.
- 1.4.b. Understands and utilizes DSM-V diagnostic system.

Goal #2: Prepare entry-level psychologists who apply knowledge of assessment, instruction, learning, behavioral theory, human development, psychotherapeutic techniques, and positive mental health practices to prevent and remediate students' learning and adjustment problems.

Objectives:

- 2.1 Understands and integrates the theoretical and empirical foundations in the science of psychology.
- 2.2. Knowledge of research-based strategies for academic intervention as well as general and special education curricular.
- 2.3. Understanding of counseling theories and techniques and their application to schools.
- 2.4. Knowledge of and skill in the delivery of behavioral interventions.

Competencies:

- 2.1.a. Understands the history and systems in the field of psychology.
- 2.1b. Applies basic principles and theories from developmental, social, learning, and physiology to pupils with and without disabilities.
- 2.2.a. Task analyzes assessment results into clearly defined instructional goals.
- 2.2.b. Incorporates pupil strengths, as well as instructional variables into intervention plans.
- 2.2.c. Recommends empirically-based instructional methods and materials for the following academic areas: Reading, Mathematics, Oral Language, Written Expression, School Readiness, and Study Skills.
- 2.2.d. Evaluates general and special education curricular and methods of instruction using current research methods.
- 2.2.e. Incorporates knowledge of general education curricula into recommendations for accommodations for pupils with disabilities in the general education classroom.
- 2.2.f. Uses knowledge of general education curricula when monitoring the effectiveness of interventions.
- 2.2.g. Recommends materials and instructional procedures appropriate for pupils with sensory impairments.
- 2.2.h. Reviews the appropriateness of instructional software for particular pupils.
- 2.3.a. Implements pupil counseling for individual students using methods appropriate to the problem.
- 2.3.b. Implements group counseling procedures using group methods appropriate to children.
- 2.3.c. Provides information regarding mental health issues and intervention strategies to parents and school personnel.
- 2.3.d. Understands the crisis response plan for their school buildings.
- 2.3.e. Responds to individuals and groups in crisis using school and community resources consistent with building plan.
- 2.4.a. Recommends effective management strategies for improving problem behavior and increasing appropriate behavior.
- 2.4.b. Identifies strengths and areas for improvement in disruptive classrooms in terms of structure, scheduling and teacher tactics and makes appropriate recommendations.
- 2.4.c. Works with parents in establishing behavior management programs such as contracting and token economies.

Goal #3: Prepare entry-level psychologists who use professional ethical reasoning skills to make informed choices in resolving and preventing problems, respect the dignity and worth of all persons, and ensure fairness and nondiscrimination.

Objectives:

- 3.1 Knowledge of the ethical standards for the profession of school psychology.
- 3.2 Knowledge of the ethical standards for the profession of professional psychology.
- 3.3 Knowledge of how cultural and ethnic differences influence behavior and affect evaluation.
- 3.4 Knowledge of common genetic and developmental disorders.

Competencies:

- 3.1.a. Discusses ethical principles guiding professional relationships with pupils, parents and schools.
- 3.2.a. Given a case identifies the ethical dimensions of the situation, uses a systematic problem-solving model to identify possible courses of action and discusses the ethical reasons for choices.
- 3.3.a. Considers ethnicity and culture of others when working with members of various ethnic/racial groups.
- 3.3.b. Considers the appropriateness of norms, reliability, and validity of tests and assessment procedures before interpreting the results for a pupil or a particular gender/ethnic/racial group.
- 3.3.c. Given a pupil of a different cultural/ethnic racial group develops knowledge about that particular group.
- 3.3.d. Recognizes the extent to which their own cultural experiences, values, and biases influence their activities.
- 3.4.a. Understands the etiology and symptoms for common genetic disorders.
- 3.4.b. Assists parents and other personnel in understanding the educational implications of genetic disorders.
- 3.4.c. Assists parents in locating sources of information about genetic disorders and support groups.

Goal #4: Prepare entry-level psychologists who apply the science of psychology to promote human welfare in systems-level consultation.

