School Psychology Doctoral Program Student Handbook

Fall 2017

August 28, 2017

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.

Mike Hixson, Ph.D., Program Director
Daniel Drevon, Ph.D., Assessment Coordinator
Stephanie Fredrick, Ph.D., Doctoral Internship Coordinator
Timothy Hartshorne, Ph.D., Admissions Coordinator
Sandra Kanouse, Ph.D., SASP Advisor
Katrina Rhymer, Ph.D., Clinical Coordinator

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. Databased 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.

Based on the scientist-practitioner training model, we aim 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 school psychologists who:

- 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.

Additionally, our program prepares all students in the Profession Wide Competencies in health service psychology identified by the American Psychological Association: research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills (Appendix A shows the link between the Profession Wide Competencies and our program activities).

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
PSY 850- Ethnic and Minority Issues in Therapy 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)
P5Y 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 l A: Professional Services 3
PSY 791- Practicum l B: Professional Services 3
PSY 890- Practicum ll A: Professional Services 3
PSY 891- Practicum ll 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 advisor prior to registering for classes.

1st Year			2nd 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) or PSY 818 (3)*	PSY 798 (3)

3rd Year		4th Year	
Fall	Spring	Fall	Spring
PSY 687 (3) PSY 890 (3)	PSY 611 (3) PSY 891 (3) PSY 751 (3) PSY 765 (3) (3rd or 4th year	PSY 609 (3) PSY 898 (6)	PSY 765 (3) (3rd of 4th year) PSY 630 (3) PSY 818 (3) or PSY 850 (3)* PSY 899 (6)

5th Year	
Fall	Spring
PSY 990 (3)	PSY 991 (3)

*Please note that 818 and 850 are typically offered every other year. They should be taken during the year they are offered.

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 School Psychologist Exam*
	Receive formal feedback on progress
	Defend thesis
	Select dissertation topic and chair

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 *School Psychology Student Review Form* (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.

<h3 style="text-align:center">Scheduling of Student Reviews</h3>

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 *School Psychology Student Review Form* (Appendix B) and submit to the advisor. The advisor will then complete the form and meet with the student to discuss the results. Faculty will conduct a formal review of student progress using the *School Psychology Student Review Form* and the program director will provide written feedback individually to students. A copy of the *School Psychology Student Review Form* 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.

<h3 style="text-align:center">Remediation Plans</h3>

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.

<h3 style="text-align:center">Failure to Make Satisfactory Progress-Dismissal from Program</h3>

All students are required to show satisfactory progress through the program 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.

<h3 style="text-align:center">Program Faculty Actions and Student Rights</h3>

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

<h3 style="text-align:center">Student Rights</h3>

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.*

<center>**Waiving Courses**</center>

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.

<center>**Requesting a Leave**</center>

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*).

<center>**English Language Proficiency**</center>

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 schoolchildren. 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.

<center>**Financial Support**</center>

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**.

<center>**Students with Disabilities**</center>

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.

<center>**Student Grievances**</center>

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. Students receive supervision from their field supervisors for two hours each week. 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.

<u>Psychology 990-991</u>. To be eligible to apply for internship through APPIC, students must have a dissertation proposal that has been approved by their dissertation chair. 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. Feedback from the internship director is reviewed and discussed during the annual student review meeting.. For non-APPIC internships, the *School Psychology Student Review Form (Intern)* is used (see Appendix F). In setting goals for professional growth, students are encouraged to seek feedback from colleagues, supervisors, teachers, and/or parents about their professional performance.

APPIC Hours Outside of Practica and CMU Clinics

Students interested in getting additional clinical hours as part of accumulating APPIC hours must sign up for course credit (PSY 792 Supplemental Supervision). There must be an affiliation agreement between the agency and CMU. The CMU faculty member who supervises the PSY 792 credits will ask the student to write specific goals for the experience. The goals should be agreed to by the student, faculty, and field supervisor, and a signed document indicating agreement will be put in the student's file. The student will provide the field supervisor and faculty member with regular updates on progress towards the goals and other clinical activities. Students interested in pursuing a Temporary Limited License (TLLP) or Limited License (LLP) in the State of MI need to meet certain requirements with regard to supervision under a Licensed Psychologist for both practicum and post-Master's experiences, in addition to other requirements. Supervision arrangements may vary based on whether the agency has a Licensed Psychologist available on-site. For additional information, please see:
http://www.michigan.gov/lara/0,4601,7-154-72600_72603_27529_27552-42786--,00.html

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.

