

# School Psychology Doctoral Program Student Handbook

2023-2024





August 24, 2023

Welcome to the Department of Psychology 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.

Dr. Drevon will be on sabbatical during the Fall Semester and Dr. Kanouse Morgan will be serving as Acting Director and as your advisor during the fall semester. Please direct program questions to her during that time ([morgalsk@cmich.edu](mailto:morgalsk@cmich.edu)).

As you prepare to begin this program, please consider the following thoughts. We think of our program as a community with a shared goal of providing excellent research and services for children and families. As you complete your graduate education, we will be spending a lot of time together. We work hard to ensure our program provides excellent training and we expect that you will work hard to meet (and exceed) our expectations. You have chosen to pursue a PhD in a challenging and important area. You will be making important contributions and decision in the lives of children and families. To do this with the care it deserves, there is a lot to learn, research, and practice over the next few years. We hope that you will embrace the opportunity and enjoy the experience of learning and interacting with our faculty and university community.

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Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1<sup>st</sup> Street, NE, Washington, DC 20002. Phone: (202) 336-5979; E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org); Web: [www.apa.org/ed/accreditation](http://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 provided 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 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 sensitivity to, appreciation for, and understanding of culturally and linguistically diverse populations. 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 foundational areas of science. Data-based decision-making is strongly emphasized along with ethical decision-making and accountability. Finally, enhancing an appreciation for diversity is critical in training school psychologists to function effectively in our pluralistic society.

The Ethical Codes of the American Psychological Association ([www.apa.org/ethics/code](http://www.apa.org/ethics/code)) and the National Association of School Psychologists (<https://www.nasponline.org/standards-and-certification/professional-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, our program aims to prepare school psychologists capable of and committed to improving schools and the lives of children, families, and educators. 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).

### **Program Values**

Our program has four broad values that help guide what we do:

1. Scientific orientation (empiricism, objectivity, curiosity, skepticism, critical thinking, epistemic humility [humility regarding one's knowledge])
2. Professional behavior (integrity, initiative, dependability, responsiveness, confidentiality)
3. Non-discrimination (fairness, diversity, openness)
4. Kindness (compassion, empathy, encouragement)

### **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 about 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 102 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. **NOTE: the following course sequence includes some changes from our previous course sequence. These changes will be undergoing approval through CMU's curricular processes during the 2023-2024 academic year.**

#### **Required Courses I (9 Hours)**

PSY 609- History and Systems of Psychology 3  
PSY 630- Advanced Social Psychology 3

PSY 687- Physiological Foundations 3

**Required Courses II (3 Hours) Human Development**

PSY 624- Advanced Developmental Psychology 3

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

PSY 680- Learning 3 **OR** PSY 589 – Cognitive Psychology

**Required Courses IV (3 Hours) Multicultural Issues**

PSY 850- Ethnic and Minority Issues in Therapy 3

**Required Courses V (3 Hours) Educational Foundations**

PSY 760- Seminar: School Services

**Required Courses VI (31 Hours) Assessment and Intervention**

PSY 570- Behavioral Assessment and Treatment Planning 3

PSY 586- Applied Behavior Analysis in Education 3

PSY 653- Intervention I: Adult **OR** CED 660- Counseling Techniques

PSY 655- Introduction to Intelligence Testing 2

PSY 656- Advanced Intellectual Assessment 2

PSY 660- Intervention II: Child and Adolescent 3 **OR** CED 651- Counseling Children and Adolescents 3