Objectives:

- 4.1 Knowledge of federal and state special education laws and other legal aspects of the role of the school psychologist.
- 4.2 Skills in consultation and collaboration with pupils and parents as well as school and outside personnel.
- 4.3 Knowledge of families, school, and community systems and the application of the science of psychology to provide prevention and intervention services.

Competencies:

- 4.1.a. When presented with various special education situations, cites relevant Federal and State laws and decides whether or not the situation is appropriate based on the law.
- 4.1.b. Given various situations concerning the qualifications and responsibilities of psychologists, cites relevant state laws and guidelines and decides on the appropriateness of the situation in reference to the laws and guidelines.
- 4.2.a. Given an interview situation, conducts effective problem-solving interview, follows through with consultation until improvement is objectively demonstrated.
- 4.2.b. Incorporates concerns of parent, child, teacher or other professionals into instructional plans.
- 4.2.c. Collaborates with interdisciplinary team members in planning intervention.
- 4.3.a. Advocates for families in working with educational, health, and mental health agencies and supports their efforts for assistance for their children.

4.3.b. For parents experiencing difficulties with parenting, implements parent training based on programs with documented effectiveness.

4.3.c. Identifies family factors that might enhance or interfere with school functioning and determine the implications for intervention.

4.3.d. Describes sources of conflict between families, schools, and agencies and works to reduce conflict.

4.3.e. Describes goals, organization, and operations at practica locations. Identifies opinion leaders, and outlines strategies for building or-district level consultation consistent with those factors.

Goal #5: Prepare entry-level psychologists who develop an area of expertise within School Psychology.

Objectives:

5.1. Develops an area of expertise specific to school psychology.

5.2. Seeks instructional and professional development opportunities to further this interest area.

5.3. Develops and conducts research projects in area of interest.

Competencies:

5.1.a. Describes current research in area selected.

5.1.b. Demonstrates skill in diagnosis, treatment and evaluation in area selected.

5.2.a. Completes training opportunities in area.

5.2.b. Attends professional conferences in area interest.

5.2.c. Reads and gathers current research in interest area.

5.3.a. Completes a thesis.

5.3.b. Completes a dissertation.

Goal #6: Prepare entry-level psychologists who mentor and supervise less-advanced students; train others through professional development presentations, workshops, or university teaching.

Objectives:

6.1. Ability to organize and present information in an understandable, clear and helpful manner.

6.2. Ability to promote the development of less-advanced students through mentoring and leadership in laboratory, classroom or practica settings.

Competencies:

6.1.a. Presents information in various courses.

6.1.b. Develops and conducts training sessions on campus or practica locations.

6.1.c. Presents at a professional conference.

6.2.a. Participates as a mentor in SASP, helping an incoming student adjust to CMU.

6.2.b. Knowledge of different supervision styles and identification of own style and preferences.

6.2.c. Knowledge of ethical considerations as a supervisee and supervisor.

APPENDIX B

PROFESSIONAL BEHAVIORS ASSESSMENT (DOCTORAL) School Psychology Program Central Michigan University

Student Name: _____

Advisor: _____

- Directions:
1. Read the description of each Professional Behavior.
 2. Become familiar with the behavioral criteria described in each of the levels.
 3. Self assess your performance continually, relative to the Professional Behaviors, using the behavioral criteria.
 4. By April 15, complete this form and give to Program Director.
 - a) In the Student Column (“S”), place a \checkmark next to behaviors you have demonstrated.
 - b) First year students are expected to achieve Advanced Beginner.
 - c) Second year students are expected to achieve Competence.
 - d) Third year students are expected to achieve Advanced Competence.
 - e) Forth year students are expected to achieve Proficiency.
 - f) Document specific examples of when you demonstrated behaviors.
 - g) Within your Professional Behaviors Plan, identify goals and specific actions to accomplish goals.
 5. In the Faculty Column (“F”), faculty will place a \checkmark next to behaviors you have demonstrated.
 6. By June 1, the Program Director will meet with you individually to discuss feedback from the faculty.