<u>DOCTORAL COMPREHENSIVE EXAM</u>

A thesis proposal must be submitted to the thesis committee before a student is permitted to take the 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. All students should attempt to have a defended thesis proposal by the end of the first year. If a thesis proposal has not been submitted by September 15 of the third year, the student will not be allowed to take the Comprehensive Exam that year. 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 the program director for more information.

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 SCHOOL PSYCHOLOGIST EXAM

All doctoral students are required to take the PRAXIS 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 School Psychology Specialist test. 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. 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**,** 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. 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 contact Dr. Hixson.

UNIVERSITY STUDENT SUPPORT SERVICES

University Libraries. Several academic support services are located in the library: the Writing Center, the Mathematics Assistance Center, the Statistical Consulting Center, and Student Disabilities Services.

Counseling Center is located in Foust Hall 102 Telephone (989) 774-3381 or visit their website at
https://www.cmich.edu/ess/StudentAffairs/CounselingCenter/Pages/default.aspx

Campus Health Clinic is located in 200 Foust Hall and is open Monday-Friday from 8:00 a.m. to 5:00 p.m. To schedule an appointment (same day or future appointment) call 989-774-6599.

We hope you have the opportunity to participate in other campus activities that may enhance your experience at Central Michigan University. The Office for Institutional Diversity and Inclusion offers campus-wide programs and activities for students, faculty, and staff that foster better understanding across diverse groups (https://www.cmich.edu/office_provost/OID/Pages/default.aspx). There are also a number of registered student organizations that may be of interest to you ranging from academic and recreational to cultural and multicultural (http://cmich.orgsync.com/home).

APPENDIX A
Profession Wide Competencies Linked to Courses and Assessments

1. Research: Courses: PSY 611- Research Design, PSY 612- Applied Multiple Regression and Correlation,
    thesis, dissertation, Competency Evaluation Performance Review, Student Review Form, Research Skill Development Form.
2. Ethical and Legal Standards: PSY 760- Seminar: School Services, PSY 765- Seminar: Ethics and Professional Issues, Comprehensive Exam, Competency Evaluation Performance Review, Student Review Form.
3. Individual and Cultural Diversity: PSY 850- Ethnic and Minority Issues in Therapy, PSY 790 Practicum in School Psychology, Competency Evaluation Performance Review, Student Review Form
4. Professional Values, Attitudes, and Behaviors. PSY 760- Seminar: School Services, PSY 790 Practicum in Schools, Student Review Form
5. Communication and Interpersonal Skills. PSY 766- Seminar: Consultation Skills, PSY 562- Therapeutic Intervention: Foundations, PSY 790 Practicum in School Psychology, Student Review Form
6. Assessment. PSY 605- Assessment of Affective and Behavioral Disorders of Children and Youth, PSY 655- Introduction to Intelligence Testing, PSY 656- Advanced Intellectual Assessment, PSY 667- Assessment and Development of Academic Skills I, PSY 677- Assessment and Development of Academic Skills II, PSY 767- Assessment and Intervention for Developmental Disabilities, PSY 790- Practicum 1 A: Professional Services, PSY 791- Practicum 1B; Professional Services, PSY 890- Practicum II A: Professional Services, PSY 891- Practicum II B: Professional Services, Competency Evaluation Performance Review, Student Review Form
7. Intervention. PSY 562- Therapeutic Interventions: Foundations, PSY 662- Advanced Therapeutic Interventions, PSY 677- Assessment and Development of Academic Skills II, PSY 766- Seminar: Consultation Skills, PSY 767- Assessment and Intervention for Developmental Disabilities, PSY 780- Behavior Therapy, PSY 790- Practicum I A: Professional Services, PSY 791-Practicum I B: Professional Services, PSY 890- Practicum II A: Professional Services, PSY 891- Practicum II B: Professional Services. Competency Evaluation Performance Review, Student Review Form; Projects: Academic Intervention, Behavior Therapy Intervention, Counseling Project, Consultation Project
8. Supervision. PSY 890-891, Student Review Form.
9. Consultation and Interprofessional/Interdisciplinary Skill. PSY 766- Seminar: Consultation Skills, PSY 790-791- Practicum, Competency Evaluation Performance Review, Student Review Form, Consultation Project.