PSY 667- Assessment and Development of Academic Skills I 3

PSY 751- Psychopathology 3

PSY 766- Seminar: Consultation Skills 3

PSY 767- Assessment and Intervention for Developmental Disabilities 3

PSY 780- Behavior Therapy 3

**Required Courses VII (9 Hours) Methods and Statistics Courses**

PSY 571- Research Methods in Behavior Analysis 3

PSY 611- Research Design 3

PSY 612- Applied Multiple Regression and Correlation 3

**Required Courses VIII (3 Hours) Ethics**

PSY 765- Seminar: Ethics and Professional Issues 3

**Thesis (6 hours)**

PSY 798- Thesis 1-6

**Required Experience-Based Courses (14 hours)**

PSY 790S- Practicum I A: Professional Services 3

PSY 791S- Practicum I B: Professional Services 3

PSY 890S- Practicum II A: Professional Services 3

PSY 891S- Practicum II B: Professional Services 3

PSY 990S- Internship A: Professional Services 1

PSY 991S- Internship B: Professional Services 1

**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: 102 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.

1 <sup>st</sup> Year			2 <sup>nd</sup> Year		
Fall	Spring	Summer	Fall	Spring	Summer
PSY 570 (3)	PSY 571 (3)	PSY 656 (2)	PSY 624 (3)	PSY 660 (3)	PSY 798 (3)
PSY 667 (3)	PSY 586 (3)	PSY 798 (3)	PSY 653 (3)	PSY 687 (3)	
PSY 680 (3)	PSY 655 (2)		PSY 780 (3)	PSY 766 (3)	
PSY 760 (3)	PSY 767 (3)		PSY 790 (3)	PSY 791 (3)	
3 <sup>rd</sup> Year			4 <sup>th</sup> Year		
Fall	Spring	Fall	Spring		
PSY 611 (3)	PSY 630 (3)*	PSY 609 (3)	PSY 765 (3)		
PSY 612 (3)	PSY 751 (3)	PSY 898 (6)	PSY 850 (3)*		
PSY 890 (3)	PSY 891 (3)	Elective	PSY 899 (6)		
Elective					
5 <sup>th</sup> Year					
Fall	Spring				
PSY 990 (1)	PSY 991 (1)				

**\*Please note that PSY 630, PSY 818, and PSY 850 are typically offered every other year. They should be taken during the year they are offered.**

#### Sequencing of Doctoral Milestone Events

<b>First Year</b>	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
<b>Second Year</b>	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
<b>Third Year</b>	Complete coursework
Fall Semester	Complete Comprehensive Exam
Spring Semester	Receive formal feedback on progress Defend dissertation proposal



Obtain information on internship sites

**Fourth Year**

Fall Semester

Complete coursework

Implement dissertation

Spring Semester

Complete APPIC internship application\*

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 “Program 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.

## **Scheduling of Student Reviews**

A formal review of students is scheduled twice a year for the first year of the program and involves the School Program faculty who have taught courses to enrolled students. The review takes place at the end of each semester. It focuses on general preparation and suitability for responsibilities in practicum. Students will complete a self-assessment using the *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. The student's advisor completes the Research Skill Development form annually (Appendix E), which evaluates progress toward completing the thesis and dissertation.

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

## **Remediation Plans**

If concerns are identified about a student's skill development, academic performance, or professional behavior as a result of the review, the review letter composed by the program director will instruct the student to schedule a meeting with the program director and/or his or her academic advisor to develop a written remediation plan. This written plan will identify areas in need of improvement, strategies for improvement, and expected outcomes and timelines. A copy of the remediation plan will be placed in the student's file and progress will be discussed by the unit at scheduled student reviews or earlier if determined by the program director or academic advisor. If the student is not making adequate progress with supports, changes may be made in collaboration with the student or one of the actions listed below may be initiated.

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

## **Failure to Make Satisfactory Progress-Dismissal from Program**

All students are required to show satisfactory progress through 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 in any of the above areas may result in dismissal from the program.

## **Program Faculty Actions and Student Rights**

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

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

## **Student Rights**

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

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

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

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

### **Appeals Procedure**

If the student wishes to appeal any program faculty action, the student may ask the Department of Psychology 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 Program Director 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 Department of Psychology 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 should register for classes during Phase I registration to ensure course requests can be honored. The Department of Psychology 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.

### **Waiving Courses**

Please be informed that course "waiver" means that the student has previously taken course(s) deemed equivalent to those required by CMU's School Psychology Ph.D. program (see Graduate Bulletin, "Waiver of a Program Requirement"). If a course is approved for

waiver, then the student is not required to complete the course deemed equivalent that is required for CMU's school psychology doctoral program. However, the student does not receive credit for a waived course towards CMU's doctoral degree minimum program credit requirements. In contrast, the university allows a limited number of transfer course credits towards a doctoral degree. The procedure and forms for evaluation of a request for a course waiver or transfer are similar; however, unlike a waiver, transfer credit (maximum 6 semester hours) can be counted towards doctoral degree course credit requirements (see **Transfer Credit Policy** in the *Graduate Bulletin*).

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

### **Requesting a Leave**

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

### **Financial Support**

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

### **Students with Disabilities**

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

### **Student Grievances**

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

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

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

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

problem resolution meeting with all parties involved.