1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient
		Raises relevant questions			Feels challenged to examine ideas			Distinguishes relevant from irrelevant data			Develops new knowledge through research, professional writing and/or professional presentations
		Considers all available information			Critically analyzes the literature and applies it to patient management			Readily formulates and critiques alternative hypotheses and ideas			Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
		Articulates ideas			Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas			Infers applicability of information across populations			Weighs information value based on source and level of evidence
		Understands the scientific method			Seeks alternative ideas			Exhibits openness to contradictory ideas			Identifies complex patterns of associations
		States the results of scientific literature but has not developed the consistent ability to critically appraise findings			Formulates alternative hypotheses			Identifies appropriate measures and determines effectiveness of applied solutions efficiently			Distinguishes when to think intuitively vs. analytically
		Recognizes holes in knowledge base			Critiques hypotheses and ideas at a level consistent with knowledge base			Justifies solutions selected			Recognizes own biases and suspends judgmental thinking
		Demonstrates acceptance of limited knowledge and experience in knowledge base			Acknowledges presence of contradictions						Challenges others to think critically

2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient
		Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting			Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences			Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups			Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
		Recognizes impact of non-verbal communication in self and others			Restates, reflects and clarifies message(s)			Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing			Effectively delivers messages capable of influencing patients, the community and society
		Recognizes the verbal and non-verbal characteristics that portray confidence			Communicates collaboratively with both individuals and groups			Maintains open and constructive communication			Provides education locally, regionally and/or nationally
		Utilizes electronic communication appropriately			Provides effective education (verbal, non-verbal, written and electronic)			Utilizes communication technology effectively and efficiently			Mediates conflict

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient
		Recognizes problems			Prioritizes problems			Independently locates, prioritizes, and uses resources to solve problems			Weighs advantages and disadvantages of a solution to a problem
		States problems clearly			Identifies contributors to problems			Accepts responsibility for implementing solutions			Participates in outcome studies
		Describes known solutions to problems			Consults with others to clarify problems			Implements solutions			Participates in formal quality assessment in work environment
		Identifies resources needed to develop solutions			Appropriately seeks input			Reassesses solutions			Considers second and third order effects of solutions chosen
		Identifies possible solutions and probable outcomes			Prioritizes resources (analysis and critique of resources)			Evaluates outcomes			
					Considers consequences of possible solutions			Modifies solutions based on the outcome and current evidence			

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient
		Maintains professional demeanor in all interactions			Seeks to gain input from others			Demonstrates ability to build partnerships			Establishes mentor relationships
		Communicates with others in a respectful and confident manner			Recognizes the non-verbal communication and emotions that others bring to professional interactions			Responds effectively to unexpected situations			Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction
		Respects individual differences			Establishes trust			Applies conflict management strategies when dealing with challenging interactions			
		Maintains confidentiality in all interactions			Respects role of others			Demonstrates active listening skills and reflects back to original concern to determine course of action			

5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.											
S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient
		Demonstrates punctuality			Delegates tasks as needed			Acts as a child advocate			Encourages and displays leadership
		Assumes responsibility for actions			Completes projects without prompting			Promotes evidence-based practice in various settings			Facilitates program development and modification
		Follows through on commitments			Collaborates with team members			Accepts responsibility for implementing solutions			Promotes clinical training for students and coworkers
		Abides by all policies of academic program and clinical facility			Displays awareness of and sensitivity to diverse populations			Demonstrates accountability for all decisions and behaviors in academic and clinical settings			Monitors and adapts to changes in various settings
		Articulates limitations and readiness to learn			Provides evidence-based patient care						Promotes service to the community

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively.