School Psychology Student Review Form (Doctoral)

Name:_____   Date:_____

Year in Program: _____

Directions: 1. Read the description of each area of professional development below.

2. Self-assess your performance.

3. By March 15 complete this form and give to your advisor. Advisor will then complete the form and meet with you to discuss the results and your goals. Faculty advisor will bring the completed form to student review meeting at the end of the semester. If the form is used by interns, it would be completed by the student and the internship supervisor.

   a) First year students are expected to achieve Advanced Beginner.

   b) Second year students are expected to achieve Competence.

   c) Third year students are expected to achieve Advanced Competence.

   d) Fourth year students and above are expected to achieve Proficiency.

   e) Within your Professional Development Plan below, identify goals and specific actions to accomplish the goals.

1. **Academics and Milestone Events**
   Performance in courses and achieving milestone events in a timely manner. [Scoring for this item is different from the ones below. Scoring: 1= below expectations; 3=meeting expectations; 5=exceeding expectations]

   Student self-assessment: _____

   Faculty Assessment: _____

   Student comments:

   Faculty comments:

Use the scale below for the rest of the items.

1	2	3	4	5
Not Acceptable	Advanced Beginner	Competent	Advanced Competent	Proficient

2. **Evidence-Based Practice in Intervention and Assessment**
   Degree of familiarity with specific theoretical models and skills; Ability to formulate a diagnosis and treatment plan; Application of various assessment and therapeutic practices; Ability to integrate research with clinical expertise, as well as client characteristics, culture, and preferences.

   Student self-assessment: _____

   Faculty Assessment: _____

   Student comments:

   Faculty comments:

3. **Communication and Interpersonal Skills**
   Quality of written communication (e.g., assessment reports, papers and publications) and oral communications (e.g., discussion with clients, colleagues, professional presentations, teaching); Interpersonal skills may include the ability to develop rapport and build alliances in clinical work, as well as the ability to work effectively with supervisors, mentors, and colleagues.

   Student self-assessment: _____

   Faculty Assessment: _____

   Student comments:

   Faculty comments:

4. **Professional Values and Attitudes, Ethical and Legal Standards, and Reflective Practice**
   Demonstrates integrity, accountability, concern for the welfare of others; Knows and adheres to the professional standards associated with practice/research including relevant statutes and laws; Is knowledgeable about policies relevant to the delivery of services; Engages in ethical decision-making in collaboration with others; Values and collaborates with other professions; Engages in reflective practice conducted with personal and professional self-awareness.

   Student self-assessment: _____

Faculty Assessment: _____

Student comments:

Faculty comments:

5. **Individual and Cultural Diversity**
Exhibits awareness, respect, knowledge, and skills to work professionally with diverse individuals, groups, and communities that represent various cultural and personal backgrounds and characteristics; is knowledgeable about the literature on diversity factors and applies that knowledge in clinical or research settings.

Student self-assessment: _____

Faculty Assessment: _____

Student comments:

Faculty comments:

6. **Research**
Expertise with psychological research design, methods, and techniques of data collection and analysis; Ability to conduct independent research such as master's thesis and doctoral dissertation. Can apply research skills in practice, including familiarity with randomized controlled trials/manualized and empirically supported interventions; Ability to critically evaluate relevant psychological research related to populations to be served.