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

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

## **FIELD EXPERIENCES**

### **Doctoral Program Field Experiences**

Doctoral students complete several field experiences during the program. Students who enter without previous supervised School Psychology experience complete PSY 790-791 during the second year of the program. This amounts to 6 semester hours of class credit (PSY 790-791). Doctoral students complete a second 600-hour supervised advanced practicum in the third year of their program. This amounts to 6 semester hours of class credit (PSY 890-891). A supervised internship of either a full year (12 months) or a school year (10 months) is required (minimum total of 1500 clock hours; however, 2000 clock hours is required for licensure in many states). This can be done in either a school or non-school setting. The internship amounts to 2 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. This 600 hour school practicum experience requires students to spend two days a week in the public schools under the direct supervision of an accredited school psychologist. Practicum sites are selected by university faculty members with a preference for sites that are relatively close to campus. Recently, the State of Michigan has provided funds to local school districts to provide funding for students in approved school psychology programs while they are working in the schools. As this funding is controlled by the school districts and not CMU, we cannot guarantee a funded placement. However, we will work collaboratively with students and school districts to obtain and facilitate paid placements when possible.

In addition to the school hours, practicum includes a 3-hour class seminar each week taught by a CMU faculty member. In addition to completing assigned readings and discussions, students are required to provide regular oral and written updates on required activities to their university supervisor. Individual consultation with the university supervisor will be scheduled as needed. Students receive 2 hours of face to face supervision with their accredited field supervisors each week. Details of the 790-791 requirements are provided in the practicum manual.

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.

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.

Psychology 990-991. We encourage our students to apply for an APPIC internship. 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. To be eligible to apply for internship through APPIC, students must have a completed thesis, a dissertation proposal that has been approved by their dissertation chair, and passed the doctoral comprehensive exam. Students must have an approved doctoral dissertation proposal on file with the Office of Graduate Studies prior to starting their internship. Please note that the Office of Graduate Studies approval requires IRB approval.

If students choose not to apply for an APPIC internship, the internship requirements listed by the Council of Directors of School Psychology Programs (CDSPP) 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). Students electing to complete a non-APPIC internship must have successfully completed all coursework, completed their thesis, and have an approved doctoral dissertation proposal on file with the Office of Graduate Studies prior to enrolling in PSY 990-991. Please note that the Office of Graduate Studies approval requires IRB approval.

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.

### **Additional Clinical Hours Outside of Practica and CMU Clinics**

Students interested in getting additional clinical hours may do so with program approval by completing an application available from the school psychology secretary. If the additional training is off-campus, there must be an affiliation agreement between the agency and CMU and students must sign up for course credit (PSY 792 Supplemental Supervision). Students are not required to sign up for course credit if the hours are on campus. The application for hours includes goals to be accomplished and is signed by the field supervisor, program director, and student. The field supervisor is responsible for providing direct supervision of field-based experiences. A copy of the approved application is put in the student's file. The student will provide the field supervisor and university supervisor with regular updates on progress towards the goals and other clinical activities.

### **Malpractice Insurance**

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

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

### **DOCTORAL COMPREHENSIVE EXAM**

Students are expected to complete a comprehensive exam in the fall of their third year in the program. 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 applying to internship and admission to PSY 990. The PRAXIS: School Psychology exam will serve as the comprehensive exam.

This exam is offered by the Educational Testing Service (ETS) and may be taken at the Center for Learning Assessment Services on campus. Once students are approved by the program to sit for the comprehensive exam, students must register for the PRAXIS ([www.ets.org](http://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.

As the program uses the PRAXIS exam for accreditation and program evaluation, all students are required to take this exam and submit their scores. In order to successfully satisfy the comprehensive exam requirements, students must achieve the score on the PRAXIS School Psychology Exam to be eligible to become Nationally Certified School Psychologists (NCSP). Students are required to have ETS provide official documentation of their scores to the program.



## **THESIS AND DISSERTATION**

Doctoral students are required to complete a thesis and a dissertation. Successful completion of the thesis and dissertation are tied to several required program milestones. All students should attempt to have a defended thesis proposal by the end of the first year. Students will not be allowed to take the Comprehensive Exam in the fall of their third year if they do not have an approved thesis prospectus. Students must successfully defend their thesis and have a chair approved dissertation proposal prior to applying for an APPIC internship.

In addition, all doctoral students must have an approved doctoral dissertation proposal on file prior to beginning the doctoral internship. According to the Office of Graduate Studies guidelines, a student may not enroll for more than three credits of thesis or six credits of dissertation until the project prospectus has been approved.

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.

Typical projects include: traditional research investigations via group or single case designs, program evaluation projects, systematic reviews (e.g., meta-analyses), and development and evaluations of a new assessment or intervention technique. 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. The chair must have full graduate faculty status. The other committee members must have full or associate graduate faculty status. Most regular faculty in the Department of Psychology have graduate faculty status. 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 Department of Psychology can grant associate graduate faculty status for individuals who meet membership requirements for the purpose of serving on a thesis or dissertation.