S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient	
		Abides by all aspects of the academic program honor code and APA and NASP Code of Ethics			Identifies positive professional role models within the academic and clinical settings			Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary			Actively promotes and advocates for the profession	
		Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers			Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making			Seeks excellence in professional practice by participation in professional organizations and attendance at sessions that further professional development			Demonstrates the ability to practice effectively in multiple settings	
		Demonstrates awareness of state licensure regulations			Discusses societal expectations of the profession			Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices			Participates in education of the community	
		Attends professional meetings						Demonstrates leadership in collaboration with both individuals and groups			Participates in program development	
		Projects professional image										Supports research
												Pursues leadership roles

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient
		Demonstrates active listening skills			Critiques own performance accurately			Independently engages in a continual process of self evaluation of skills, knowledge and abilities			Engages in non-judgmental, constructive problem-solving discussions
		Assesses own performance			Responds effectively to constructive feedback			Seeks feedback from clients and peers/mentors			Acts as conduit for feedback between multiple sources
		Actively seeks feedback from appropriate sources			Utilizes feedback when establishing professional and patient related goals			Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities			Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients
		Demonstrates receptive behavior and positive attitude toward feedback			Develops and implements a plan of action in response to feedback			Uses multiple approaches when responding to feedback			Utilizes feedback when analyzing and updating professional goals
		Incorporates specific feedback into behaviors			Provides constructive and timely feedback			Reconciles differences with sensitivity			
		Maintains two-way communication without defensiveness						Modifies feedback given to patients/clients according to their learning styles			

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.											
S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient
		Comes prepared for the day's activities/responsibilities			Utilizes effective methods of searching for evidence for practice decisions			Uses current best evidence			Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)
		Identifies resource limitations (i.e. information, time, experience)			Recognizes own resource contributions			Collaborates with members of the team to maximize the impact of treatment available			Applies best evidence considering available resources and constraints
		Determines when and how much help/assistance is needed			Shares knowledge and collaborates with staff to utilize best current evidence			Has the ability to set boundaries, negotiate, compromise, and set realistic expectations			Organizes and prioritizes effectively
		Accesses current evidence in a timely manner			Discusses and implements strategies for meeting productivity standards			Gathers data and effectively interprets and assimilates the data to determine plan of care			Prioritizes multiple demands and situations that arise on a given day
		Verbalizes productivity standards and identifies barriers to meeting productivity standards			Identifies need for and seeks referrals to other disciplines			Utilizes community resources in discharge planning			Mentors peers and supervises in increasing productivity and/or effectiveness without decrement in quality of care
		Self-identifies and initiates learning opportunities during unscheduled time						Adjusts plans, schedule etc. as patient needs and circumstances dictate			
							Meets productivity standards of facility while providing quality care and completing non-productive work activities				

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient
		Recognizes own stressors			Actively employs stress management techniques			Demonstrates appropriate affective responses in all situations			Recognizes when problems are unsolvable
		Recognizes distress or problems in others			Reconciles inconsistencies in the educational process			Responds calmly to urgent situations with reflection and debriefing as needed			Assists others in recognizing and managing stressors
		Seeks assistance as needed			Maintains balance between professional and personal life			Prioritizes multiple commitments			Demonstrates preventative approach to stress management
		Maintains professional demeanor in all situations			Accepts constructive feedback and clarifies expectations			Reconciles inconsistencies within professional, personal and work/life environments			Establishes support networks for self and others
					Establishes outlets to cope with stressors			Demonstrates ability to defuse potential stressors with self and others			Offers solutions to the reduction of stress

10. Commitment to Learning – The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

S	F	Advanced Beginner	S	F	Competent	S	F	Advanced Competent	S	F	Proficient
		Prioritizes information needs			Researches and studies areas where own knowledge base is lacking in order to augment learning and practice			Respectfully questions conventional wisdom			Acts as a mentor not only to other PT's, but to other health professionals
		Analyzes and subdivides large questions into components			Applies new information and re-evaluates performance			Formulates and re-evaluates position based on available evidence			Utilizes mentors who have knowledge available to them
		Identifies own learning needs based on previous experiences			Accepts that there may be more than one answer to a problem			Demonstrates confidence in sharing new knowledge with all staff levels			Continues to seek and review relevant literature
		Welcomes and/or seeks new learning opportunities			Recognizes the need to and is able to verify solutions to problems			Modifies programs and treatments based on newly-learned skills and considerations			Works towards clinical specialty certifications
		Seeks out professional literature			Reads articles critically and understands limits of application to professional practice			Consults with other health professionals and physical therapists for treatment ideas			Seeks specialty training
		Plans and presents an in- service, research or cases studies									Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)
											Pursues participation in clinical education as an educational opportunity