Student self-assessment: _____

Faculty Assessment: _____

Student comments:

Faculty comments:

7. **Consultation/Interprofessional/Interdisciplinary; Supervision**
   Quality of contributions to interprofessional team functioning; Knowledge about the core competencies for interprofessional practice and application of that knowledge; Knowledge about theories, models, and effective practices in supervision.

   Student self-assessment: _____

   Faculty Assessment: _____

   Student comments:

   Faculty comments:

8. **Other Work Skills and Personal Resources:**
   Organizational ability, motivation, initiative, determination, timeliness, reliability, independence, interest in discovery, resiliency, openness to supervision, other relevant personal characteristics.

   Student self-assessment: _____

   Faculty Assessment: _____

   Student comments:

   Faculty comments:

Professional Development Plan

Based on my self-assessment 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 student's 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

Date of Performance Review 2:_____

_____   _____
Student Signature   Date   Field Supervisor Signature   Date

Date of Performance Review 3:_____

_____   _____
Student Signature   Date   Field Supervisor Signature   Date

I. **Databased 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. Databased decision-making permeates every aspect of professional practice.*
Practicum (PSY 790-791)

1. 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	Direct Observation
1						
2						
3						

2. Conducts effective problem identification interviews.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
1						
2						
3						

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

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
1						
2						
3						

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

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
1						
2						
3						

5. 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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
1						
2						
3						

10. Uses databased 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	Direct Observation
1						
2						
3						

11. Uses databased 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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
1						
2						
3						

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

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
1						
2						
3						

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

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
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 databased recommendations.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
1						
2						
3						

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

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
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	Direct Observation
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	Direct Observation
1						
2						
3						

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

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
1						
2						
3						

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

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
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.
   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	Direct Observation
1						
2						
3						

Advanced Practicum (PSY 890-891)

2. Utilizes databased 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	Direct Observation
1						
2						
3						

3. 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	Direct Observation
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	Direct Observation
1						
2						
3						

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

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
1						
2						
3						

3. Identifies appropriate community resources to assist families.

Review	Novice	Advanced Beginner	Competent	Advanced Competency	Proficient	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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	Direct Observation
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 wellbeing, and can identify strategies to advocate for change.

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			
Winter Review			
Spring Review			

Field Supervisor	Signature	Date

Appendix E

Research Skill Development Through The Thesis and Dissertation

Instructions: Thesis and dissertation chairs complete this form for annual student reviews.

Student Name:

Faculty reviewer:

Year in program:

Current Date:

Circle: Thesis or Dissertation

1. The student has become highly knowledgeable in a particular area of school psychology by conducting a literature review.	**Yes**	**Partially met**	**No**	**Not yet**

2. The student effectively analyzed and synthesized the extant research literature.
   a. Existing research was critically analyzed by carefully considering the participants, setting, experimental design, results, and conclusions of each study.
 	
   b. Related studies and findings were synthesized
 	
   c. Gaps or further questions in the literature were identified.
	Yes
	Yes
	Yes
		Partially
		Partially
		Partially
			No
			No
			No
				Not yet
				Not yet
				Not yet

3. The student developed appropriate research questions or hypotheses based on gaps in the extant research literature.	**Yes**	**Partially**	**No**	**Not yet**
4. The student designed or chose reliable and valid measurement and observational methods.	**Yes**	**Partially**	**No**	**Not yet**
5. The research methods were appropriate to answer the research questions.	**Yes**	**Partially**	**No**	**Not yet**
6. The data analysis and presentation of results were appropriate and informative.	**Yes**	**Partially**	**No**	**Not yet**
7. The student followed appropriate ethical standards in conducting the research (e.g., participant selection, informed consent, confidentiality, etc.).	**Yes**	**Partially**	**No**	**Not yet**
8. The data were interpreted objectively given the constraints of the experimental design.	**Yes**	**Partially**	**No**	**Not yet**

Faculty Comments:

Appendix F

School Psychology Student Review Form (Intern)

Name:_____   Date:_____

Directions: 1. Read the description of each area of professional development below.