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 Department of Psychology unit other than School Psychology or from a different Department. Two committee members must have full graduate faculty status. The third member of a dissertation committee can be anyone with at least associate graduate faculty status. Psychologists or other competent persons from field agencies or other universities can qualify for service on the committee by applying for and receiving associate graduate faculty status.

### **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 Office of Graduate Studies. Your research progress will be evaluated at each student review meeting. Thesis and Dissertation chairs will document student progress by completing the Research Skill Development Through Thesis and Dissertation (Appendix C) form.

The following general steps are usually followed:

1. Students should obtain and review a copy of the Thesis and Dissertation Guidelines from the Office of Graduate Studies website (<https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/thesis-dissertation>).
2. Student generates an idea and discusses it with a faculty member who is knowledgeable and interested in that area. The faculty member will decide whether or not they are able and available to chair a project in that area at that time. If they agree to do so, the process begins. If not, the student must find another chair.
3. Once a chair has agreed, the student completes a form (available from the program secretary) that the chair signs to enable the student to enroll in Thesis/Dissertation development credits. Thesis and dissertation credits will be marked as "Z" (deferred) until the completed project is approved by the committee.

4. Student works collaboratively with the chair to develop a timeline for project completion. During this development stage, student should meet regularly with their chair and provide either in-person or electronic updates and drafts. Chairs may require participation in weekly lab meetings.
5. Student writes a prospectus incorporating feedback from the chair. 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)
    - i. Sample
    - ii. Instrumentation
    - iii. Procedures
    - iv. Statistical Analysis
6. As the prospectus nears completion, student and chair discuss potential committee members. The student then contacts prospective committee members with a description of the project and anticipated timeline. Once two committee members agree to serve on the committee, student sends the chair-approved prospectus to the committee members and asks for potential meetings times, providing committee members at least 10-14 days to read the prospectus prior to the meeting.
7. Once a mutually agreed upon meeting time is set, student obtains and completes the online Prospectus Form available on the Office of Graduate Studies Website (<https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/thesis-dissertation>)
8. At the prospectus meeting, the student provides an overview of the prospectus and committee members ask questions of the student. If changes are required prior to approval, the committee members decide on a method to review and approve changes.
9. Once the Prospectus Form is electronically signed by committee members it must be filed with the Graduate Office and Department of Psychology. If needed, approval from CMU's Institutional Review Board (IRB) is obtained for research involving human subjects. Students should work with their chair to complete required IRB forms in a timely manner. A copy of IRB approval must accompany the Prospectus Form before the prospectus will be approved by the Office of Graduate Studies.
10. Student enrolls in the Thesis/Dissertation implementation credits and the project is implemented.
11. Student works, with regular discussion and feedback on drafts, to update the prospectus and complete the Results and Discussion sections.
12. Once the chair approves the complete paper, student sends the thesis or dissertation to committee members and asks to schedule a defense no sooner than 10-14 days after the committee members receive the paper.
13. Once the committee agrees upon a meeting time, the student works with the program secretary to establish a meeting place and provide public notification of the defense. Students obtain and complete the Thesis or Dissertation Sign-Off form from (<https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/thesis-dissertation>).
14. Defenses will be publicly announced by the program secretary and may be attended by university members or others invited by the student or faculty. At the defense, the student presents their paper while committee members and others in attendance ask questions. Once the student has responded to the questions, the committee will confer in private. After discussing the paper and oral defense, the committee may approve the paper as is or require changes. If changes are required, the committee will determine a method of approving changes. A second oral defense may be required. The committee decision regarding the outcome will be communicated to the student by the chair.
15. Following satisfactory completion of the defense or required changes, the committee members will approve and sign the approval form. At that time, the "Z" (deferred grade) for thesis/dissertation credits will be changed to "CR" (credit).
16. The final, signed, original manuscript must be submitted to the Office of Graduate Studies by the deadline published by the Office of Graduate Studies to meet graduation deadlines. The student is responsible, with consultation from the chair, for making any changes required by the Office of Graduate Studies.

### **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.

## **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.

Once the student has earned grades in the required coursework (see below), the students complete the online application process (<https://mdoe.state.mi.us/MOECS/Login.aspx>). Once the application is submitted, 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, 570, 586, 653, 655, 656, 660, 667, 760, 766, 767, 780, 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. The most recent certification requirements can be found on the Michigan Department of Education's website.

#### **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 60 graduate semester hours in school psychology; (4) have completed a 1200 hour internship, 600 hours of which must be completed in a school setting. Complete the application form available online at <https://mdoe.state.mi.us/MOECS/Login.aspx>. The most recent certification requirements can be found on the Michigan Department of Education's website.