First Year Professional Development Plan

Based on my self assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following goals:

To accomplish these goals, I will take the following specific actions:

Signatures below indicate that the student has completed this self assessment and received written and oral feedback from faculty.

Student Signature: _____

Date: _____

Faculty feedback/suggestions:

Faculty Signature: _____

Date: _____

Second Year Professional Development Plan

Based on my self assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following goals:

To accomplish these goals, I will take the following specific actions:

Signatures below indicate that the student has completed this self assessment and received written and oral feedback from faculty.

Student Signature: _____

Date: _____

Faculty feedback/suggestions:

Faculty Signature: _____

Date: _____

Third Year Professional Development Plan

Based on my self assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following goals:

To accomplish these goals, I will take the following specific actions:

Signatures below indicate that the student has completed this self assessment and received written and oral feedback from faculty.

Student Signature: _____

Date: _____

Faculty feedback/suggestions:

Faculty Signature: _____

Date: _____

Four Year Professional Development Plan

Based on my self assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following goals:

To accomplish these goals, I will take the following specific actions:

Signatures below indicate that the student has completed this self assessment and received written and oral feedback from faculty.

Student Signature: _____

Date: _____

Faculty feedback/suggestions:

Faculty Signature: _____

Date: _____

APPENDIX C

COMPETENCY EVALUATION PERFORMANCE REVIEW (DOCTORAL)

Supervisor:

The following list of competencies has been developed to aid you in giving your school psychology student a comprehensive and quality experience, while reducing your record keeping effort. All items should be evaluated; however, some competencies may be evaluated through coursework at CMU. If you have not had an opportunity to observe the students performance on a competency, just leave that item blank.

Rating scale:

Novice: the student is still learning the basic procedures and components of the skill

Advanced Beginner: the student requires less direct instruction and can work more autonomously

Competent: the student can function independently in most situations and access appropriate supervision as needed

Advanced Competency: the student can function independently with complex cases and can recognize and acquire advanced skills as needed

Proficient: the student demonstrates a higher level of conceptualization and is able to supervise students at lower levels of expertise

Note:

Students in PSY 790-791 are expected to become “competent”, and should not be scored at a higher level. Students in PSY 890-891 are expected to demonstrate “advanced competency” and should not be scored at a higher level. Students in PSY 990-991 are expected to become “proficient.”

Date of Performance Review 1: _____

Student Signature	Date	Field Supervisor Signature	Date
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Date of Performance Review 2: _____

Student Signature	Date	Field Supervisor Signature	Date
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Date of Performance Review 3: _____

Student Signature	Date	Field Supervisor Signature	Date
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I. Data-based Decision-making and Accountability: *School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and outcomes. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.*

Practicum (PSY 790-791)

- Given a referral, uses ecological assessment approach that considers multiple factors that affect learning and behavior including classroom variables, teacher and instructional variables, and characteristics of the child, and support available from the home.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

- Conducts effective problem identification interviews.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

- Accurately collects and summarizes information relevant to a referral from school records.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

- Selects tests and assessment procedures that are appropriate for the nature of the referral.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

- Selects tests and assessment procedures that are appropriate for the pupil in light of his or her age, ethnicity, disabilities, and native language.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

6. Selects tests and assessment procedures that meet high professional standards for reliability and have empirically demonstrated validity for the purpose used.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

7. Uses systematic direct observation procedures to record, graph, and analyze data to determine environmental variables affecting problem behavior.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

8. Obtains information regarding the relationship between environmental events and problem behavior using functional behavior assessment.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

9. Designs and implements empirically supported interventions for academic and behavior difficulties based on assessment data.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

10. Uses data-based techniques to chart and monitor the effectiveness of an academic intervention for individual pupils. Uses formative evaluation to make appropriate changes to intervention.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

11. Uses data-based techniques to chart and monitor the effectiveness of a behavior intervention for individual pupils. Uses formative evaluation to make appropriate changes to intervention.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

12. Conducts and interprets comprehensive assessments for multiple disabilities (e.g., autism spectrum disorder, specific learning disability, cognitive impairment, emotional impairment).