2. Self-assess your performance.

3. Complete this form three times over the year. Your supervisor will then complete the form and meet with you to discuss the results and your goals.

   f)   Beginning interns are expected to achieve Competence.

   g)   Mid-year interns are expected to achieve Advanced Competence.

   h)   End of year interns and graduates are expected to achieve Proficiency.

   i)   Within your Professional Development Plan below, identify goals and specific actions to accomplish the goals.

1. **Milestone Events [activities expected to be completed during the internship]**
   Performance in milestone events in a timely manner. [Scoring for this item is different from the ones below. Scoring: 1= below expectations; 3=meeting expectations; 5=exceeding expectations]

   Student self-assessment: _____

   Faculty assessment: _____

   Student comments:

   Faculty comments:

1	2	3	4
Not Acceptable	Competent	Advanced Competent	Proficient

2. **Evidence-Based Practice in Intervention and Assessment**
   Degree of familiarity with specific theoretical models and skills; Ability to formulate a diagnosis and treatment plan; Application of various assessment and therapeutic practices; Ability to integrate research with clinical expertise, as well as client characteristics, culture, and preferences.

   Student self-assessment: _____

   Faculty assessment: _____

Student comments:

Faculty comments:

1	2	3	4
Not Acceptable	Competent	Advanced Competent	Proficient

3. **Communication and Interpersonal Skills**
Quality of written communication (e.g., assessment reports, papers and publications) and oral communications (e.g., discussion with clients, colleagues, professional presentations, teaching); Interpersonal skills may include the ability to develop rapport and build alliances in clinical work, as well as the ability to work effectively with supervisors, mentors, and colleagues.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

1	2	3	4
Not Acceptable	Competent	Advanced Competent	Proficient

4. **Professional Values and Attitudes, Ethical and Legal Standards, and Reflective Practice**
Demonstrates integrity, accountability, concern for the welfare of others; Knows and adheres to the professional standards associated with practice/research including relevant statutes and laws; Is knowledgeable about policies relevant to the delivery of services; Engages in ethical decision-making in collaboration with others; Values and collaborates with other professions; Engages in reflective practice conducted with personal and professional self-awareness.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

1	2	3	4
Not Acceptable	Competent	Advanced Competent	Proficient

5. **Individual and Cultural Diversity**
    Exhibits awareness, respect, knowledge, and skills to work professionally with diverse individuals, groups, and communities that represent various cultural and personal backgrounds and characteristics; is knowledgeable about the literature on diversity factors and applies that knowledge in clinical or research settings.

    Student self-assessment: _____

    Faculty assessment: _____

    Student comments:

    Faculty comments:

1	2	3	4
Not Acceptable	Competent	Advanced Competent	Proficient

6. **Research**
    Expertise with psychological research design, methods, and techniques of data collection and analysis; Ability to conduct independent research such as master's thesis and doctoral dissertation. Can apply research skills in practice, including familiarity with randomized controlled trials/manualized and empirically supported interventions; Ability to critically evaluate relevant psychological research related to populations to be served.

    Student self-assessment: _____

    Faculty assessment: _____

    Student comments:

    Faculty comments:

1	2	3	4
Not Acceptable	Competent	Advanced Competent	Proficient

7. Consultation/Interprofessional/Interdisciplinary; Supervision
Quality of contributions to interprofessional team functioning; Knowledge about the core competencies for interprofessional practice and application of that knowledge; Knowledge about theories, models, and effective practices in supervision.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

1	2	3	4
Not Acceptable	Competent	Advanced Competent	Proficient

8. Other Work Skills and Personal Resources:
Organizational ability, motivation, initiative, determination, timeliness, reliability, independence, interest in discovery, resiliency, openness to supervision, other relevant personal characteristics.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

1	2	3	4
Not Acceptable	Competent	Advanced Competent	Proficient

Professional Development Plan

Based on my self-assessment 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:_____

Supervisor feedback/suggestions:

Supervisor Signature:_____   Date:_____