#### **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.

## **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, Equity, and Inclusion offers campus-wide programs and activities for students, faculty, and staff that foster better understanding across diverse groups (<https://www.cmich.edu/offices-departments/institutional-diversity-equity-inclusion>). 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 (<https://cmich.campuslabs.com/engage/organizations>).

**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 653- Intervention I: Adult, PSY 790 Practicum in School Psychology, Competency Evaluation Performance Review, Student Review Form
6. Assessment. PSY 570- Behavioral Assessment and Treatment Planning, PSY 655- Introduction to Intelligence Testing, PSY 656- Advanced Intellectual Assessment, PSY 667- Assessment and Development of Academic Skills I, PSY 586- Applied Behavior Analysis in Education, 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, Comprehensive Exam, Competency Evaluation Performance Review, Student Review Form
7. Intervention. PSY 653- Intervention I: Adult, PSY 660: Intervention II: Child and Adolescent, PSY 586- Applied Behavior Analysis in Education, 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. Comprehensive Exam, 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, Comprehensive Exam, Competency Evaluation Performance Review, Student Review Form, Consultation Project.

## APPENDIX B

### 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 April 20<sup>th</sup>, 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 intern and the internship supervisor.

**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 Competent:** 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

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

b) Second year students are expected to achieve Competent.

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

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

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

### 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, patients or consultees, such as teachers or other mental health service providers. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.			
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 and School Psychology Student Review Form (intern). Assessments designed by the internship site may be suitable if they assess each area of health service psychology as defined by APA.			
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. The primary supervisor must be actively licensed by the state regulatory board of psychology.			
9. At least two hours per week of regularly scheduled individual supervision by a licensed doctoral level psychologist. The primary supervisor must directly observe the intern with the specific intent of evaluating the intern and providing feedback.			
10. At least two additional hours per week in scheduled group or individual supervision by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist).			
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. Interns who hold other relevant credentials (e.g., preliminary certificates) may include this information as long as it is accompanied by recognition of his/her doctoral intern status.			

<b>Fall Review</b>			
<b>Winter Review</b>			
<b>Spring Review</b>			

Field Supervisor

Signature

Date

<b>Fall Review</b>			
<b>Winter Review</b>			
<b>Spring Review</b>			

Field Supervisor

Signature

Date

## Appendix D

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

**Faculty Comments:**

# Appendix E

## 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.

**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 Competent:** 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 personnel at lower levels of expertise

- a) Beginning interns are expected to achieve Competence.
- b) Mid-year interns are expected to achieve Advanced Competence.
- c) End of year interns and graduates are expected to achieve Proficiency.
- d) 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]

Intern self assessment: \_\_\_\_\_

Supervisor Assessment: \_\_\_\_\_

Intern comments:

Supervisor 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.

Intern self assessment: \_\_\_\_\_

Supervisor Assessment: \_\_\_\_\_

Intern comments:

Supervisor 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.

Intern self assessment: \_\_\_\_\_

Supervisor Assessment: \_\_\_\_\_

Intern comments:

Supervisor 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.



Intern self assessment: \_\_\_\_\_

Supervisor Assessment: \_\_\_\_\_

Intern comments:

Supervisor 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.

Intern self assessment: \_\_\_\_\_

Supervisor Assessment: \_\_\_\_\_

Intern comments:

Supervisor 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.

Intern self assessment: \_\_\_\_\_

Supervisor Assessment: \_\_\_\_\_

Intern comments:

Supervisor 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.

Intern self assessment: \_\_\_\_\_

Supervisor Assessment: \_\_\_\_\_

Intern comments:

Supervisor 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.

Intern self assessment: \_\_\_\_\_

Supervisor Assessment: \_\_\_\_\_

Intern comments:

Supervisor 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: \_\_\_\_\_

Supervisor feedback/suggestions:

Supervisor Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

## Appendix F

### Training Plan

Name of Student: \_\_\_\_\_

Clinical Site: \_\_\_\_\_

Clinical Site Address: \_\_\_\_\_

#### Clinical/School Setting

*Identify all possible settings the student will be working in:*

#### Time Commitment

What dates will the experience encompass? \_\_\_\_\_ through \_\_\_\_\_

How many days per week will the student be at the site? \_\_\_\_\_

How many hours per week will the student be expected to devote to the training? \_\_\_\_\_

#### Student Responsibilities

*Describe the goals of training at the site, and what the student can expect to accomplish.*

#### Supervision

Name

Job Title

Credentials

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How much time per week will be devoted to supervision? \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Students acquiring additional training off campus are required to take course credit. Students acquiring additional training through sites on campus are not required to take university credit. If taking for credit, student should write a summary of the experience including a description of the progress made on achieving goals.