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

II. Consultation and Collaboration: *School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and systems level. Effective consultation and collaboration skills permeate all aspects of service delivery, including the design, implementation, and evaluation of services and programs.*

Practicum (PSY 790-791)

1. Effectively communicate assessment information and intervention recommendations orally and in writing.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

2. When collaborating regarding a referred pupil, demonstrates behavioral and communication skills required for effective consultation.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

3. When collaborating regarding a referred pupil, involves parents, teachers, pupils, and other professionals in a team decision-making process.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

4. When collaborating regarding a referred pupil, uses data-based techniques to monitor outcomes of collaboration.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

5. Contributes to a school program that promotes the mental or physical well-being of students.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

III. Interventions and Instructional Support to Develop Academic Skills: *School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.*

Practicum (PSY 790-791)

1. Recommends research-based interventions to improve phonemic awareness and methods to monitor acceptability, integrity, and effectiveness.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

2. Recommends research-based interventions to improve basic reading skills and methods to monitor acceptability, integrity, and effectiveness.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

Advanced Practicum (PSY 890-891)

3. Recommends research-based interventions to improve reading comprehension and methods to monitor acceptability, integrity, and effectiveness.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

4. Recommends research-based interventions to improve written expression and methods to monitor acceptability, integrity, and effectiveness.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

5. Recommends research-based interventions to improve oral language skills and methods to monitor acceptability, integrity, and effectiveness.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

6. Recommends research-based interventions to improve mathematic skills and methods to monitor acceptability, integrity, and effectiveness.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

7. Recommends research-based interventions to implement peer tutoring and methods to monitor acceptability, integrity, and effectiveness.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

IV. Interventions and Mental Health Services to Develop Social and Life Skills: *School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.*

Practicum (PSY 790-791)

1. Provides research-based accurate information to parents, teachers, or other professionals regarding “age appropriate” emotional functioning for pupils of various ages.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

2. Provides research-based accurate information regarding mental health issues to parents and school personnel.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

3. Recommends research-based instructional methods and materials for students with disabilities that are effective in improving adaptive behavior/social skills.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

4. Recommends effective management strategies for improving problem behavior and increasing appropriate behavior.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

Advanced Practicum (PSY 890-891)

5. Identifies strengths and areas for improvement in disruptive classrooms in terms of structure, scheduling, and teacher tactics and makes data-based recommendations.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

6. Works with teachers in establishing behavior management programs such as contracting and token economies and uses data-based measures to evaluate their impact.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

V. School-Wide Practices to Promote Learning: *School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.*

Practicum (PSY 790-791)

1. Describes the goals, organization, and operation of schools in which they provide services and identifies stakeholders and resources.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

2. Determines appropriate agency resources at the state level, in small communities, and in metropolitan areas, for obtaining services for particular pupils.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

3. Uses state and local curriculum to develop appropriate assessments and goals.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

Advanced Practicum (PSY 890-891)

4. Helps develop school policies, regulations, services, and accountability systems to ensure effective services for students.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

VI. Preventive and Responsive Services: *School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.*

Practicum (PSY 790-791)

1. Understands the crisis response plan for their school buildings.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

2. Responds to individuals and groups in crisis using school and community resources consistent with the building plan (if applicable).

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

Advanced Practicum (PSY 890-891)

3. Utilizes data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

4. Uses assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

VII. Family-School Collaboration Services. *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.*

Practicum (PSY 790-791)

1. Identifies family factors that might enhance or interfere with school functioning and determines the implications for intervention.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

2. Incorporates concerns and strengths of parents into intervention plans.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

3. Identifies appropriate community resources to assist families.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

Advanced Practicum (PSY 890-891)

4. School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

5. Identifies sources of conflict among families, schools, and agencies and works to reduce conflict.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

VIII. Diversity in Development and Learning: *School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.*

Practicum (PSY 790-791)

1. Seeks knowledge of the origins, family structure, child-rearing practices, values, beliefs, worldview, language, and interactional style of identified groups the practitioner encounters in his or her schools.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

2. Demonstrates ability to accurately self-assess one's multicultural competence, including knowledge of when circumstances (personal biases, lack of requisite knowledge, skills, or language fluency) may negatively influence professional practice and adapt accordingly (e.g., obtain needed information, consultation, supervision, or referring the student to a better qualified professional).

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

3. Demonstrates ability to conduct a valid psychoeducational assessment with students including selecting tools appropriate to the student's characteristics, culture, and background and administering and interpreting assessment information in a culturally sensitive manner.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

4. Demonstrates skill in explaining psychoeducational assessment and intervention to parents and students from diverse backgrounds to promote meaningful participation in the process.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

IX. Research and Program Evaluation: *School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems level.*

Practicum (PSY 790-791)

1. Demonstrates knowledge of descriptive statistics in explaining test results to parents and other professionals.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

2. Identifies and implements appropriate measures to evaluate the effectiveness of interventions with individual students.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

3. Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

Advanced Practicum (PSY 890-891)

4. Collects, analyzes, and interprets program evaluation data, in collaboration with others, in applied settings.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

X. Legal, Ethical, and Professional Practice: *School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.*
Practicum (PSY 790-791)

1. Demonstrates an awareness and knowledge of the content of ethical codes, professional standards, and law pertinent to the delivery of services.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

2. Shows commitment to proactive stance, namely using knowledge of ethical codes, professional standards, and law along with ethical reasoning skills to anticipate and prevent problems from arising.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

3. Demonstrates an ability to analyze the ethical and legal dimensions of a situation and ability to reason about ethical issues. Makes use of a problem-solving model.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

4. Demonstrates knowledge of state and federal rules and regulations regarding identification of students with disabilities.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

5. Demonstrates awareness of some of the ways in which legislation and systems-level policies and practices can hinder or promote student learning and well being, and can identify strategies to advocate for change.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____

APPENDIX D

NON-ACCREDITED INTERNSHIP CDSPP REQUIREMENTS

Requirement	Fall	Winter	Spring
1. Organized training program providing range of activities.			
2. At least 25% time providing face-to-face psychological services to clients.			
3. Provides dated written statement, brochure, or website describing goals. Written agreement between internship site, school psychology program, and intern regarding goals, expectations, salary, benefits, reimbursable travel, and holidays.			
4. Interns receive formal, written evaluation at the end of each university semester grading period via Competency Evaluation Performance Review.			
5. Due process procedures for interns are made available prior to beginning of training and program director is notified if due process procedures are initiated.			
6. Full-time internships are completed in no less than 10 months and include a minimum of 1,500 hours.			
7. Internship agency and school psychology program jointly issue to the intern written documentation reflecting successful completion of the psychology doctoral internship.			
8. Internship agency employs a clearly designated licensed doctoral-level psychologist. Internship agency has at least two psychologists on staff available as supervisors, at least one of whom is licensed.			
9. At least two hours per week of regularly scheduled individual supervision by a licensed doctoral level psychologist.			
10. At least two additional hours per week in scheduled group or individual supervision by a doctoral level psychologist who is either licensed or certified.			
11. Regularly scheduled, supervised, and documented training activities with other doctoral psychology interns.			
12. Licensed psychologist supervisor co-signs intern reports.			
13. Trainee has "intern" title.			

Fall Review:

 Program Director Signature

 Date

Winter Review:

 Program Director Signature

 Date

Spring Review:

 Program Director Signature

 Date